

Newton

Plans for the Use of ESSER III Funds:
 • students from low-income families

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 tree 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	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.
Expanding access to full-day, high-quality early childhood education	Select	Select		
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	Rates of student access to online content as reported by teachers/families. Survey of teacher need for and growth of knowledge around 1:1 instructional strategies in the classroom.	Providing students with chromebooks in a 1:1 environment levels the access gap between those that can and cannot afford their own device while also providing a similar platform for educators to instruct all students. Our 1:1 initiative allows for the incorporation of principles of Universal Design for Learning to better meet the needs of students, especially those that may have been disproportionately impacted by COVID-19 including our low income and EL populations which have struggled with digital access.
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Teacher self-evaluation tool.	Training will support educators to identify methods to inquire and assess students' cultural identities, inclusive of race, gender, socioeconomic status and more, as it relates to their engagement to their classroom learning. The goal is to provide educators with tools to create safety and inclusion in their classroom space, utilize learning materials that are reflective of the classroom diversity, and use cultural information to inform classroom discussions, traditions and norms.
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	Select	Select		
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	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 vacancies) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	ELA- Sight word assessments, Quick Phonics Screening and a phonological awareness assessment. Math- Universal Screening data from past year based on identified focus standards identified, post assessments to measure progress specific to standards necessary for success at the beginning of each grade level.	Work with district administrators, including the Directors of Equity and Inclusion and School Psychology, to target students in underserved subgroups by: - Developing criteria for enrollment based on data such as attendance, work completion, academic performance, history of social and emotional needs, Individual Education Plans, etc. - Deliberate outreach to parents/guardians of students by phone to increase participation and engagement - Translating all materials as needed, follow up with phone calls using interpreters for increased communication - Incorporating Problem Based Learning to both review and preview content, and increase student investment and motivation - Providing Social and Emotional support during all programs by certified social workers
Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Select	Select		
Community-based after school 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	Review reports to assess hiring trends that lead to retention of minimum 3 years and promotions among educators and staff of color.	By being intentional in our hiring practices to onboard and retain more educators and staff of color, we will increase the presence of educators and staff of color to more closely represent the demographics of our student population. This will serve as a benefit to students of color who will see educators, support staff and leaders that resemble them and create a more culturally-responsive climate, but will also benefit white students who will interact with a more diverse population and enhance their learning to include broader perspectives.
Strategies to staff hard-to-staff schools	Select	Select		
Increasing staff and opportunities for	Select	Select		
Increasing high-quality common	Select	Select		
Developing leadership pipeline	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	Yes	Yes	We will continue to monitor placement and student demographic data. A single special education leader overseeing all programs will assist in calibrating decisions, thus contributing to managing and/or safeguarding against disproportionality.	Enhancement of our therapeutic continuum of services is essential for the growing needs of our students. A coordinator to oversee the entire therapeutic continuum will help calibrate decisions across levels so our teams can make calibrated decisions, serving to reduce the disproportionality amongst these programs.
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	We continue to partner with our colleagues at HHS to support community programs and opportunities and student social emotional wellness in a 24 hour effort.	NPS students need SEL supports at school and home. Partnership with community resources helps to facilitate this need. A therapeutic program coordinator can support our counselors in liaison with community providers.
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	Select	Select		

Equitable Use of ESSER III Funds
 How is your district taking educational equity into account when planning for expending your ESSER III funds?
 1) Allocating funds to both schools and districtwide activities in support of student social-emotional needs. 2) Purchasing adequate resources and learning tools to support educator training re: cultural responsive instruction and restorative practices. 3) Investing in age and developmentally-appropriate curriculum materials to support an antiracist curriculum framework. 4) Financial investment in mentorship and resource opportunities for professional development and licensure of educators and staff of color to increase eligibility for promotional