

OUTCOMES		Supporting Strategy			S4
		S1	S2	S3	
ESSER III Overarching Outcome	Address student needs arising from the coronavirus pandemic and/or to emerge stronger post-pandemic, which may include reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, and mental health.	X	X	X	X
Unfinished Learning Outcome (at least 20%)	Address unfinished learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	X	X	X	X

STRATEGY	
Strategy #1	Time and Attention- increase FTE, two Teachers on Special Assignment (TOSA) at the K8 building, to address identifying learning loss and develop enrichment programs to address the learning loss. Not funded through ESSERIII is the increase of FTE at the high school, alternative education teacher,) to achieve the same outcomes at the secondary level.
Strategy #2	Conditions for Teachers increase FTE, two Teachers on Special Assignment (TOSA) at the K8 building, to collaboratively develop and strengthen PLTs, more push in adult presense in classroom for support, increase professional development opportunities for staff with in house substitute options, and job shadowing of peers while a TOSA covers classes.
Strategy #3	Relationships and Mental Health increase FTE, two Teachers on Special Assignment (TOSA) at the K8 building, to place a large emphasis on relationship building and social empotional learning, not just for our students but also teachers and families.. More positive encouraging adult voices in every childs life K-8 Not funded through ESSERIII is the increase of FTE at the high school, alternative education teacher, to achieve the same outcomes at the secondary level.
Strategy #4	Family Community Partnership increase FTE, two Teachers on Special Assignment (TOSA) at the K8 building, that will foster positive working relationships, an effective communication chanel with families. TOSA will work to identify new stakeholders in the education process in a post pandmeic world

#	Activities (Planned items to support a strategy, which may include providing/implementing an intervention.)	Aligned Primary Strategy	Required		Optional if available		
			Year 1 Estimated Cost	Identified for Instruction (20%+)	Year 2 Estimated Cost	Year 3 Estimated Cost	Identified for Instruction (20%+)
1	TOSA 1	S1	\$ 138,000.00	Yes	\$ 148,000.00	\$ 158,000.00	Yes
2	TOSA 2	S4	\$ 90,000.00	Yes	\$ 100,000.00	\$ 110,000.00	Yes
3	Non Consumable supplies	S3	\$ 100,000.00	No	\$ 59,000.00	\$ 59,840.73	No
4	Consumable supplies	S4	\$ 19,000.00	No			
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Total			\$ 34 000.00		\$ 30 000.00	\$ 32 840.73	

Total District Allocation	\$981,840.73
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	Budgeted or Estimated	Progress toward meeting min 20%+on learning loss (dollar amount)	Progress toward meeting min 20%+ on learning loss (%)	Minimum 20%+ Requirement
Year 1	\$347,000.00	\$228,000.00		
Year 2	\$307,000.00	#REF!		
Year 3	\$327,840.73	\$268,000.00		
	\$981,840.73	#REF!	#REF!	\$196,368.15