

Phoenix Academy Public Charter High School Springfield (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?
☒	Students	
☒	Families	
☒	School and District administrators, including special education administrators	
☒	School leaders	
☒	Teachers	
☒	Other educators	
☒	School staff	
☐	Unions representing educators and school staff	
☐	Tribes*	
☒	Civil rights organizations (including disability rights organizations)*	
☒	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.

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.
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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	Select	Select		

Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Bi-Annual Staff Survey	Yes, this will provide staff additional skills when working with communities directly impacted by COVID-19 and improve the overall quality of stadd/student interactions specifically among the follwing underserved communities: Hispanic students, Black/African American Student, Low Income families, English Learners, students experiencing homelessness)
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	STAR Assessment, Bi-Annual Staff Survey	Yes, this will provide staff additional skills when evaluating the literacy challenges of communities directly impacted by COVID-19 specifically among the follwing underserved communities: Hispanic students, Black/African American Student, English Learners,migrant students, students with disabilities)
Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training)	Yes	Yes	Bi-Annual Student Survey, Primary person meetings with students	Yes, this will provide students with career tech opportunities, economic viable career pathways for communities directly impacted by COVID-19 specifically among the follwing underserved communities: Low Income families, English Learners, students experiencing homelessness)
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 vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	Student Progression Data	Yes, this will provide scholars additional oppurtniues to develop knowledge for students in communities directly impacted by COVID-19 specifically among the follwing underserved communities: Low Income families, English Learners, students experiencing homelessness, students with disabilities)
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	Yes	Yes	Student Engagement Data	Yes, this will provide students with targeted outreach and intervention for students to engage in school in communities directly impacted by COVID-19 specifically among the follwing underserved communities: Low Income families, English Learners, students experiencing homelessness, students with disabilities, migrant students). Team leaders will serve as
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		
Diversifying the educator workforce through recruitment and retention strategies	Yes	Yes	Internal Staffing Data, Bi-Annual Staff Survey	Yes, this will provide a staff member on campus with similar background and understanding to students in communities directly impacted by COVID-19 specifically among the follwing underserved communities: Black/African American Students, Latinx students, English Learners, migrant students.
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	Yes	Yes	Internal Staffing Data, Bi-Annual Staff Survey	Yes, this will provide a shared interest to develop integral relationships for staff and students in communities directly impacted by COVID-19 specifically among the follwing underserved communities: Black/African American Students, Latinx students, English Learners, migrant students.
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	Internal Staffing Data, Bi-Annual Staff Survey, Internal Student Intervention Data	Yes, this will be the main scope of the team leaders that we are adding to the staff to be a support for students struggling with mental health issues as a result of the pandemic. This will provide staff capacity to reconcile the trauma that has been created in students in communities directlv impacted by COVID-19 specifically among the follwine underserved
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	Bi-Annual Staff Survey, Internal Student Intervention Data, Student Survey	Yes, this will provide capacity outside of our normal staffing to reconcile the trauma that has been created in students in communities directly impacted by COVID-19 specifically among the follwing underserved communities: students from low income families, mieranat students, students experiencing homelessness

Working with community-based organizations that provide enrichment during the school day and/or out of school time	Yes	Yes	Bi-Annual Staff Survey, Internal Student Intervention Data, Student Survey	Yes, this will provide access to organizations that can supplement Phoenix's enrichment for students in communities directly impacted by COVID-19 specifically among the following underserved communities: students from low income families, migrant students, students experiencing homelessness
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	Bi-Annual Staff Survey, Internal Student Intervention Data, Student Survey	Yes, a kitchen renovation project is being planned--this will be designed to revamp the existing space to better serve communities directly impacted by COVID-19 specifically among the following underserved communities: students from low income families, migrant students, students experiencing homelessness
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>				
Purchasing a mobile school vehicle		Yes	Bi-Annual Staff Survey, Internal Student Intervention Data, Student Survey	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.
Learning Management System		Yes	Bi-Annual Staff Survey, Internal Student Intervention Data, Student Survey	The community has addressed a need for school to be more accessible. A plan was established to purchase a mobile vehicle that can go to students. This creates a way to serve students who, because of COVID-19 are tackling homelessness, mental health issues, and poverty by making in-person education accessible to them.
		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,

- 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.

1.) Investment in technological solutions that provide equitable learning opportunities specifically for students with high needs

2.) Increased funding for development of restorative justice practices so that students feel safe and secure and have strategies to build community

3.) Developmental opportunities for staff development in order to provide scaffolded support for all learners

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.

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	
3 Handwashing and respiratory etiquette	Yes	Yes	

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.

4	Cleaning and maintaining healthy facilities, including improving ventilation	Yes	Yes	
5	Contact tracing, isolation, quarantine in collaboration with health departments	Yes	No	FY 22 opening plan that is an addendum to the opening plan
6	Diagnostic and screening testing	Yes	No	FY 22 opening plan that is an addendum to the opening plan
7	Efforts to provide vaccination to school communities	Yes	No	FY 22 opening plan that is an addendum to the opening plan
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	No	FY 22 opening plan that is an addendum to the opening plan
9	Coordination with state and local health officials	Yes	Yes	