

Peabody

Plans for the Use of ESSER III Funds:

The United States Department of Education (USED) is requiring two plans from all recipients of ESSER III funds:

1) A plan for the safe return to in-person instruction and continuity of services

The requirement for this plan is likely met by your **District Reopening Plan** submitted to DESE in August of 2020, along with any subsequent amendments (see Tab 3 Assurances). It will need to be revisited and revised as necessary every 6 months, including soliciting stakeholder input and considering changes to CDC guidance.

2) A plan for the Use of ESSER III Funds, based on broad stakeholder input, and addressing the following:

- The district's **prevention and mitigation strategies**, including extent district has adopted CDC recommendations (**Step 4.4**)
- How the district will use its **20% reservation of ESSER III funds to address loss of instructional time with evidence-based interventions (Step 4.2 and Tab 6, Budget)**

- How the district will spend the remainder of its ESSER III funds for **allowable expenditures (Tab 5) and budget (Tab 6)**
- How the use of ESSER III funds will respond to the **academic, social, emotional and mental health needs** of all students, especially **those disproportionately impacted by the COVID-19** pandemic (**Tab 4.2, Tab 4.3**), including:

- students from low-income families
- students of color
- English learners
- students with disabilities
- students experiencing homelessness
- students in foster care
- migratory students
- students who are incarcerated
- other underserved students

This application, when fully and thoughtfully completed, along with your District Reopening

Plans, will constitute the plans required by USED. These plans must be published on your website and must be accessible to families in a language they understand, either translated in writing or orally, as well as in an accessible format for those with disabilities.

You should expect that DESE will be collecting data and other information from you as a result of implementation of your plans for and use of ESSER funds.

Step 4.1 of 4.4	ESSER III regulations require that the stakeholder groups below be meaningfully consulted as part of the planning process for use of ESSER III funds. Which of the following groups have you consulted with? (check all that apply)	If you have not yet consulted with this group in planning for use of ESSER III funds, when and how do you plan to get their input?
<input checked="" type="checkbox"/>	Students	
<input checked="" type="checkbox"/>	Families	
<input checked="" type="checkbox"/>	School and District administrators, including special education administrators	
<input checked="" type="checkbox"/>	School leaders	
<input checked="" type="checkbox"/>	Teachers	
<input checked="" type="checkbox"/>	Other educators	
<input checked="" type="checkbox"/>	School staff	
<input checked="" type="checkbox"/>	Unions representing educators and school staff	
<input checked="" type="checkbox"/>	Tribes*	
<input checked="" type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	
<input checked="" type="checkbox"/>	Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.*	

*To the extent present in or served by the district

TIP: The cells in the right column will be red until you either 1) check the box next to the stakeholder in the left-hand column or 2) write your plan to consult the stakeholder group in the left-hand column.

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.**

4. Implementation Plan

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 ethnic group, students from low-income families, students with disabilities, English learners, gender, migr homelessness and students in foster care)? If yes, please explain which group(s) are being served, what in 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	Yes	Yes	MCAS data, common assessments	Yes, instructional materials will benefit students in all subgroups, including but not limited disabilities, students from low-income families, English learners, etc. Access to high quality that students from underserved groups will have the materials needed to access high quality
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	MCAS data, common assessments, SEL assessments	Professional development in the areas of effective instruction, meeting the needs of all learn teachers reach all learners.
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	Student and classroom data, student performance on district and state assessments	Yes, tutoring and support will target the neediest learners, amy of whom will fall into the ab
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	Classroom data, student performance on district and state assessments	Strengthening our use of data cycles will enable us to identify patterns and trends among su of individual students. This will allow us to tailor instruction to meet students' individual nee into the categories described above.
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 ethnic group, students from low-income families, students with disabilities, English learners, gender, migr homelessness and students in foster care)? If yes, please explain which group(s) are being served, what in 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	Classroom data, student performance on district and state data, progress related to IEP goals	Yes, by expanding the number of teachers working in an inclusion model, and providing then
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 ethnic group, students from low-income families, students with disabilities, English learners, gender, migr homelessness and students in foster care) ? If yes, please explain which group(s) are being served, what this strategy/intervention will provide support.
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Yes	Yes	Student data from common assessments, state assessments, distict benchmarking data	Academic support staff will use data to identify our neediest learners, then provide targeted
Diversifying the educator workforce through recruitment and retention strategies	Select	Select		
Strategies to staff hard-to-staff schools and positions with high-performing educators	Select	Select		
Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	Select	Select		
Increasing high-quality common planning time for teachers and academic support staff	Select	Select		