

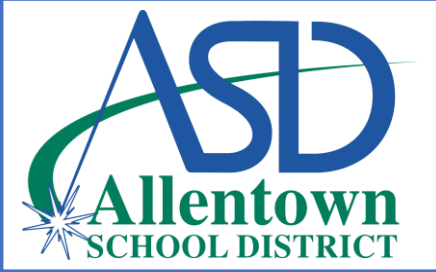
## Allentown School District: A District Level Approach to Utilizing Federal ESSER Funds

August 2021

### Contents

ESSER Overview and Process.....	2
ESSER Survey Results.....	7
Safe, In-Person Schooling and Continuity of Services.....	8
Facilities and Grounds Upgrades.....	10
Social-Emotional Learning, Trauma Sensitive Schools, Health and Wellness.	11
Staff Recruitment, Support and Retention.....	14
Academic Recovery and Acceleration.....	16
Systemic Equity.....	19
Family and Community Partnerships.....	22

# ESSER Planning and Framework



## ASD ESSERS Allocations and Planning – PHASE I



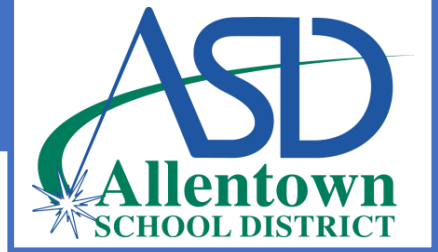
- Student-Centered
- Learning Loss
- Multi-Year

## ASD ESSERS Allocations and Planning – PHASE I

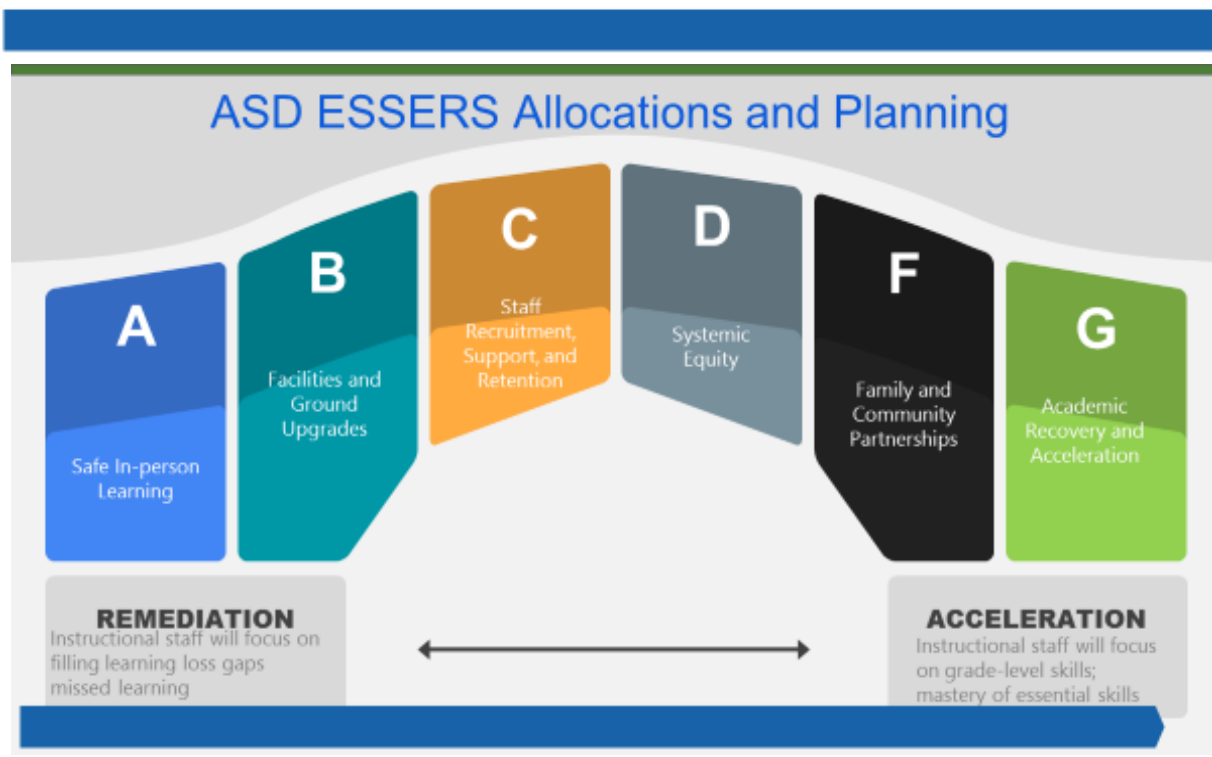


- Extended AM/PM
- Weekend or Holiday Academies
- Traditional School Day Summer Programming

# ESSER Planning and Framework



## ASD ESSERS Allocations and Planning – PHASE I



## ASD ESSERS BREAKDOWN

Grant	Allocation	Timeline	Additional Information
<b>ESSER II</b> Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act	\$43,596,040.00	December 2020 through September 2023	Focus on reopening & safe operation of schools
<b>ESSER III</b> American Rescue Plan (ARP) Act	\$88,182,176.00	April 2021 through September 2024	20% must be allocated to Learning Loss
<b>ESSER III Set Aside</b>	Allocations & application to be released by PDE on August 30, 2021	March 13, 2020 through September 30, 2024  Due on eGrants by November 30, 2021	Specific Areas of Focus for this funding: Learning Loss: <ul style="list-style-type: none"> <li>● social, emotional and mental health supports</li> <li>● PD and technical support</li> <li>● reading support and improvement for students</li> </ul> After School Programs Summer Enrichment Funding to <a href="#">A-TSI schools</a> <ul style="list-style-type: none"> <li>● Dieruff: \$185,385.00</li> <li>● Allen: \$248,333.00</li> </ul>
<b>Total Allocation</b>	<b>\$131,778,216.00</b> **		

\*\*\*For aligned and cohesive ESSER planning across the two grants, this plan will discuss the total allocation of both ESSERS grants.

# ESSERS FUNDING ELIGIBILITY REQUIREMENTS:

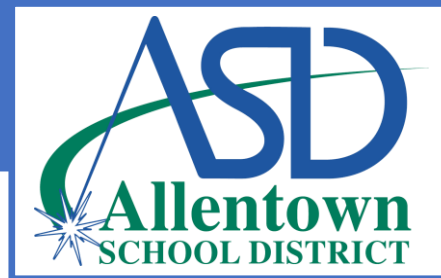
To receive its ESSER allotment, ASD must have written plans along with evidence of meaningful community engagement.

Health & Safety Plan	Available on the school district website: <a href="http://allentownsd.ss14.sharpschool.com/what_s_new/HealthAndSafety21_22">http://allentownsd.ss14.sharpschool.com/what_s_new/HealthAndSafety21_22</a>
Community Consultation	Available on the school district website: English: <a href="https://www.surveymonkey.com/r/FHSPW2K">https://www.surveymonkey.com/r/FHSPW2K</a> Spanish: <a href="https://www.surveymonkey.com/r/FQP5S6V">https://www.surveymonkey.com/r/FQP5S6V</a>  Comment Period: 30-day open comment period after posting of plan

## ASD PROCESS

Timeline	Item	Description
Spring 2021  Presented Learning Loss data at the May Education Committee meeting during the Summer Learning Presentation	Identification of Learning Loss Areas	Comprehensive review of benchmark and diagnostic student data to identify learning loss/achievement gap areas occurred in late spring. <ul style="list-style-type: none"> <li>Continuous data analysis will occur to provide opportunities for ongoing flexible grouping to meet the needs of students.</li> <li>Intervention activities will occur during the school day and in extended learning and will focus on learning loss recovery and acceleration for all students.</li> </ul>
Early May 2021	Survey Review	Weekly review of survey data
August 5, 2021	Principal Feedback	Academic team guided principals through an exercise to reflect on each allowable category.
July and August 2021	Department Visions	Each department crafted a vision statement for their department. All initiatives within the ESSER plan are aligned to the district and departmental visions.
July and August 2021	Identification of Needs	Each department identified programmatic needs to support their visions.
September 2021 through the September 2024	On-Going District Data Analysis	Continuous district-level data analysis will occur to identify school and programmatic needs specifically addressing learning loss, the achievement gap and the need for acceleration.

# ESSER SURVEY RESULTS

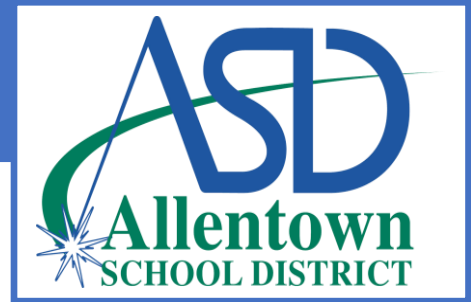


Response Breakdown			
Total Responses: 1,063			
Staff	Parent/Guardians	Students	Community/Other
565	377	48	69

Question Focus	All Participants Responses	Parents/Guardians/Community Responses
<i>Supports for Addressing Learning Loss</i>	<ol style="list-style-type: none"> <li>1. Additional supports for Special Education Students</li> <li>2. Additional supports for English Language Learners</li> <li>3. Additional supports for literacy instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional supports for Special Education Students</li> <li>2. Extended learning (after/before school tutoring programs)</li> <li>3. Additional supports for English Language Learners</li> </ol>
<i>Supports for addressing social and emotional needs</i>	<ol style="list-style-type: none"> <li>1. Behavioral Health / Mental Health Services</li> <li>2. Student Wellness</li> <li>3. Culture &amp; climate support in every school</li> </ol>	<ol style="list-style-type: none"> <li>1. Behavioral Health / Mental Health Services</li> <li>2. Before and after school enrichment opportunities (arts, music, writing)</li> <li>3. Student Wellness</li> </ol>
<i>Approaches to fixing school facilities</i>	<ol style="list-style-type: none"> <li>1. Improving mechanical and non-mechanical heating, ventilation and air condition (HVAC) systems in buildings</li> <li>2. Improving the indoor air quality in school buildings</li> <li>3. Addressing environmental hazards in buildings</li> </ol>	<ol style="list-style-type: none"> <li>1. Improving the indoor air quality in school buildings</li> <li>2. Improving mechanical and non-mechanical heating, ventilation and air condition (HVAC) systems in buildings</li> <li>3. Addressing environmental hazards in buildings</li> </ol>

<b>Limitations of Data</b>	<ul style="list-style-type: none"> <li>• Despite outreach, the percentage of surveys completed is less than 20%.</li> <li>• Staff and Families/Community differed in some priorities.</li> </ul>
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# Safe, In-Person Schooling and Continuity of Services

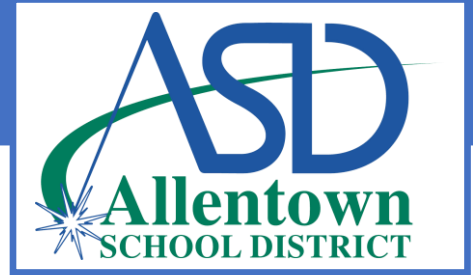


<b>ESSER Allocation</b>	<b>\$3,068,001.17</b>	
<b>Rationale</b>	<p>Safe, In-Person School and Continuity of Services include activities that are necessary to maintain operation of and continuity of services, including continuing to employ existing or hiring new LEA and school staff. It also includes:</p> <ul style="list-style-type: none"> <li>● Grant technical assistance, monitoring and evaluation</li> <li>● Improving cybersecurity infrastructure</li> </ul>	
<b>Initiatives</b>	<ul style="list-style-type: none"> <li>● Hire ESSERS Grant Accountant to monitor ESSER grants.</li> <li>● Hire SIS Support Specialist to support data quality.</li> <li>● Hire network systems manager and security technician: Needed update to district’s ability to thwart cybersecurity threats and to conduct stress tests to safeguard against malware attacks.</li> <li>● Increased video storage and corresponding updated video cameras are needed in order to improve the district’s security infrastructure. Phase I - Conduct Assessment by Building; Begin storage expansion.</li> <li>● Purchase Device damage protection and location software: The district’s participation in the 7.1-billion-dollar Emergency Connectivity Fund affords a device purchase cost savings of 4.4 million dollars. Warranty coverage provides needed protection as students utilize chrome books to actively participate in in-person and virtual campus learning.</li> </ul>	2021-22
	<ul style="list-style-type: none"> <li>● ESSERS Grant Accountant continues to monitor ESSER grants.</li> <li>● SIS Support Specialist continues to support data quality.</li> <li>● Network systems manager and security technician continue to support buildings. Ongoing server</li> </ul>	2022-23

	<p>maintenance and updates to switch implementation across schools (Board approved).</p> <ul style="list-style-type: none"> <li>● Increased video storage and corresponding updated video cameras are needed in order to improve the district’s security infrastructure. Phase II - Implementation Plan in conjunction with selected vendor (equipment)</li> <li>● Purchase Device damage protection and location software: The district’s participation in the 7.1-billion-dollar Emergency Connectivity Fund affords a device purchase cost savings of 4.4 million dollars. Warranty coverage provides needed protection as students utilize chrome books to actively participate in in-person and virtual campus learning.</li> </ul>	
	<ul style="list-style-type: none"> <li>● ESSERS Grant Accountant continues to monitor ESSER grants.</li> <li>● SIS Support Specialist continues to support data quality.</li> <li>● Network systems manager and security technician continue to support buildings. Continuum of needed maintenance and to assess any needed systems updates per server components that may come to the end of their useful life.</li> <li>● Increased video storage and corresponding updated video cameras are needed in order to improve the district’s security infrastructure. Phase III - Update all necessary equipment</li> <li>● Purchase Device damage protection and location software: The district’s participation in the 7.1-billion-dollar Emergency Connectivity Fund affords a device purchase cost savings of 4.4 million dollars. Warranty coverage provides needed protection as students utilize chrome books to actively participate in in-person and virtual campus learning.</li> </ul>	2023-24

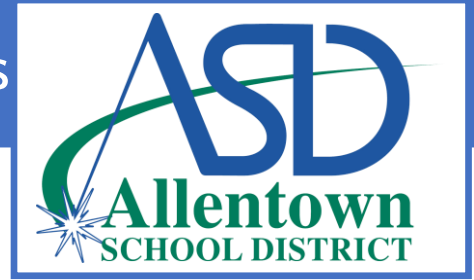


# Facilities and Grounds Upgrades



ESSER Allocation	<b>\$34,000,000</b>	
Rationale	<p>The projects described are allowable expenditures and meet the intent and use of the ESSER funds. This program complies with the federal grant cost principles and will respond to the COVID-19 pandemic by improving the environments for student and staff by reducing the risk of virus transmission and focusing on the health and wellbeing of students and staff. Ultimately, the District will leverage the ESSER 2 and 3 grants to address the many dimensions of resource equity and long-standing gaps in educational opportunities while improving facilities long term.</p>	
Initiatives	<ul style="list-style-type: none"> <li>● Jackson HVAC</li> <li>● Baby Newcomer, Big Kid Newcomer, Ritter ES Window Upgrades</li> <li>● HVAC                             <ul style="list-style-type: none"> <li>○ Mosser</li> <li>○ Washington</li> </ul> </li> </ul>	2022-23
	<ul style="list-style-type: none"> <li>● HVAC                             <ul style="list-style-type: none"> <li>○ Baby Newcomer</li> <li>○ Big Newcomer</li> <li>○ Dodd</li> <li>○ Ritter</li> <li>○ Union Terrace</li> <li>○ Lehigh Parkway, (24-25) *</li> <li>○ Muhlenberg (24-25) *</li> </ul> </li> <li>● Window Upgrades (24-25) *                             <ul style="list-style-type: none"> <li>○ Central, Lehigh Parkway, Mosser, Union Terrace</li> </ul> </li> <li>● District-Wide Preventative Maintenance (24-25) *</li> </ul> <p><b>*= Initiatives will be completed by the end of the grant which is September 30, 2024.</b></p>	2023-24

# Social-Emotional Learning, Trauma Sensitive Schools, Health and Wellness

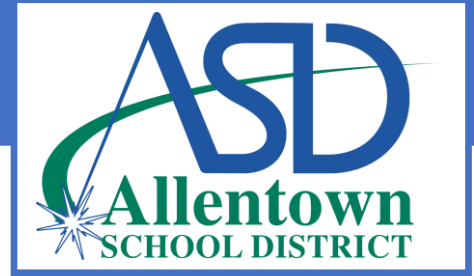


<p><b>ESSER Allocation</b></p>	<p><b>\$5,787,950.00</b></p>	
<p><b>Rationale</b></p>	<p>Social-Emotional Learning, Trauma Sensitive Schools and Health &amp; Wellness initiatives include a focus on creating a positive and supportive learning environment for all students in response to the pandemic. This includes:</p> <ul style="list-style-type: none"> <li>● Providing mental health supports to students and staff, including through the implementation of evidence-based, full-service community schools and the hiring of counselors</li> <li>● Partnering with mental health organizations to provide extra assistance for students who need it</li> <li>● Implementing restorative practices, such as restorative circles, as an alternative to traditional discipline</li> </ul>	
<p><b>Initiatives</b></p>	<ul style="list-style-type: none"> <li>● Implement Virtual Job Shadowing for secondary Students with IEPs to assist with Transition</li> <li>● Hire Behavior Specialists to support Self Contained Emotional Support Classrooms</li> <li>● Implement Applied Behavior Analysis (ABA) training for all Autistic Support Classrooms</li> <li>● Hire Social Workers to connect students with IEPs to services in the community</li> <li>● Research SEL curriculums for Emotional Support classrooms</li> <li>● Utilize QR Interactive assessment for School Psychologists</li> <li>● Provide Emotional Regulation Classroom tangible items for Calming/Peace Corners</li> <li>● Provide Mental Health Support: In School Therapy</li> <li>● Continue Restorative Practices Implementation</li> <li>● Hire Social and Emotional Learning Coordinators to help develop, implement, and support social emotional learning at all levels</li> <li>● Continue to implement the Olweus Bullying Prevention Program</li> <li>● Purchase Vision SPOT Machines for vision screening</li> </ul>	<p>2021-22</p>

	<ul style="list-style-type: none"> <li>● Develop plan to expand access to Athletics for all students K-12 during the school day as well as during extended day opportunities</li> <li>● Support the Safety Task Force with necessary tools, such as a safety audit, necessary to ensure students feel safe, valued and nurtured.</li> </ul>	
	<ul style="list-style-type: none"> <li>● Continue to utilize Virtual Job Shadowing for secondary Students with IEPs to assist with Transition</li> <li>● Behavior Specialists will continue to support Self Contained Emotional Support Classrooms</li> <li>● Continued to professionally develop teachers in Applied Behavior Analysis training for all Autistic Support Classrooms</li> <li>● Social workers will continue to connect students with IEPs to services in the community.</li> <li>● Implement a Social Emotional Curriculum in Emotional Support classrooms to assist students with coping strategies.</li> <li>● Continue to utilize QR Interactive assessment for School Psychologists</li> <li>● Continue to provide Mental Health Support: In School Therapy</li> <li>● Continue Restorative Practices Implementation</li> <li>● Social and Emotional Learning Coordinators will help develop, implement, and support social emotional learning at all levels.</li> <li>● Continue to implement the Olweus Bullying Prevention Program.</li> <li>● Utilize Vision SPOT Machines for vision screening</li> <li>● Implement plan to expand access to Athletics for all students K-12 during the school day as well as during extended day opportunities</li> <li>● Support the Safety Task Force with necessary tools, such as a safety audit, necessary to ensure students feel safe, valued and nurtured.</li> </ul>	2022-23
	<ul style="list-style-type: none"> <li>● Continue to implement Virtual Job Shadowing for secondary Students with IEPs to assist in Transition</li> <li>● Behavior Specialists will continue to support Self-Contained Emotional Support Classrooms</li> <li>● Continue Applied Behavior Analysis training for all Autistic Support Classrooms</li> <li>● Social workers will continue to support students with IEPs and connect families to the community resources</li> <li>● Implement a SEL curriculum in emotional support</li> </ul>	2023-24

	<p>programs to assist students with coping strategies</p> <ul style="list-style-type: none"><li>● Continue to utilize QR Interactive assessment for School Psychologists</li><li>● Continue to provide Mental Health Support: In School Therapy</li><li>● Continue Restorative Practices Implementation</li><li>● Social and Emotional Learning Coordinators will help develop, implement, and support social emotional learning at all levels</li><li>● Continue to implement the Olweus Bullying Prevention Program</li><li>● Utilize Vision SPOT Machines for vision screening</li><li>● Implement and evaluate plan to expand access to Athletics for all students K-12 during the school day as well as during extended day opportunities</li><li>● Support the Safety Task Force with necessary tools, such as a safety audit, necessary to ensure students feel safe, valued and nurtured.</li></ul>	
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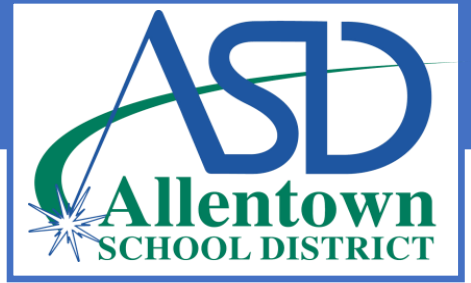
# Staff Recruitment, Support and Retention



<p><b>ESSER Allocation</b></p>	<p><b>\$3,913,250.00</b></p>	
<p><b>Rationale</b></p>	<p>Staff Recruitment, Support &amp; Retention initiatives include a focus on thinking strategically about how staff across the system are deployed to accelerate learning, support social and emotional wellness, and ensure connectedness to school for all students. This includes providing professional training and adopting robust professional learning plans to build teacher and staff capacity. We will utilize innovative staffing models to 1. identify and develop prospective employees, and 2. rebuild the educator pipeline with a focus on diversifying the workforce. We will utilize innovative professional development models focused on retaining our employees.</p>	
<p><b>Initiatives</b></p>	<ul style="list-style-type: none"> <li>● Increase number of Elementary Reading Specialists to support to targeted student groups outlined school improvement plans</li> <li>● Contracted Services for targeted LETRS Coaching and Support for teachers of critical student groups</li> <li>● Develop an Office of Recruitment &amp; Retention             <ul style="list-style-type: none"> <li>○ Design short term recruitment goals for diversified candidates</li> <li>○ Develop new and innovative recruitment and retention strategies aimed at recruiting a more diversified workforce</li> <li>○ Develop marketing strategy for recruitment of all positions</li> <li>○ Design and research long term recruitment and retention goals</li> <li>○ Research and design “Grow Your Own” program</li> <li>○ Research mentoring and orientation programs for all staff</li> </ul> </li> <li>● Hire support staff to support the office of Recruitment &amp; Retention</li> <li>● Hire a Director of Assessment to ensure comprehensive and consistent assessment practices</li> <li>● Employ Instructional Coaches at the middle school level to support the improvement of Tier I Instruction</li> </ul>	<p>2021-22</p>

	<p>(rigorous, core, classroom instruction for all), the building of internal instructional capacity and the delivery of high-quality, differentiated professional learning.</p> <ul style="list-style-type: none"> <li>● Provide focused support to Principals to address School Improvement, Learning Loss, Professional Development Support</li> </ul>	
	<ul style="list-style-type: none"> <li>● Elementary Reading Specialists will continue to provide support to targeted student groups outlined school improvement plans</li> <li>● Implement the Office of Recruitment &amp; Retention</li> <li>● Develop and implement New and innovative recruitment and retention strategies</li> <li>● Develop “Grow Your Own” program</li> <li>● Director of Assessment will continue to ensure comprehensive and consistent assessment practices</li> <li>● Employ Instructional Coaches at the middle school level to support the improvement of Tier I Instruction (rigorous, core, classroom instruction for all), the building of internal instructional capacity and the delivery of high-quality, differentiated professional learning.</li> </ul>	2022-23
	<ul style="list-style-type: none"> <li>● Elementary Reading Specialists will continue to provide support to targeted student groups outlined school improvement plans</li> <li>● Support and refine the Office of Recruitment &amp; Retention</li> <li>● New and innovative recruitment and retention strategies</li> <li>● Implement “Grow Your Own” program</li> <li>● Director of Assessment will continue to ensure comprehensive and consistent assessment practices</li> <li>● Employ Instructional Coaches at the middle school level to support the improvement of Tier I Instruction (rigorous, core, classroom instruction for all), the building of internal instructional capacity and the delivery of high-quality, differentiated professional learning.</li> </ul>	2023-24

# Academic Recovery and Acceleration



<p><b>ESSER Allocation</b></p>	<p><b>\$49,920,365.17</b></p>	
<p><b>Rationale</b></p>	<p>Academic Recovery &amp; Acceleration initiatives are developed with a Cycle of Continuous Improvement mindset. This mindset includes a process of strategic vision, needs assessment, planning, implementation, monitoring, and adjusting. include the purchasing of necessary technology, curricular materials, supplies and materials to support learning loss and acceleration initiatives. These initiatives will occur during the school day as well as summer learning and after school programming. Students will be identified support based on systematic and on-going academic and social-emotional benchmark assessment and assessment data review. Personnel will be hired to assist in the process of reconnecting with our families and students.</p>	
<p><b>Initiatives</b></p>	<ul style="list-style-type: none"> <li>● Comprehensive Curriculum/Textbook Adoption Process in all core content areas, English As Second Language (ESOL) supplemental programs, world languages, and arts programming K-12</li> <li>● On-going Professional development to support multiple comprehensive curriculum adoptions to ensure success in initial implementation year and subsequent years after for continuous monitoring and evaluation</li> <li>● 21st Century Project Manager will monitor and support extended learning</li> <li>● Hire clerical support and a home school visitor to process outdated student demographic information within the Student Information System (SIS).</li> <li>● Select and purchase an Educational Technology Platform Evaluation Tool</li> <li>● Conduct a Student Information System study</li> <li>● Conduct a program evaluation on the Special Education Direct Instruction programming</li> <li>● Hire Learning Loss Attendance Support Specialists to work closely with attendance teams and assist schools with attendance intervention/strategies to improve attendance using school specific attendance data analysis and evidence-based strategy planning to</li> </ul>	<p>2021-2022</p>

encourage re-engagement and reduce truancy and learning loss.

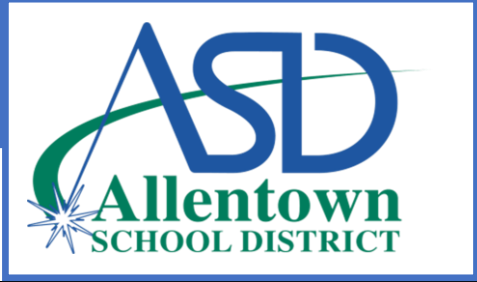
- Purchase and implement Ascend Math Algebra Readiness program for incoming 9th grade students to utilize during core instruction and for intervention for students struggling in Algebra 1.
- Hire Community Aides to visit and communicate with families, encourage engagement, align families with the necessary staff/support and verify residency.
- Utilize Smart Futures which is a career planning and portfolio platform that helps schools easily implement Career Education and Work (CEW) Standards
- Offer the Continuum of services/supports for students and families experiencing homelessness
- Implement Attendance Outreach Initiatives, such as our Attendance Outreach Campaign, to re-engage students who are chronically absent.
- Purchases of K-8 Math & ELA replenishment materials and digital content to provide equitable student access to core curricular materials.
- Our middle school instructional staff will utilize diagnostic, differentiated, tiered interventions including the program IXL, to meet the needs of all students.
- Purchase and implement Ascend Math Algebra Readiness program for incoming 9th grade students to utilize during core instruction and for intervention for students struggling in Algebra 1.
- Hire Community Aides to visit and communicate with families, encourage engagement, align families with the necessary staff/support and verify residency.
- Utilize Smart Futures which is a career planning and portfolio platform that helps schools easily implement Career Education and Work (CEW) Standards
- Offer the Continuum of services/supports for students and families experiencing homelessness
- Implement Attendance Outreach Initiatives, such as our Attendance Outreach Campaign, to re-engage students who are chronically absent.
- Purchases of K-8 Math & ELA replenishment materials and digital content to provide equitable student access to core curricular materials.
- Our middle school instructional staff will utilize diagnostic, differentiated, tiered interventions including the program IXL, to meet the needs of all students.
- Evaluate needs and develop after school programs, summer programming and enrichment activities to



support learning loss at the elementary level.

- Develop professional development workshops on PA Core Standards to support effective standards instruction and support core program adoptions K-12.
- Hire data integration technician and manager of user support services: Manager and technician needed to directly facilitate and support data extracts from the district's student information system. This is a necessary support for all educational technology platforms which drive innovative teaching and learning. These platforms support standards-based core content being used by students in-person and as a part of virtual campus instruction.
- Increase data storage and move email to a cloud-based system: Cloud base email expansion is needed to support the increase in district wide email account use. Cloud based storage provides more protection and room to store email data. Cloud base storage simplifies email administration, fosters any needed scaling.
- Explore the feasibility of a districtwide Implementation of a language acquisition assessment tool to monitor progress of English Learners on English Proficiency on the WIDA. Targeted instruction based on assessment results will occur K-12.
- Comprehensive Professional Development and core programming adoption to address curriculum audit deficits and researched based shifts in content and instruction at the elementary level.
- Comprehensive Professional Development and intervention programming adoption to address student needs as part of the multi-tiered systems of support at the elementary level.
- Employ an elementary Supervisor of Instruction to support curriculum adoption, fidelity of implementation and professional development.
- Employ a HS Math Supervisor of Instruction to support new core adoptions and school improvement and CTE certified teacher to support work study program
- Extended day and summer learning programming
- Plan to expand access to the Arts for all students K-12 during the school day as well as during extended day opportunities
- Explore models to increase instructional leadership at Newcomer Academies to support curriculum, instruction, assessment, and professional development

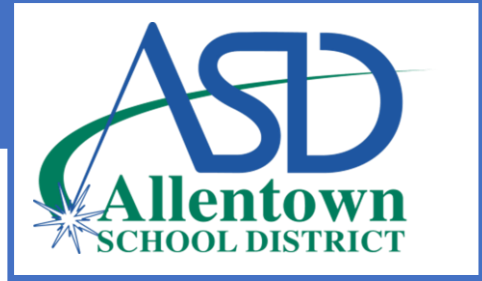
# Systemic Equity



<b>ESSER Allocation</b>	<b>\$9,515,125.00</b>	
<b>Rationale</b>	<p>A healthy and safe environment can help students thrive, and every student, regardless of race, ethnicity, sexual orientation, gender identity or expression should be provided the opportunity to learn – free from discrimination, fear, or harassment. Systemic equity initiatives include a focus on reducing the achievement gap through a systematic process of continuous data analysis, diagnostic, differentiated, tiered interventions and a variety of instructional models to meet the needs of all students. Personnel will be allocated based on identified school and student needs.</p>	
<b>Initiatives</b>	<ul style="list-style-type: none"> <li>● Employ Learning Loss ELA and Math Instructional Support for CSI (Middle) Schools to provide targeted instruction based on data analysis during the Intervention and Enrichment Block to Accelerate Learning and meet the needs of all students.</li> <li>● Employ ESOL and Special Education instructional support for our Virtual Campus to provide English Learners and students with IEPs equitable access to rigorous core instruction in a variety of instructional models.</li> <li>● Implement Targeted Extended Learning to Address Learning Loss and Accelerate Learning</li> <li>● Hire a SIS specialist to monitor and assist with data quality concerns</li> <li>● Our middle school instructional staff will utilize diagnostic, differentiated, tiered interventions including the program IXL, to meet the needs of all students.</li> <li>● Build and replenish uniform banks in each school and provide Uniform Vouchers to families in need</li> <li>● Computer Technicians: Additional technicians will be hired to work within schools to address the increase in technology demand. Employing additional technicians will help to decrease the current disproportionate ratio between computer technicians and the number of devices allocated to each school.</li> <li>● Purchase MAPs arts program for Newcomer ELs K-12</li> </ul>	2021-22

	<ul style="list-style-type: none"> <li>● Continue to implement STAR benchmark and progress monitoring to provide targeted instruction based on student needs.</li> <li>● Implement a Kindergarten-12 Virtual Campus to meet the needs of ASD students and families. Evaluate long term staffing needs.</li> </ul>	
	<ul style="list-style-type: none"> <li>● Utilize Learning Loss ELA and Math Instructional Support for CSI (Middle) Schools to provide targeted instruction based on data analysis during the Intervention and Enrichment Block to Accelerate Learning and meet the needs of all students.</li> <li>● Utilize ESOL and Special Education instructional support for our Virtual Campus to provide English Learners and students with IEPs equitable access to rigorous core instruction in a variety of instructional models.</li> <li>● Continue to implement targeted Extended Learning to Address Learning Loss and Accelerate Learning</li> <li>● SIS specialist will continue to monitor and assist with data quality concerns</li> <li>● Replenish uniform banks in each school and provide Uniform Vouchers to families in need</li> <li>● Purchase MAPs arts program for Newcomer ELs K-12</li> <li>● Continue to implement STAR benchmark and progress monitoring to provide targeted instruction based on student needs.</li> <li>● Re-evaluate programming and staffing needs in ASD's Virtual Campus.</li> </ul>	2022-23
	<ul style="list-style-type: none"> <li>● Utilize Learning Loss ELA and Math Instructional Support for CSI (Middle) Schools to provide targeted instruction based on data analysis during the Intervention and Enrichment Block to Accelerate Learning and meet the needs of all students.</li> <li>● Utilize ESOL and Special Education instructional support for our Virtual Campus to provide English Learners and students with IEPs equitable access to rigorous core instruction in a variety of instructional models.</li> <li>● Continue to implement targeted Extended Learning to Address Learning Loss and Accelerate Learning</li> <li>● SIS specialist will continue to monitor and assist with data quality concerns</li> <li>● Replenish uniform banks in each school and provide Uniform Vouchers to families in need</li> <li>● Purchase MAPs arts program for Newcomer ELs K-12</li> <li>● Continue to implement STAR benchmark and progress monitoring to provide targeted instruction based on student needs.</li> <li>● Continue to re-evaluate programming and staffing needs in ASD's Virtual Campus</li> </ul>	2023-24

# Family and Community Partnerships



<b>ESSER Allocation</b>	<b>\$1,281,645.00</b>	
<b>Rationale</b>	<p>Family &amp; Community Partnerships are built upon the four Foundational Practices that have been identified as necessary conditions required for successful implementation of Family Engagement policies and practice. They include: Leverage family and community partner knowledge, expertise, and leadership; Build culturally and linguistically responsive, inclusive, and equitable partnerships with families; Build inclusive and safe Learning Communities; and Engage in Professional Growth.</p> <p>Initiatives include the development of a focus on engaging in open, honest, two-way conversations with parents about how well their child is prepared for the next grade—and working with families to design plans to address learning loss.</p>	
<b>Initiatives</b>	<ul style="list-style-type: none"> <li>● Develop parent and family engagement opportunities to build meaningful connections to school and student learning</li> <li>● Initiate Centralized Enrollment feasibility study and make decisions based on the study</li> <li>● Hire External Investigative Staff</li> <li>● Organize access to library initiative for after school family library hours with expanded library selections with diverse selections for age ranges birth to adult (potential launch year)</li> <li>● Hire Social Workers to provide supportive case work to children and their families, including parent/caregiver education, self-advocacy and connection to community resources.</li> <li>● Develop parent and family engagement opportunities to build meaningful connections to school and student learning</li> </ul>	2021-22
	<ul style="list-style-type: none"> <li>● Utilize Family Engagement Specialists to ensure meaningful connections to students and families who have Individualized Education Plans.</li> <li>● Review Centralized Enrollment feasibility student</li> <li>● Continue to utilize External Investigative Staff</li> </ul>	2022-23

	<ul style="list-style-type: none"> <li>● Continue to implement after school library hours with expanded library selections with diverse selections for age ranges birth to adult (evaluate book selections/needs)</li> <li>● Social Workers will continue to provide supportive case work to children and their families, including parent/caregiver education, self-advocacy and connection to community resources.</li> <li>● Evaluate year 1 parent engagement opportunities; redesign to strengthen impact; continuation of Parent and family engagement sessions to build connections to school and student learning</li> </ul>	
	<ul style="list-style-type: none"> <li>● Utilize Family Engagement Specialists to support families with children who have Individualized Education Plans.</li> <li>● Continue with Centralized Enrollment</li> <li>● Continue to utilize External Investigative Staff</li> <li>● Continue to implement after school library hours with expanded library selections with diverse selections for age ranges birth to adult</li> <li>● Social Workers will continue to provide supportive case work to children and their families, including parent/caregiver education, self-advocacy and connection to community resources.</li> <li>● Evaluate year 2 parent engagement opportunities; revise to optimize impact &amp; sustainability; continuation of Parent and family engagement sessions to build sustainable connections to school and student learning</li> </ul>	2023-24