

Map Academy Charter School (District)

Plans for the Use of ESSER III Funds:

- students from low-income families
- students of color
- English learners
- students with disabilities
- students experiencing homelessness
- students in foster care
- migratory students
- students who are incarcerated
- other underserved students

This application, when fully and thoughtfully completed, along with your District Reopening Plans, will constitute the plans required by USED. These plans must be published on your website and must be accessible to families in a language they understand, either translated in writing or orally, as well as in an accessible format for those with disabilities.

You should expect that DESE will be collecting data and other information from you as a result of implementation of your plans for and use of ESSER funds.

Step 4.1 of 4.4	ESSER III regulations require that the stakeholder groups below be meaningfully consulted as part of the planning process for use of ESSER III funds. Which of the following groups have you consulted with? (check all that apply)	If you have not yet consulted with this group in planning for use of ESSER III funds, when and how do you plan to get their input?
<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 type="checkbox"/>	Unions representing educators and school staff	Charter school no union currently
<input type="checkbox"/>	Tribes*	NA
<input type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	NA
<input checked="" type="checkbox"/>	Stakeholders representing the interests of children with disabilities, children experiencing homelessness, children in foster care, migrant who are incarcerated, and other underserved students.*	

*To the extent present in or served by the district

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/when 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 and how this strategy/intervention will provide support.
Expanding access to full-day, high-quality prekindergarten	Select	Select		
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Select	Select		
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Number of professional development opportunities specifically related to culturally responsive teaching.	Yes, Map Academy is an alternative Charter School specifically designed for students who have not found success in traditional schools. All of our funds including ESSER funds go towards supporting all underserved student groups with the exception of migrant students and EL students as we have zero currently enrolled. The impact being addressed here is professional development specific to culturally responsive teaching and more specifically implicit bias training for our entire staff. This strategy will allow us to maintain high expectations for all of our students.
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	Number of students taking NWEA assessments and participating in iXL intervention work.	Yes, Map Academy is an alternative Charter School specifically designed for students who have not found success in traditional schools. All of our funds including ESSER funds go towards supporting all underserved student groups with the exception of migrant students and EL students as we have zero currently enrolled. The impact being addressed here identifying where students are in need of academic growth utilizing the NWEA MAP testing and iXL intervention work according to these results. This strategy will allow us to academically program students in the correct classes at their learning edge so that they are pushed academically but not to hard that they give up. Utilizing these assessment results have proven effective in academic programming in the past and we believe the need is even greater coming off the pandemic and remote learning.
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	Number of additional hours/days that were offered to Map Academy students.	Yes, Map Academy is an alternative Charter School specifically designed for students who have not found success in traditional schools. All of our funds including ESSER funds go towards supporting all underserved student groups with the exception of migrant students and EL students as we have zero currently enrolled. The impact being addressed here is offering more hours and days of time our students have access to Map Academy. This strategy will allow us to offer more hours of instructional time and more days during summer 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	Staff survey on data enhancements made to our student tracking system.	Yes, Map Academy is an alternative Charter School specifically designed for students who have not found success in traditional schools. All of our funds including ESSER funds go towards supporting all underserved student groups with the exception of migrant students and EL students as we have zero currently enrolled. The impact being addressed here is increasing our data collection implementation efforts. This strategy will allow us to track more uncommon measures that will ultimately lead to better personalized learning for our students and easier ways to identify students in need of more social emotional supports for our support staff.
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select		
Targeted Student Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served and how this strategy/intervention will provide support.
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Select	Select		
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	Number of additional hours/days that were offered to Map Academy students.	Yes, Map Academy is an alternative Charter School specifically designed for students who have not found success in traditional schools. All of our funds including ESSER funds go towards supporting all underserved student groups with the exception of migrant students and EL students as we have zero currently enrolled. The impact being addressed here is increasing our data collection implementation efforts. This strategy will allow us to track more uncommon measures that will ultimately lead to better personalized learning for our students and easier ways to identify students in need of more social emotional supports for our support staff.
Language support programs, including dual language and heritage language programs (students learning in home/native language) and associated professional development	Select	Select		
Community-based afterschool programs for parents, including citizenship and ELA classes	Select	Select		
Dropout prevention and recovery programs	Yes	Yes	Student enrollment data as well as wait list data to demonstrate need.	Map Academy is by design a dropout prevention program. We are intentionally designed to be a school for students for whom traditional school did not work and they are dropped out or on the verge of dropping out. The impact being addressed here is continuing to be a desperately needed option for our students particularly during a pandemic. The strategy is a whole school model designed to meet the unique needs of off track youth.
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 and how this strategy/intervention will provide support.

Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Select	Select		
Diversifying the educator workforce through recruitment and retention strategies	Yes	Yes	Number of leadership team trainings on how to recruit and retain a diverse workforce.	Yes, Map Academy is an alternative Charter School specifically designed for students who have not found success in traditional schools. All of our funds including ESSER funds go towards supporting all underserved student groups with the exception of migrant students and EL students as we have zero currently enrolled. The impact being addressed here is for the leadership team to get training on how to better recruit and retain a diverse workforce. This strategy will allow the leadership team to learn from experts on exactly how to recruit and retain a diverse workforce.
Strategies to staff hard-to-staff schools and positions with high-performing educators	Select	Select		
Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	Yes	Yes	Number of experiential and elective opportunities offered to students during the grant period.	Yes, Map Academy is an alternative Charter School specifically designed for students who have not found success in traditional schools. All of our funds including ESSER funds go towards supporting all underserved student groups with the exception of migrant students and EL students as we have zero currently enrolled. The impact being addressed here is offering more robust in person elective and experiential learning opportunities to our student population. This strategy will allow us to offer an expanded menu of elective and experiential learning opportunities to our student population.
Increasing high-quality common planning time for teachers and academic support staff	Select	Select		
Developing leadership pipeline programs for schools	Select	Select		
Labor-management partnerships to improve student performance	Select	Select		
Conditions for Student Success - Social/Emotional and Mental Health Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/dysfunctional 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 racial and ethnic groups, 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 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	Number of evaluations conducted by our part time school psychologist	Yes, Map Academy is an alternative Charter School specifically designed for students who have not found success in traditional schools. All of our funds including ESSER funds go towards supporting all underserved student groups with the exception of migrant students and EL students as we have zero currently enrolled. The impact being addressed here is hiring a school psychologist (part time). This strategy will allow us to have necessary expertise on our staff to help address the unique needs of our student population particularly when it comes to conducting evaluations on students and identifying the necessary supports needed for them to find success.
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	Yes	Yes	Number of wraparound service hours provided at Map Academy during the day from outside providers	Yes, Map Academy is an alternative Charter School specifically designed for students who have not found success in traditional schools. All of our funds including ESSER funds go towards supporting all underserved student groups with the exception of migrant students and EL students as we have zero currently enrolled. The impact being addressed here is offering more wraparound support hours during the day at Map Academy. This strategy will allow us to increase the number of wraparound supports provided at school from outside providers with the necessary expertise to address the unique needs of our student population.
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	Select	Select		
Other Interventions/Strategies/Supports		This strategy will address pandemic-related learning loss/dysfunctional 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 racial and ethnic groups, 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 and how this strategy/intervention will provide support.
<i>Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above</i>				
	Select			
	Select			
	Select			
	Select			
	Select			

Step 4.3 of 4.4 **Equitable Use of ESSER III Funds**

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

As a Commonwealth charter school, Map Academy is both its own district and an individual school. All ESSER III funds less the indirect costs will go towards school-based activities. As an alternative charter school intentionally designed to meet the unique needs of disconnected youth who have not found success in other settings, Map Academy serves predominantly vulnerable students, many of whom have been disproportionately impacted by COVID-19 and the resulting extended school closures. This knowledge is what drove our mission-driven team to reopen Map Academy for onsite, in-person operations as soon as possible. At Map Academy, 75.2% of our students meet criteria for High Needs, 50.3% qualify for Special Education Services, 50.9% are Economically Disadvantaged, and 60.66% qualify as free lunch via district Community Eligibility Provisions. We are fortunate that Map Academy is flexible by design, and we will continue to leverage that flexibility as we navigate all of the ongoing uncertainties particularly pertaining to meeting the needs of students with disabilities, English learners (ELs), former EL students, and Economically Disadvantaged students. Cognizant of the high needs of our student population, we have intentionally staffed each learning studio with a special education-licensed academic case manager, an additional special education teacher, and a social worker, in an effort to ensure all of our students' needs are met.

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 plan 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	Yes	Yes	
2 Modifying facilities to allow for	Yes	Yes	
3 Handwashing and respiratory	Yes	Yes	
4 Cleaning and maintaining healthy	Yes	Yes	
5 Contact tracing, isolation, quarantine	Yes	Yes	
6 Diagnostic and screening testing	Yes	Yes	
7 Efforts to provide vaccination to school communities	Yes	No	We are currently offering a \$100 Amazon gift card for any student who shows proof of full vaccination. We have also had our Nurse speaking individually with students and families to support in getting vaccination appointments. We also had on-site vaccine clinics.
8 Appropriate accommodations for	Yes	Yes	
9 Coordination with state and local	Yes	Yes	