

Springfield Preparatory 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.

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 type="checkbox"/>	Unions representing educators and school staff	Springfield Prep does not currently have any unions representing educators or school staff.
<input type="checkbox"/>	Tribes*	n/a
<input type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	We do not work closely with any civil rights organizations that represent our students and families.
<input 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.*	We consulted our Special Education and English Learner leaders and staff but did not contact any external civil rights organizations.

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.

*To the extent present in or served by the district

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.**

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 prekindergarten	Select	Select		
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	The school will use programs such as Go Guardian, expanded access to student Chromebooks, and increase professional development opportunities to ensure all students have access to high-quality aligned District sponsored research, teacher feedback and assessment data will be used to monitor and evaluate this program.	All student subgroups will be impacted/served by this initiative from FY22 through FY24. All students will benefit from access to the additional platforms and all students will benefit from their teachers having participated in the additional professional development opportunities such as the Teach Like a Champion sessions.
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes		The school will focus Staff pd around curriculum development, pedagogy and effective teaching strategies from FY22 through FY24. This initiative will meet the needs of all subgroups.
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	District sponsored research, teacher feedback and assessment data will be used to monitor and evaluate this program. The school has invested in STEP a program that screens students to identify at risk students.	All student subgroups will be impacted/served by this initiative FY22 though FY24. All students in K - 4 will participate in the STEP Assessment program to regularly assess their progress in reading and provide teachers with necessary information to provide students with targeted support in areas for growth. All classroom teachers, as well as Special
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	Yes	Yes	District sponsored research and assessment data will be used to monitor and evaluate this program. The school will use ESSER funds to support and after school program and a summer program.	All student subgroups will be impacted/served by this initiative as all students participate in the additional school time over the course of three years (FY22 - FY24). The after school and summer program will provide targeted support for students in all subgroups that have been identified as requiring additional support.
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	The school will use data such as MCAS and Internal assessments that will allow the school to measure the success of this process.	All student subgroups will be impacted and served by this initiative as it supports additional staffing from FY22 through FY24. The additional staffing will be spread athroughout the school and district and allow for additional time to focus on strengthening the data cycles, provide time for in-depth data analysis regularly to inform targeted instruction for all
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	Yes	Yes	The district will use both internal and external student assessment data to measure student growth and progress.	This will provide additional support for students with disabilities by allowing for additional capacity to differentiate instruct
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	District sponsored research and assessment data will be used to monitor and evaluate this program. The school will use ESSER funds to support a summer program.	All student subgroups will be impacted/served by this initiative with the asummer learning oportunities planned for FY22
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	Yes	Yes	The school will use data such as MCAS and Internal assessments that will allow the school to measure the success of this process.	All students subgroups will be impacted/served by this initiative. The school will have additional teaching support staff ac
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		
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	Yes	Yes	We will be using behavioral referrals and student achievement data to measure progress. Additionally, the school will utilize the Deans List platform to continue to strengthen parent-school communication and	Yes, the Dean of Students and the school counselor and nurse will focus specifically on student mental health and social emotional health to ensure all students needs are being met. This is funding these additional staffing opportunities from FY22 through FY24.
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	Yes	The district custodial team will use data from the new HVAC system to ensure the air filtration remains at the highest possible levels and air filters are replaced as often as necessary. The district will maintain	All students subgroups will be impacted/served by this initiative as the facility improvements and focus on continued maintenance will benefit everyone in the district.
Other Interventions/Strategies/Supports <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.
		Select		
		Select		
		Select		
		Select		
		Select		
		Select		

Step 4.3 of 4.4 **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,
1) allocating funds both to schools and districtwide activities based on student needs, and
2) 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.

The school is currently open for in person learning. The school has chosen to use the funds from ESSER III to develop teachers, by providing them the tools necessary to provide focused and differentiated instruction. The school already has a code of conduct in place along with the school mission that fosters equitable and inclusive learning. The additional staffing will address and target learning loss. In addition, the school will offer both an after school and summer program to accelerate student learning, as well as provide access to tutors for those that are required to have extended school absences due to COVID.

Step 4.4
of 4.4

CDC School Safety Recommendations

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

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.

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.
1	Universal and correct wearing of masks	Yes	Yes	
2	Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Yes	Yes	The school will use distancing to the extent possible, but with the full student population back in school full-time, the district is not able to
3	Handwashing and respiratory etiquette	Yes	No	quarantine, distancing in school. Health guidance and data indicate that Students and staff will be encouraged to wash hands with soap for at least 20 seconds. Hand washing will be encouraged whenever masks are touched, before and after meals, and when coming in from outside. Non-
4	Cleaning and maintaining healthy facilities, including improving ventilation	Yes	Yes	Our school building has a new ventilation system that exceeds the recommendations from DESE/DPH. This means the filters catch very small particles and the air in the room is replaced with fresh air multiple times an
5	Contact tracing, isolation, quarantine in collaboration with health departments	Yes	Yes	Unvaccinated individuals who have been identified as close contacts of someone who has COVID-19 will no longer be required to quarantine unless they are symptomatic or live with the positive individual. Instead, we will
6	Diagnostic and screening testing	Yes	No	Springfield Prep will participate in the state's COVID-19 testing program. All tests are done in-school. Each test is a painless swab just inside the tip of the nose and takes about 15 seconds to complete. Staff must complete a
7	Efforts to provide vaccination to school communities	Yes	No	The school held two vaccination clinics and will consider offering additional vaccination clinics in the future. These are open to all members of the community and were advertised at various surrounding community partners
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	Yes	
9	Coordination with state and local health officials	Yes	Yes	