

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.
- 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)

- 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.*

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?

Not served by Malden Public Schools

TRUE
TRUE
TRUE
TRUE
TRUE
TRUE
TRUE
TRUE
FALSE
TRUE
TRUE

Red

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.**

Step 4.2 of 4.4

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	Yes	Yes	PALS assessment I-Ready Diagnostic Reading Assessments	New ELC Literacy Curriculum Seesaw for Pre-K-Grade 1 Flexibility/Using Flexibility allows for explicit vocabulary instruction added into the curriculum in a way that is exciting and engaging for all students, as well as proven to be instructionally effective.
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	MCAS ELA assessment as well as through the use of literacy assessment platforms (DIBELS, Maze, i-Ready or similar platforms).	New ELA/Literacy Curriculum for Grades K-8 with embedded writing component Grade 9 Environmental Science Hydroponics Materials with aligned PD Materials for career exploration and education in middle and high school. World Language Online Curriculum Materials Intervention Materials for High School Title I Program:
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Staff will engage in differentiated professional learning on culturally responsive practices and increase implementation of CRP as measured by observations and efficacy surveys.	All staff will engage in professional development that is differentiated based on previous work in culturally responsive pedagogy. Staff will be provided and read a selected book to build their professional knowledge. Equity Audit in 2021-2022, which will inform the arc of learning for professional development focused on culturally responsive practices in 2022-2023 and 2023-2024. Furthermore, in 2022-2023 and 2023-2024 we will expand our current Restorative Practices pilot to all schools through a train the trainer model.
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	DIBELS and i-Ready benchmark and progress monitoring scores. Staff Training Logs and WIDA Training Completion Certificates.	WIDA Screening Tools, WIDA Early Screening tools - bilingual psychological assessments. Tier 2 Intervention training for regular education teachers. Benchmark Literacy Assessments
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	Participation in advanced coursework, AP scores, number of students enrolled in AP courses	Comprehensive Formative Assessment Tool: adoption of a comprehensive formative assessment tool. Pay participation fee for student exams as well as teacher training for advanced placement courses. Cover costs of student participation for TOEFL.
Extending the school day/year and prioritizing student access to additional time by student need	Yes	Yes	i-Ready and IXL instructional usage data, will be used to assess students' progress and narrow student performance gaps.	Academic tutoring support for after school
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Select	Select		
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	MCAS and internal assessments including DIBELS, iReady, IXL.	Tier 2 Intervention training for regular education teachers Standards Alignment/Mastery professional development Professional development/training for teachers on accelerated learning Data Dashboard
Early college programs, particularly those focused on students underrepresented in higher education	Yes	Yes	Number of students who successfully enter and complete the BHCC EC program, and how many students utilize the summer hours and how.	Expanded collaboration with local college partnership like Bunker Hill Community College for Summer Hours for Early College counselor at MHS

Targeted Student Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.

	Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Yes	Yes	Data: EWIS-EDWIN data review, Handbook and student referral lists.	Stipends for afterschool collaboration Stipends will be paid to school based Student Support Team members (SST) and Instructional Leadership Team members (ILT) to meet for one hour after school. These meetings ensure every student individual needs (academic and social emotional) are discussed and a plan is put in place to support each child
	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	MASScore completion percentages at Malden High School The number of students meeting the MASScore requirements, particularly as related to World Language will be monitored each year for growth and progress towards 100% MaFLA: As a result of attending the conference, teachers will apply the strategies and students' grades will improve.	MA Seal of Biliteracy - Partner Language Study Groups & Partner Language Testing Imagine Learning: Malden Public Schools has a high percentage of English Learners who benefit from additional, supplemental instruction in which directions are translated in the native language. The Imagine learning platform provides this service for our students."
	Community-based afterschool programs for parents, including citizenship and ESL classes	Yes	Yes	Extended Day Service Data: Data: focus on students in danger of dropout utilizing EWIS data, transfer students in and out tracking data, and graduation and dropout rate tracking and effective interventions.	MaFLA Membership and attendance to Fall Conference Extended day or evening data workshops for caregivers of EL. GPS (Graduation, Promotion, Success.) Counselor/Attendance teams at the K-8s with stipends.
	Dropout prevention and recovery programs	Yes	Yes		
	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.
	Diversifying the educator workforce through recruitment and retention strategies	Yes	Yes		
	Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	Yes	Yes	Students enrolled in afterschool clubs will be tracked by the schools SST to ensure they are on track academically, socially and emotionally.	Afterschool Clubs: offer afterschool clubs for students. These clubs will run in 10 week cycles, for 1 hour afterschool.
	Increasing high-quality common planning time for teachers and academic support staff	Yes	Yes		Stipends for teachers
	Developing leadership pipeline programs for schools	Select	Select		
	Develop units for Honor courses in grade 6-8	Select	Select		Stipends for teachers to plan together
	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.
	Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	Data: Class schedules, attendance lists, pre and post survey.	Strength and Conditioning coach - MPS Fitness Facility, Community Based Yoga Classes - Led by Breath for Change certified instructors through District Mindfulness Team
	Working with community-based organizations that provide enrichment during the school day and/or out of school time	Yes	Yes	Data: Number of students who attend tutoring, their report card grades, and the change in their grades after attending tutoring	Collaboration with the Malden Teen Enrichment Center for after-school programming/enrichment and tutoring services in conjunction with the 9-12 grades. This collaboration will allow designated community members to support and track students post-covid, and bolster these struggling student groups, including students for whom English is not their first language (57% of the district), EL students (19%), and those with learning disabilities (18%).
	Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments	Yes	Yes		
	Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school	Yes	Yes		
	Parent-teacher home visiting programs to build positive relationships between home and school	Yes	Yes		
	Facilities improvements to create healthy and safe school environments	Yes	Yes		
	Other Interventions/Strategies/Supports Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above.		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.
	Educational technology			Interactive Viewboards: Viewboards will be monitored for usage data. Additionally, staff will be working with tech coaches to train on the use of the board. Tech coaches will monitor staff usage following training, to ensure staff are regularly using their board and integrating it into their lessons. Data will be collected anecdotally as well as based on the usage data from the Viewboard management system. Chromebok refresh: Each a minimum of 1 grade level needs to have an equipment refresh in order to continue to have a device that is up to date and in a condition to access content. Device life expectancy and when it falls out of our Auto Update policy is tracked via the Google Admin console. We will collect data that shows all students have access to a device and that all students have access to a device that supports most up to date configurations. COVID-19 Prevention and mitigation strategies	Interactive Smart Boards (grades 5-8 and elective staff) By bringing in interactive smart boards to classrooms, we will be able to ensure all students have access to multimedia class materials, and create a more interactive classroom. The interactive capacity will provide an opportunity for substantially separate students to have a tech tool that allows them to manipulate class materials. Additionally, our district services a large EL population, these boards will ensure students also have access to interactive scaffolds. Additionally, boards can be used to allow remote students to be visually present in the classroom, as they can be displayed on the board. Refreshing Student Devices. Updating and refreshing student devices ensures that students have consistent and equitable access to curriculum materials and resources.
	Curriculum Hub		Yes	Staff relying on the curriculum hub for all of their curriculum documents and sources.	Professional development for school nurses re: COVID-19 protocols - via Northeastern School Health Institute and other available trainings offered. MPS Curriculum Hub Website where MPS teacher post their scope and sequence, curriculum maps, units of study, and unit assessments. Easy to navigate and accessible to all MPS teachers. A portion of the website is accessible to families.

Step 4.3 of 4.4 Equitable Use of ESSER III Funds

How is your district taking educational equity into account when planning for expending your ESSER III funds?

For example,

- 1) allocating funds both to schools and districtwide activities based on student needs, and
- 2) implementing an equitable and inclusive return to in-person learning by, for example, avoiding over-use of exclusionary discipline and creating a positive and supportive learning environment for all students.

Our approach to distributing ESSER III funds is based on available data as well as emerging understanding of student needs as we continue to adapt to pandemic conditions. The survey provided to the Malden Community has informed the general buckets of work, however are focusing on the following elements:

- Building welcoming and restorative schools that support an inclusive environment for all staff, students, and caregivers
- Increasing the understanding and implementation of culturally responsive practices through staff professional development, student voice, and caregiver supports
- Academic supports designed to address learning loss and extension opportunities for all students, with a focus on populations that have been historically marginalized.
- Data based approaches to develop a deeper understanding and more efficient mitigation response to identified student needs, including access to high quality instruction, mental socio-emotional resources and support, technology, and learning spaces

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
4	Cleaning and maintaining healthy facilities, including improving ventilation	Yes	Yes
5	Contact tracing, isolation, quarantine in collaboration with health departments	Yes	Yes
6	Diagnostic and screening testing	Yes	Yes
7	Efforts to provide vaccination to school communities	Yes	No Working with local Malden Board of Health and the Cambridge Health
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	Yes

