

ESSER III Implementation Plan

ESSER III (American Rescue Plan) funds are distributed to school districts through the Department of Elementary and Secondary Education on behalf of the federal government. It is required that an implementation plan be developed based on input from a broad group of stakeholders about the district priorities. Through the 2020-21 turnaround planning process as well as the development of the system-wide strategic plan, the district has developed priority areas for school improvement and long-term planning. The ESSER III Implementation Plan supports the work of the sustainable improvement plan and the strategic plan. ESSER III also requires that schools have a comprehensive plan for the safe full-time in person reopening of schools. Other key requirements of ESSER III include:

- *At least 20% of funds be allocated to addressing the impact of interrupted instruction*
- *Interventions and supports that respond to academic, social-emotional and mental health needs of students impacted by the pandemic, particularly those disproportionately impacted*
- *The plan includes evidence-based interventions and strategies for supporting student learning as identified by DESE*



Summary of Key ESSER III Funding Priorities:

| Funding Priority | Key Expenses/Activities | Connection to Sustainable Improvement plan and/ or Strategic Plan | Does this specifically address populations disproportionately impacted due to COVID? |
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| K-6 Literacy | Implementation of a comprehensive literacy plan in our sustainable improvement plan. Key areas that ESSER III would fund <ul style="list-style-type: none">• Continued implementation of a new Core curriculum• Student Supports<ul style="list-style-type: none">○ The reading specialist is returning to the budget.○ Work with small groups of students identified through our data collection | All core programming will be revised and aligned to current Massachusetts Learning Standards and Content Frameworks and instruction will be aligned to research-based best practices | Yes - this will support all students through a research-based tiered model of instruction |

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| | <p>process.</p> <ul style="list-style-type: none"> ○ Support the organization and implementation of an intervention block for the entire school. | | |
| Social-Emotional Learning and Mental Health | <p>Enhanced wellness support for students so they can succeed in school settings:</p> <ul style="list-style-type: none"> ● Implementation of a BRYT (Bridge for Resilient Youth in Transition) program in the schools. <ul style="list-style-type: none"> ○ Here is more information on BRYT ● This is a program that all students have access to if they are identified with needing support. The identification process happens in our child study process. | The district will expand social emotional learning and supports so that all students have the knowledge and skills to become engaged learners and citizens | Yes - support will be provided to eligible students with a high level of need |
| Extended learning opportunities beyond the school day | <p>Programming for academic support and enrichment:</p> <ul style="list-style-type: none"> ● Summer and enrichment staffing ● Tutoring ● Acceleration academies ● Family engagement ● Community partnerships | Establish an environment of collaboration and community involvement linking caregivers to learning and programs in the classroom, in the schools, and in the district | Yes - programming will be prioritized for students most impacted by interrupted instruction; opportunities for all students will be available as well |