

Foxborough

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**:
 - 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

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 get 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 checked="" type="checkbox"/>	Unions representing educators and school staff	
<input type="checkbox"/>	Tribes*	NA
<input checked="" type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	
<input checked="" type="checkbox"/>	Stakeholders representing the interests of children with disabilities, English learner 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

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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	Common and district based benchmark assessments, MCAS and ACCESS and course grades.	Online courses, instructional materials and supports (technology and non technology based) and an adaptive technology platform for delivering targeted content in the area of math, science and literacy will be utilized to address underserved student subgroups. The technology platform is diagnostic, provides targeted interventions
Professional development for teachers and administrators re: culturally responsive teaching	Select	Select		
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	District based benchmark assessment data, Fastbridge,	Fastbridge is a computer adaptive testing and curriculum-based measurement program. It will augment our current assessment system Illuminate. Specifically by leveraging our current assessment system will be able to add a more targeted universal screener for literacy and dyslexia. It will serve all student subgroups. This
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 based benchmark assessment data, State MCAS data, ACCESS data for English Learners, academic progress in class, grades, Developmental Reading Assessment (DRA) data and other district	Providing additional time to address unfinished learning will take place through supplemental and afterschool tutoring. Summer learning academies were provided in summer 2021 to identified students based on a multiple- criteria based rubric. Multiple criteria was used to indentify these students. This included teacher
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		

Online courses, instructional materials and supports (technology and non technology based) and an adaptive technology platform for delivering targeted content in the area of math, science and literacy will be utilized to address underserved student subgroups. The technology platform is diagnostic, provides targeted interventions and purposeful practice in identified content and skill areas fo the purpose of closing achievement gaps and accelerating learning. It will serve all students. Targeted online course content and the purchasing of high-quality content and standards-based instructional materials will address student subgroups. Further, through our equity work, data will be analyzed by student subgroup to identify progress made and to assist in determining additional strategic interventions.

Fastbridge is a computer adaptive testing and curriculum-based measurement program. It will augment our current assessment system Illuminate. Specifically by leveraging our current assessment system will be able to add a more targeted universal screener for literacy and dyslexia. It will serve all student subgroups. This assessment will provide data for identifying students in need and be utilized to identify students in need of intervention and support. Again, through our equity work, data will be analyzed by student subgroup to identify progress made and to assist in determining additional strategic interventions.

Providing additional time to address unfinished learning will take place through supplemental and afterschool tutoring. Summer learning academies were provided in summer 2021 to identified students based on a multiple- criteria based rubric. Multiple criteria was used to indentify these students. This included teacher recommendation, district assessment data and class assessment data. Like the summer academy,

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Targeted Student Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disparities to 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	Select	Select		
Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Yes	Yes	ACCESS, MCAS, district benchmark assessments, formal and informal classroom assessments.	Hire an additional ESL teacher to increase support for English Learners. This will directly impact service delivery hours for students in this subgroup. An additional ESL teacher will provide support to our five schools as we currently have two ESL teachers for the district. This strategy will increase our
Community-based afterschool programs for parents, including citizenship and ESL classes	Select	Select		
Dropout prevention and recovery programs	Select	Select		

Hire an additional ESL teacher to increase support for English Learners. This will directly impact service delivery hours for students in this subgroup. An additional ESL teacher will provide support to our five schools as we currently have two ESL teachers for the district. This strategy will increase our service providers from 2 FTE to 3 FTEs thus allowing more support for EL students across the district.

Talent Development and Staffing	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disparities to 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	ACCESS, MCAS, district benchmark assessments, formal and informal classroom assessments.	Hire an interventionist to increase academic support for students in grades 5-8. More specifically, students identified for literacy support will be impacted. Hire technology dedicated staff member to assist with all of the additional technology content and assessment platforms implemented as a
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		

Hire an interventionist to increase academic support for students in grades 5-8. More specifically, students

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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/disparities to impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (such as 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	MCAS, ACCESS, IEP goals, district based assessments, attendance data and data from guidance and nurse's offices regarding frequency of visits and reason for visits	Increase nursing staff by 1 FTE to meet the demands of COVID and provide for nurse sub coverage. This strategy will impact all students. Increase support for meeting mental health needs of students at the middle school level by adding an additional .5 FTE Social Worker.
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	Increased capacity for outdoor facility, increased number of filter changes, cleanliness of schools, COVID positive case numbers and absence of transmission in schools	Purchasing additional cleaning products, band and chorus PPE materials, PPE, HVAC filters and equipment for outdoor space will address needs to guard against COVID-19. This strategy will address all student subgroups, faculty and staff as it directly guards against the spread of COVID-19.

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