

ARP ESSER (ESSER III)

OVERVIEW OF PLAN

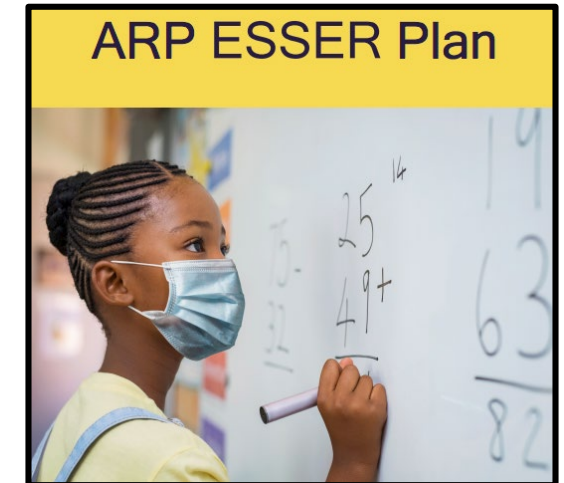
Dec 5, 2021

ESSER III APPLICATION

Elements of the application consist of:

- ❑ ARP ESSER Plan
 - ❑ ARP ESSER Budget Overview
 - ❑ ARP ESSER High Level Budget
 - ❑ Activities to Address Learning Loss
 - ❑ Activities for Other ARP ESSER Funds
 - ❑ Evaluation and Review
 - ❑ Consultation and Public Input
- ❑ ARP ESSER Spending Plan Form
- ❑ GEPA Statement
- ❑ Revised ARP ESSER Program-Specific Assurances

This brief addresses these elements of the application



ARP ESSER Budget Overview

Total Amount of District's Award

\$163,231,134

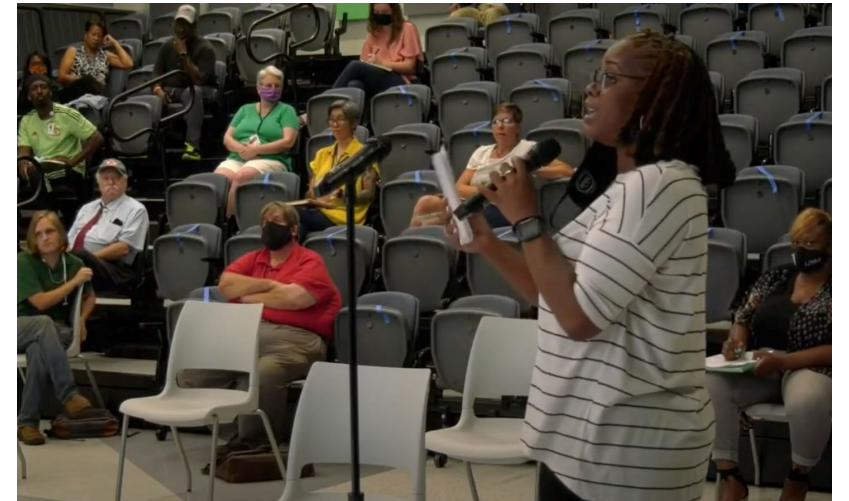
Minimum Required 20 Percent for Learning Loss

\$32,646,227

\$146M (90%) of CCSD's spending plan directly addresses district's stakeholder priorities and support to Students and Teachers

OUR COMMUNITY AND STAKEHOLDER PRIORITIES

- Activities to address needs of low-income students (also disabilities, ELL, minority, homeless, foster care)
- Addressing learning loss among students using high-quality assessments, evidence-based activities, assistance to families, and tracking attendance
- Summer learning and afterschool programs
- Mental health services and support for students
- Educational technology for students
- Improve indoor air quality in schools



High Level Budget Plan

	Approved ESSER III Activity	% of Total	\$
	Learning Loss (20% required)	25	\$40,807,785
1	Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act	1.0	\$1,732,970
2	Coordination, preparedness, and response efforts		
3	Activities to address unique needs of specific students	17.5	\$28,565,448
4	Improving preparedness and response efforts	.35	\$571,309
5	Training and professional development on sanitation		
6	Supplies to sanitize and clean facilities	1.4	\$2,264,623
7	Planning, coordinating, and implementing school closures	3.8	\$6,264,623
8	Educational technology	3.3	\$5,377,712
9	Mental health services and supports	8.8	\$14,343,552
10	Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)	15	\$24,385,922
11	Addressing learning loss among students (in addition to Learning Loss budgeted above)	6.4	\$10,381,824
12	School facility repairs and improvements		
13	Improving indoor air quality	12.4	\$20,322,276
14	Developing and implementing public health protocols	3.5	\$5,713,090
15	Other activities to maintain operation and continuity of services	1.5	\$2,500,000
	Total Budget	100	\$163,231,134

State requirements provide that 10% of LEA's ARP ESSER allocation directly support charter schools and schools of innovation

Activities Addressing Learning Loss

Activities and programs within our Learning Loss plan are centered on:

In an effort to recover from COVID-19 impacts, plans include:

- Establishing a new ELA, Math and social studies curriculum - plans for 3 district level positions for implementation @ \$120K x 3 years in addition to materials and purchased services; b) comprehensive professional development for teachers and school leaders - assumes 3 district level positions for implementation at \$80K x 3 years, remainder for PD stipends; c) expanding school level intervention services - plans for 8 positions @ \$80K x 3 years; d) development of a teacher residency program- plans for 15 entry level teachers @ \$65K for 3 years and two central staff (coordinator and technician) @ \$80K and \$45K for three years; e) staff for programs and innovation targeting specific schools - plans for 4 positions @ \$70K x two years.
- PD Programs plans and costs include:
 - Professional development with embedded coaching to support administrators, coaches, and teachers in implementation of new K-12 ELA and math curriculum. (LETRS Professional Development, 500 teachers over 3 years - \$4,927,471)
 - Professional development to enhance the development of a culture of data literacy and fully utilize the data analytics platform - Performance Matters and Panorama - to engage in data-based instructional decision making (500 teachers over 3 years - \$4,927,471)
 - Professional development through a partnership with Leading Educators for Acceleration Schools to build capacity among school leadership and teacher leaders to lead Professional Learning Communities (PLCs). (100 personnel over 3 years - \$1,927,471)
 - Through a partnership with the University of Virginia - Partnership for Leaders in Education (UVA-PLE), provide turnaround school professional development to build capacity among Acceleration School principals (100 personnel over 3 years - \$2,545,785)
 - Provide professional development for social studies teachers in text dependent analysis, Document-Based Questions, authentic assessment and grading practices and developing/using rubrics. (EL Education, 500 teachers over 3 years - \$3,236,628)
 - Professional development designed to enhance the alignment of course offerings for the development of pathways to increase student access to AP, Dual Enrollment, and work-based learning opportunities.(Leading Educators, 500 personnel - \$2,309,157)
 - College Board/ACT professional development for teachers to support the use of specific assessment measures and other indicators to identify potential for more rigorous course enrollment as well as how to identify areas of strength and weakness to make instructional and curricular decisions. (Leading Educators, 500 personnel- \$2,309,157)

Activities for Other ARP ESSER Funds

1. Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act

Planned activities will include implementing CCSD's Achieve Charleston Program. Plan is for for 4 personnel (\$163K, \$126K, \$126K, \$75K) x 3-years to develop and oversee the program. Through CCSD's Achieve Charleston Initiative the district will establish the necessary infrastructure to address systemic barriers to postsecondary success. The initiative will leverage existing local partnerships and resources to provide all students with world-class college and career opportunities in the community and beyond through high-impact, long-term, and sustainable investments. The Purchased Services under this plan will include:

- Conducting a comprehensive needs assessment of existing barriers to post-secondary success through 3rd party consultant = \$50,000
- Developing support programs through existing products at 2 and 4 – year colleges and universities and business = \$100,000
- Cultural competency professional development for planned staff (actual course name to be determined in 2nd qtr '22) = \$63,000
- Launching a pilot program student based on the Arizona State University concurrent enrollment program = \$127,577
- Stipend for additional support from Adult Education Coordinator for oversight of Adult Education Program as well as Adult Learning - GED, Career Tech classes: 4 classes; 1 night a week for 3 hours/ class for 30 weeks @ \$65/hour

2. Coordination, preparedness, and response efforts

No activities planned requiring these funds at this point.

Activities for Other ARP ESSER Funds

3. Activities to address unique needs of specific students

(cont.)

Planned activities include: a) transportation for students to participate in after school tutoring and/or enrichment sessions (\$750K over 3 years); b) training for parents regarding digital learning platforms used in CCSD (\$330K over 3 years); c) professional learning for all teachers and administrators about strategies to address social-emotional needs (The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) \$750K over 3 years; d) expand training in TEACCH strategies for general and special education teachers to support students with social-emotional and communication needs (\$270K over 3 years); e) providing parents with “at home” kits, including home libraries, workbooks, reading logs and popular books to build early literacy and numeracy (\$100/kit, approximately 2500 kits = \$250K; f) training for speech language pathologists and implement language-based prevention programs for Preschool, CD, and Kindergarten students (\$1.3M over 3 years); g) funds for teacher assistants and general education teachers to pursue special education teacher certification and financial support and preparation for PRAXIS and financial support to apply for SC Certification for each student-teacher who commits to CCSD for fall 2022 (\$750K over 3 years);

- h) financial incentives/stipends for principals and teachers at Acceleration schools (\$3.1M); i) expand collaboration with its community-based organization partners and advocacy groups who support students within these categories; purchase and equip buses to serve as mobile engagement centers targeting traditionally underserved neighborhoods and communities to provide access and resources, promote family well-being and more interaction between schools, community partners and the district; furniture, fixtures and equipment for school welcoming centers; (\$5.3M over 3 years); j) additional staff for schools with >20% student with disabilities -plans for 10 school level staff @ \$80K x 3 years; k) plans for allocations to charter schools (\$15M)

Activities for Other ARP ESSER Funds

4. Improving preparedness and response efforts

Replacement of out-of-date door card reader devices at school buildings with a new card/reader device at approximately 90 school and district buildings.

5. Training and professional development on sanitation

No activities planned requiring these funds at this point.

Activities for Other ARP ESSER Funds

6. Supplies to sanitize and clean facilities

Planned activities will include purchasing sanitation supplies (fogger chemicals), COVID PPE (i.e. Gloves, masks, hand sanitizers, face shields, gowns and wipes) and other supplies to needed to sanitize and clean schools district facilities.

Fogger chemicals - \$424,810 per semester (x 3.5) through 2024 = \$1,486,835.

COVID PPE - \$140,443 per semester (x 4.8) through 2024 = \$677,806

7. Planning, coordinating, and implementing school closures

CCSD would put in place activities, if required, to ensure the continuous performance of and to mitigate disruptions to its essential functions and other critical educational services. Potential activities would include: a) services to students with disabilities during the school year during alternating schedule, emergency remote instruction, temporary remote instruction, or virtual academy with appropriate instructional delivery methods to meet the student's needs (\$1,305,849 over 3 years); b) providing access to mental health services for students if virtual instruction is taking place (\$489,694 over 3 years); c) preparation and delivery of meals to centralized locations hubs for eligible students (\$1,305,849 over 3 years); d) establishing wifi hubs on school buses and educational electronic device repair services various locations throughout the district (\$163,231 over 3 years); e) resources to coordinate compliance with health and safety protocols: \$3M (44-1 FTE + 44- .5 FTE)

Activities for Other ARP ESSER Funds

8. Educational technology

Planned activities include:

- Planned activities include: a) expanding 1:1 device assignment to pre-K students (3000@\$140 over 3 years); b) replacing damaged and lost student devices (2000@ \$425 over 3 years); c) developing projects to provide more consistent and accessible district-wide communications, increased and uninterrupted Internet access (mifis, additional towers, improved services through district and service provider partnerships, etC. \$2.5M over 3 years); d) expanding the number of Distance Learning Labs across the district (25@ \$50K over 3 years), e) installing a Classroom Audio/Emergency Notification System

9. Mental health services and supports

Planned activities to address issues that have been intensified due to COVID-19 impacts include: a) expanding the current level of mental health services and mental health service personnel - plan includes 2 Clinical Counselors @ \$296,107, 11 School Psychologist @ \$3,149,256, 20 Social Workers @ \$5,312,755, 1 Mental Wellness Coordinator @ \$345,577, and 18 Behavior Interventionists @ \$2,853,356; b) providing professional learning on restorative practices and advisory-like interventions in middle or high school@ \$1,458,000; c) Ensuring sufficient facilities and supports in schools for social workers, behavior interventionist and other key resources to create positive, safe, supportive school environments for all students @ \$928,500.

Activities for Other ARP ESSER Funds

10. Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)

The District intends to use summer learning and after school programs to close COVID achievement gaps.

Planned activities include: a) providing tutoring services to students who are significantly behind particularly at key developmental points (\$3M over 3 years); b) expanding after school, Saturday and summer academic programs for students most impacted by the loss of learning due to COVID-19 with transportation options - plans for 2 positions @ \$80K x 3 years to oversee ; remainder is hourly teacher and tutor compensation (\$12M over 3 years); c) partnering with high quality community-based organizations to support students, keep them engaged in school and expose them to new experiences (CCSD is reviewing proposals and coordinating agreements with numerous community based organizations. The final list of partnerships will be determined over the next few months and reviewed with the CCSD School board before finalizing. The list will contain organizations who have previously received grants from CCSD. Planned cost is \$12M.)

11. Addressing learning loss among students (in addition to Learning Loss budgeted above)

In an effort to recover from COVID-19 impacts, activities will include: a) improve core instruction in Mathematics, English Language Arts, Social Studies and Science across the board (\$3M over 3 years). Specific actions are:

- In addition to professional development in Learning Loss section OGAP training for math and literacy (500 teachers – \$1M of \$3M)
 - invest in benchmark assessment tools and external evaluator
 - implement phonemic and phonological awareness for pre-K, K and First Grade classrooms,
 - build out social studies units aligned to the new standards and
 - ensure all schools have access to science equipment needed for vigorous experiments and projects
- b) provide additional resources to the Acceleration Schools and schools that are low growth and low achievement to close any achievement gaps (\$3M over 3 years). Specific actions are:
- Observe and document successful practices of a key school(s) in order to adopt them more broadly across low growth, low achievement schools
 - Continue the partnership with the University of Virginia – Partnership for Leaders in Education (UVA-PLE) with all Acceleration schools to provide a framework and ongoing support for school turnaround.
 - Build on the initial work of Leading Educators to support continuous improvement in math instruction through Professional Learning Communities
 - Initiate an additional cohort of schools to build out a continuous improvement effort based on data-informed instruction
 - Hire a cadre of part time family coaches (40 positions) to serve parent clusters by assisting addressing activities that encourage student growth and achievement
 - Provision of Child Day Care services a retention incentive to teachers with young children
- c) build a diverse, certified teacher pipeline- plans for 12 teachers @ \$80K x 3 years and 2 central staff (coordinator and technician) @ \$80K and \$45K x 3 years; d) partner with Schools of Education to increase the number and diversity of CCSD staff prepared for school administration, special education early childhood education, literacy coaching, ESOL, and mathematics instruction (no cost, just a strategy to achieve goal); e) provide performance incentives for targeted students and schools that meet achievement and growth (\$1M over 2 years).

Activities for Other ARP ESSER Funds

12. School facility repairs and improvements

No activities planned requiring these funds at this point.

13. Improving indoor air quality

Activities will include project design, design management and project execution for HVAC unit installations at Baptist Hill High School, Minnie Hughes ES, Edith L. Frierson ES, Military Magnet HS and Northwoods MS. Indoor Air Quality projects also include roof replacement at Baptist Hill High School, Minnie Hughes ES, Military Magnet Academy and Northwoods MS and building envelop repairs at Edith L. Frierson ES. Also purchasing 320 HEPA units for high and middle school choir and band rooms.

Activities for Other ARP ESSER Funds

14. Developing and implementing public health protocols

Planned activities will include: a) hiring additional personnel to perform cleaning and sanitation duties (\$1,088,988. Not for individual personnel hires. Additional support via purchased services); b) purchasing additional buses to meet COVID distancing guidelines (\$160K); c) bus disinfecting (\$900k for 3 years); d) implementing tools to track bus ridership data to manage increased physical distancing (\$120K); e) packaging for COVID-safe distribution of food (\$2,961,000 over 3 years; f) summer meals preparation, packaging and distribution (\$173K over 2 summers). Hiring an additional nurse liaison to coordinate an accelerated vision screenings schedule which were impacted by COVID restrictions.

15. Other activities to maintain operation and continuity of services

If needed, planned activities will be to fund personnel to substitute for teachers (620 @ \$145 /day for 16.5 days) observing COVID-19 quarantine protocol requirements over the 2021-2022 school year. (\$1,500,000 for one school year)

If needed, planned activities will be to compensate teachers performing dual-teaching duties (in-person and virtually for students observing COVID-19 quarantine protocol requirements. (620 @ \$25/ class period) = (\$1,000,000 for one school year)

FOR BACKUP – EXPANDED DEFINITIONS OF ALLOWABLE ACTIVITIES

Under section 2001(c)(e)(1) of the ARP Act, subgrant funds may be used for:

1. Any activity authorized by
 - the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act,
 - the Individuals with Disabilities Education Act (20 U.S.C. 1400 *et seq.*) (IDEA),
 - the Adult Education and Family Literacy Act (20 U.S.C. 1400 *et seq.*),
 - the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 *et seq.*) (Perkins Act), or
 - subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 *et seq.*).
2. Coordination of preparedness and response efforts of LEAs with state, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care children and youth, including how outreach and service delivery will meet the needs of each population.
4. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
5. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
6. Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by the LEA.
7. Planning for, coordinating, and implementing activities during long-term closures, including for
 - how to provide meals to eligible students,
 - how to provide technology for online learning to all students,
 - how to provide guidance for carrying out requirements under the IDEA, and
 - how to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements.
8. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
9. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
10. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
11. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by—
 - administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;
 - implementing evidence-based activities to meet the comprehensive needs of students;
 - providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - tracking student attendance and improving student engagement in distance education.

12. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
13. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
14. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. H. R. 1319—19
15. Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

In addition, an LEA may use ARP ESSER subgrant funds for the broad range of activities listed in section 18003 (d) of the CARES Act, section 313 (d) of the CRRSA Act, and section 2001 (e) of the ARP Act.

ARP ESSER funds generally will not be used for bonuses, merit pay, or similar expenditures, *unless related to disruptions or closures resulting from COVID-19*. Any premium pay must be reasonable and necessary and consistent with [2 CFR § 200.430\(f\)](#), and given pursuant to an established plan (which could be established in response to the COVID-19 pandemic), consistent with relevant LEA policies and requirements

FOR BACKUP- DETAILED ACTIVITIES TO ADDRESS LEARNING LOSS

English Language Arts

- Implement rigorous, standards-based ELA curriculum in K-5 with a particular focus on the foundations of reading (phonics, phonemic awareness) in early elementary.
- Provide initial and ongoing professional learning with embedded coaching to support administrators, coaches, and teachers in implementation of ELA curriculum
- Provide professional learning for leaders and teachers on authentic assessment and grading practices, gradebook set-up, interim and report card Canvas (and Canvas Pass Back), and other topics and tools for facilitating effective grading practices and communication practices with students and families related to academic progress.
- Provide accelerated learning opportunities for students with significant learning lags including K-8 Summer Enrichment Camp (beginning Summer 2021 and continuing over the next two years) using specialized and targeted enrichment curriculum tiered to match mild, moderate, and significant learning needs.
- At particular school sites as needed by a review of school level data, employ or contract with educators and educational providers to literacy enrichment, tutoring and instructional support opportunities within the regular school day as well as before and after school, or on weekends. Transportation will be based on need.
- At particular school sites as needed by a review of school level data, expand school level intervention services in order to give individual academic support to students who are furthest behind.
- For identified school(s), utilize a teacher residency program to not only build capacity in teachers for positively impacting student learning outcomes, but also provide additional co-teaching support within the residency schools for students needing extra help and more specialized instruction.
- Provide professional learning and purchase curriculum materials/licenses for social studies teachers in text dependent analysis, Document-Based Questions, authentic assessment and grading practices and developing/using rubrics

Mathematics

- Provide ongoing professional learning opportunities for curriculum implementation including training in the Ongoing Assessment Project (OGAP) strategies.
- Provide ongoing embedded coaching support teachers in implementation of Bridges and OGAP.
- Provide professional learning for leaders and teachers on authentic assessment and grading practices, gradebook set-up, interim and report card Canvas (and Canvas Pass Back), and other topics and tools for facilitating effective grading practices and communication practices with students and families related to academic progress.
- Provide accelerated learning opportunities for students with significant learning lags, including K-8 Summer Enrichment Camp (beginning Summer 2021 and continuing over next two years) using specialized and targeted enrichment curriculum tiered to match mild, moderate, and significant learning needs.
- At particular school sites as needed by a review of school level data, employ or contract with educators and educational providers to facilitate numeracy enrichment, tutoring and instructional support opportunities within the regular school day as well as before and after school, or on weekends. Transportation will be based on need.
- Provide ongoing, job-embedded professional learning and coaching opportunities for curriculum implementation for supplemental and intensive (moderate and significant tiers) programs.
- Continue the professional development and coaching support begun this year through a partnership with Leading Educators for the Acceleration Schools - elementary schools identified by the Board as needing additional support. Leading Educators will continue to coach school and teacher leaders to lead PLCs to support teachers in unpacking the math standards; understanding the relevant math; teaching to the standards; assessing student work to identify students' misconceptions; planning to address these misconceptions; reteaching; and assessing again for student understanding.
- Continue to provide Acceleration Schools with a more intensive support system through the district's established Acceleration Team that focuses on regularly coaching school leaders and monitoring progress to intervene when off track and to promote successes and effective actions and strategies for more extensive use.
- For identified school(s) utilize a teacher residency program to not only build capacity in teachers for positively impacting student learning outcomes, but also provide additional co-teaching support within the residency schools for students needing extra help and more specialized instruction.
- At particular school sites as needed by a review of school level data, expand school level intervention services in order to give individual academic support to students who are furthest behind.

(cont.)

Social, Emotional, Behavioral and Mental Health

CCSD will demonstrate improvement in all three of the following social emotional learning (SEL) measures: decrease of chronic absenteeism, decrease in out-of-school discipline consequences, and increase in student well-being metrics (as measured by Panorama survey in reference to supportive relationships, SEL competencies, student supports, and school environments). We intend to:

- Continue to implement and support use of student and staff well-being metrics (as measured by Panorama survey) to provide monitoring data and identify students in need of additional support.
- Expand mental health services by adding social workers, a school psychologist, parent educators, and additional counseling options in order to ensure every student has access to these services.
- Invest in MTSS training this summer for all schools to ensure school teams have created systems to support all students and are well-prepared to respond to student needs.
- Address student behavior needs proactively by adding climate coaches, social workers, and student support coaches where needed and expanding restorative practices by incentivizing schools to participate and expanding training opportunities.
- Continue to provide dedicated time in school schedules for delivery of social-emotional learning curriculum and activities in all schools.
- Training in trauma informed best practices in school is provided to schools/teachers.
- Student engagement indicators are collected and monitored through the district's dashboard (in Data Central and the district's data analytics platform).

Other Activities

Provide ongoing professional learning opportunities for curriculum implementation including training in the Ongoing Assessment Project (OGAP) strategies.

- Provide ongoing embedded coaching support teachers in implementation of Illustrative Mathematics and OGAP.
 - Develop and implement universal professional learning community structures and protocols. Align pacing guides, math benchmarks, and interim assessments (MAP) with math curriculum implementation.
 - Continue to implement and expand usage of a common learning management system and a data analytics platform to provide equitable and diverse opportunities for students and educators to interact with data and learning resources.
 - Provide professional development opportunities and additional training for teachers and coaches in preparing students for testing and re-testing through access to WIN Learning Ready-to-Work courseware to support the strengthening of soft skills, increase of reading and math proficiency, and achievement of Platinum, Gold, and Silver status.
 - Provide leadership strategic planning professional development designed to enhance the alignment of course offerings for the development of pathways to increase student access to AP, Dual Enrollment, and work-based learning opportunities.
- Offer CollegeBoard/ACT professional development opportunities for teachers in order to support the use of specific assessment measures and other indicators to identify potential for more rigorous course enrollment as well as how to identify areas of strength and weakness to make instructional and curricular decisions.
- Provide support for student/family events for college awareness, planning, scholarships, and application completion.
 - Provide additional time (non contract days) for school counselors to support students with counseling services, enrollment, graduation planning, and transcript review (and possible counselor hotline).
 - Provide professional development for leaders and teachers on authentic assessment and grading practices, gradebook set-up, interim and report card Canvas (and Canvas Pass Back), and other topics and tools for facilitating effective grading practices and communication practices with students and families related to academic progress.

(cont.)

- Provide support and increase access to more rigorous coursework and programs for identified students in a subset of schools and/or courses who typically would not see a four-year college as an option or who could potentially access honors/Advanced Placement/Dual Enrollment courses with support by implementing a specialized tutoring service (24-hour, multilingual) and follow-up through online and/or in-person tutors (allocations and/or contracted employees/services) and assigned course teachers. Provide access to increased virtual/online course opportunities.
- Administer ELA and math benchmarks and utilize professional learning communities (PLCs) to analyze benchmark data to make instructional decisions and monitor fidelity implementation of district curriculum expectations.
- Enhance the development of a culture of data literacy and fully utilize the data analytics platform - Performance Matters - to engage in data-based instructional decision making to support continuous improvement by providing professional development and support through PLCs. (Additional Support for Identified Groups based on Goal for Access and Equity, Moderate and Significant Tiers)
- Through a partnership with Saga Education, provide high dosage tutoring for students at risk of not passing Algebra 1 or Geometry. Students will be in small groups working with an in person or virtual tutor for half of the period and working online with practice materials for the remaining half of the period. Saga meets national ESSA evidence based standards. The University of Chicago has evaluated the program in Chicago and found that students can learn as much as 2.5 years of math in a single year.
- Offer credit recovery and re-take opportunities with additional support (to include high dosage tutoring) for students not on-track for on-time graduation through a free summer program.
- Provide targeted support for students identified as "unengaged" in learning based on at-risk factors (interim/term course progress/failures, attendance, contact, SEL survey data) for MTSS team intervention strategy planning and implementation of specialized supports based on need.
- Provide tools (through PowerSchool SIS, district data analytics platform, Data Central, and SC's Graduation Alliance effort) to facilitate identification and consistent mentoring and progress monitoring
- Support student/family engagement teams (district and school) with advising tools and drop-out prevention measures, such as with Check & Connect or other mentoring tools and/or additional personnel or contracted support.