

Step 4.2
of 4.4

Evidence-Based Strategies, Interventions, and Supports:

Describe how ESSER III funds, including the required 20% reservation, will be used to respond to students' social, emotional, and academic needs through *evidence-based* interventions, how progress will be measured, and how/if chosen interventions address disproportionate impact of COVID-19 on underserved subgroups. Select from the following list of evidence-based interventions and provide a narrative at the bottom of this step for any of your district's evidence-based initiatives that are not listed. **Note: Your district's 20% reservation to address loss of instructional time must be spent on evidence-based interventions.**

Enhanced Core Instruction	Our district is using ESSER III funds for this strategy	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Expanding access to full-day, high-quality prekindergarten	Select	Select		
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Select	Select		
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Department Heads will analyze and share district and standardized assessment results with members to provide insight into areas in need of improvement. Teachers will apply those insights in an effort to raise standardized assessment scores. The Department Heads will serve as a resource to help department members generate evaluation goals and plans which are designed to improve classroom practices as well as positively impact the school's learning community as a whole.	We have identified a group of low income students who suffer from poor standardized assessment scores. This intervention will provide support for those students.
Screening assessments and associated professional development (e.g., early literacy screening)	Select	Select		
Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training)	Select	Select		
Extending the school day/year and prioritizing student access to additional time by student need	Select	Select		
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Yes	Yes	Progress will be measured by IEP goals and objectives as well as iReady assessment and Classroom formative assessment. The addition of ABA tutors at both Cedar and Center elementary school will allow more focus on early literacy acquisition. In addition, hiring an enrollment LTS in grade three allows us to maintain appropriate class sizes to support early literacy.	ABA tutors work exclusively with students with disabilities providing extra support.
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Select	Select		
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select		
Targeted Student Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Yes	Yes	Department Heads will act as a liaison between general education teachers and special education teachers when IEP/504 expectations are unclear or not rendering their desired effect. Department Heads will participate in Student Intervention Team meetings as needed to represent core academic perspectives. The ABA tutors and paraprofessionals will help address the needs of special education students impacted by the COVID-19 shutdown. Further, the additional BCBA will allow a secondary focus on the needs of our autistic students.	The addition of Department Heads, ABA Tutors, Paraprofessionals, and a BCBA will allow us to increase services to disadvantaged population by providing professional development, additional classroom support, and stronger programming for our students with autism who were negatively impacted by the shutdown.
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Select	Select		
Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Select	Select		
Community-based afterschool programs for parents, including citizenship and ESL classes	Select	Select		
Dropout prevention and recovery programs	Select	Select		
Talent Development and Staffing	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care) ? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Yes	Yes	Progress will be measured by IEP goals and objectives as well as iReady Assessment and classroom formative assessment. The additional Board Certified Behavior Analyst (BCBA) fills this role allowing us to focus on the needs of students with disabilities.	Our students with disabilities were negatively impacted by the COVID-19 shutdown. The additional ABA tutor, paraprofessional, and BCBA fill these needs.
Diversifying the educator workforce through recruitment and retention strategies	Select	Select		
Strategies to staff hard-to-staff schools and positions with high-performing educators	Yes	Yes	The enrollment LTS in third grade as well as the BCBA allows us to staff with high performing educators. Progress will be measured by IEP goals and objectives as well as iReady Assessment and classroom formative assessment.	Maintaining smaller class sizes at grade three will allow for better teaching and quality assessment.
Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	Select	Select		

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