

Evidence-Based Strategies, Interventions, and Supports:				
<b>Enhanced Core Instruction</b>	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.
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	MCAS data and local assessments	Yes. We will ensure that we use the data to decrease achievement gaps in all of our underserved subgroups. Historically, our students from low-income families have seen the largest gaps in achievement.
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	Local Assessments	Yes. We will ensure that we use the data to ensure that we decrease achievement gaps that exist which historically has been most prevalent with our students from low-income families. It is urgent that all educators and support personnel be involved in this PD to ensure that all educators have an awareness of the needs of our underserved subgroups.
<b>Targeted Student Supports</b>	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.
Acceleration academies (outside of the school day & school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	student engagement surveys & achievement data	Our acceleration academy leaders will specifically engage students from underserved populations. Our goal will be to ensure that there are fewer breaks away from the support of our schools and resources over the course of the year.
<b>Conditions for Student Success - Social/Emotional and Mental Health Supports</b>	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.
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	PEAR screening data	This strategy will allow us to screen more students & engage with professionals who can train our staff and provide access to quality and timely mental health & wellness supports.
Facilities improvements to create healthy and safe school environments	Yes	Yes	Timeline/benchmarks for priority facility improvements	Ensuring that all buildings are safe and accessible addresses the needs of underserved populations.
<b>Other Interventions/Strategies/Supports</b> <i>Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above</i>		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.
Increase 1:1 access to technology	Yes	Yes	timeline/benchmarks for distribution & use	Yes. Ensuring that all students have access to technology is essential both in regular practice and in the event of separation from in person school.