Evidence-Based Strategies, Interventions, and Supports:

Step 4.2

of 4.4

Of 1.4

Evidence-Based Strategies, Interventions, and Supports:

Describe how ESSERIII 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 order of the 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	using ESSER III funds for this	This strategy will address pandemic- related learning loss/disprop ortionate 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 eithing group, students from low-income families, students with disabilities, English kenners, gender, migrant students, students experiencing home
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.	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		Progress will be measured by IEP goals and objectives as well as Ready assessment and Classroom formative assessment. The addition of ABA tutors at both Cedar and Center elementary school will allow more focus on early literary acquisition. In addition, hiring an enrollment LTS in grade three allows us to maintain appropriate class sizes to support early literary.	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	district is using ESSER III	This strategy will address pandemic- related learning loss/disprop ortionate 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 ethinic group, students from low-income families, students with disabilities, English learners, ander, 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 genera education teachers and special education teachers when IEP/S04 expectations are unclear or not rendering their desired effect. Department Heads will participate in Student Intervention Fearn meetings as needed to represent core academic perpectives. The ARA tutors and paraprofessionals will help address the needs of special education students impacted by the COVID-19 shutdown. Further, the additional BEGA will allow a secondary focus on the needs of our autistic students.	Il 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 impated 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	district is using ESSER III	This strategy will address pandemic- related learning loss/disprop ortionate 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 I 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	as well as iReady Assessement and classroom formative assessment. The additional Board Certified Behavior Analyst (BCBA) fills this role allowing us to	Our students with disabilities were negatively impacted by the COVID-19 shutdown. The additional ABA tutor, paraprofessional, and BCBA fill these needs.
	Yes		focus on the needs of students with disabilities.	
Diversifying the educator workforce through recruitment and retention strategies	Yes	Select	focus on the needs of students with disabilities.	
Diversifying the educator workforce through recruitment and retention strategies  Strategies to staff hard-to-staff schools and positions with high-performing educators				Maintaining smaller class sizes at grade three will allow for better teaching and quality assessment.
	Select	Select	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 Assessement and classroom	Maintaining smaller class sizes at grade three will allow for better teaching and quality assessment.

Increasing high-quality common planning time for teachers and academic support staff	Yes	Yes	and benchmark assessments at the secondary level.	The departments heads will meet regularly with their staff to provide content specific professional development. In order to analyze and assess learning and curriculum gaps the Department Heads will update and oversee curriculum documentation helping to create clear 5-12 vertical articulation for the subjects under their purview.
Developing leadership pipeline programs for schools	Yes		The Department Heads are teacher leaders. It is the expectation that through the program, Department Heads will emerge as future building leaders. They will participate in biweekly curriculum leadership meetings scheduled with the directors and principals.	During the course of the pandemic, gaps in the curriculum emerged. The Department Heads will ensure that the curriculum is appropriate to all levels and that all students have the same experience.
Labor-management partnerships to improve student performance	Select	Select		
Conditions for Student Success - Social/Emotional and Mental Health Supports	Our district is using ESSER III	This strategy will address pandemic- related learning loss/disprop ortionate	What data will you use to measure progress?	Does this to ratego/intervention address the disproportionate impact of COVID-130 on understanded student subgroups (sech major retail and eithint group, students from low-income families, students with disabilities, English learners, gender, migrant audients, students experiencing homelescress and students in faster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Yes	Yes	This will be measured by the amount of referrals to the nurse's office as well as the social emotional needs of students. We are adding additional nursing staff at the Middle School and Cedar School in order to increase staffing in each building. We have also hired a counseling intern at Center School to help with the social emotional needs of the students.	Yes. Our students need additional social emotional support at this time.
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	This will be measured by the amount of referrals to the nurse's office as well as the social emotional needs of students. We are adding additional nursing staff at the Middle School and Cedar School in order to increase staffing in each building. We have also hired a counseling intern at Center School to help with the social emotional needs of the students.	The additional nursing staff and counseling intern will continue to address the needs of these identified at risk populations.
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Select	Select		
Arranging for wraparound services to be provided at schools	Yes	Yes		Increase our capacity for counseling at Elementary levels and ensure our health offices have staffing necessary for testing and all health and safety protocols.
Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments	Select	Select		
Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school	Yes	Yes	Our counseling intern is supported by the North River Collaborative, a community based organization.	The counseling intern will provide support for at risk students returning to school.
Parent-teacher home visiting programs to build positive relationships between home and school	Select	Select		
Facilities improvements to create healthy and safe school environments	Select	Select		
Other interventions/Strategies/Supports Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above		This strategy will address pandemic- related learning loss/disprop ortionate impact Select	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-10 on undersound student subgroups (sech major restal and eithets group, students from low-income families, students with disabilities, Singlish learners, gender, migrant andersh, students experiencing homelescrees and students in fester care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
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		select		