

Argosy Collegiate Charter School (District)

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.

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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 type="checkbox"/>	Unions representing educators and school staff	N/A
<input type="checkbox"/>	Tribes*	N/A
<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.

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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.**

	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.
Enhanced Core Instruction				
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	Checklist of Inventory of curriculums, grades 6-12, all subject areas	One of the criteria that the curriculum committee will use is the appropriateness and effectiveness of potential curriculum materials to support underserved student groups, including English Learners and Special Education students.
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes		
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	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.	Select	Select		
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	Student academic indicators (grades, attendance, conduct)	Student data cycles through the MTSS/RTI process. Students most likely to need this type of support are those students historically underserved/underrepresented.
Early college programs, particularly those focused on students underrepresented in higher education	Yes	Yes	Student academic indicators (grades, attendance, conduct, graduation rate)	Opportunities for early college programs are important for all students, and especially those in underserved populations. Funding from ESSER III would be used to allow for visits to post-secondary institutions.
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	Select	Select		
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	Select	Select		
Diversifying the educator workforce through recruitment and retention strategies	Yes	Yes	Staffing indicators (Edwin Analytics) Number of vacant positions	Yes - staffing shortages due to the pandemic have been extremely impactful to all industries, but especially to students
Strategies to staff hard-to-staff schools and positions with high-performing educators	Yes	Yes	Number of vacant positions in staffing plan	Yes - staffing shortages due to the pandemic have been extremely impactful to all industries, but especially to students
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		
Developing leadership pipeline programs for schools	Select	Select		
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 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.

Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Select	Select		
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Select	Select		
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	Select	Select		
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	Select	Select		
Parent-teacher home visiting programs to build positive relationships between home and school	Select	Select		
Facilities improvements to create healthy and safe school environments	Yes	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/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.
		Select		
		Select		
		Select		
		Select		
		Select		
		Select		

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Equitable Use of ESSER III Funds

How is your district taking educational equity into account when planning for expending your ESSER III funds?

For example,

- allocating funds both to schools and districtwide activities based on student needs, and
- implementing an equitable and inclusive return to in-person learning by, for example, avoiding over-use of exclusionary discipline and creating a positive and supportive learning environment for all students.

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CDC School Safety Recommendations
 This information will come from your District Reopening Plan as well as any supplemental/revised reopening policies for your district.

CDC Recommendation	Does your district have a policy or policies on this topic?	If "Yes," is it described in your District Reopening Plan?	If you have a policy but it is not described in your District Reopening Plan, please briefly describe here.
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TIP: Note that your district is not required to adopt [CDC school safety recommendations](#) to receive ESSER III funds. This data is being collected for reporting purposes.

1	Universal and correct wearing of masks	Select	Select One	
2	Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Select	Select One	
3	Handwashing and respiratory etiquette	Select	Select One	
4	Cleaning and maintaining healthy facilities, including improving ventilation	Select	Select One	
5	Contact tracing, isolation, quarantine in collaboration with health departments	Select	Select One	
6	Diagnostic and screening testing	Select	No	
7	Efforts to provide vaccination to school communities	Select	No	
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	Select	No	
9	Coordination with state and local health officials	Select	No	