

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Background Information

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Background Information

BRENTWOOD UFSD - 580512030000

Summary and Background Information

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund.

The federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the [ARP ESSER Allocations Chart](#) (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved [ARP ESSER State Plan](#), NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

Tier 1 - Strong Evidence: Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

Tier 2 - Moderate Evidence: Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence standards with reservations. The studies use large, multi-site samples. No

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other studies show that this strategy negatively impacts an outcome.

Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

Tier 4 - Demonstrates a Rationale: High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align with the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

Project Number

The project number stems for the three state-reserve programs are:

Fund Code	Project
5884-21-XXXX	ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time
5883-21-XXXX	ARP-ESSER 1% State-Level Reserve - Comprehensive After School
5882-21-XXXX	ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER State Reserve allocation returned to the United States Department of Education.

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Submission Instructions

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Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

The ARP-ESSER Application – State Reserves is due by November 30, 2021.

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Assurances - Assurances

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ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.

YES, the LEA provides the above assurance.

2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:

1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
3. LEA uses of funds to sustain and support access to early childhood education programs;
4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

YES, the LEA provides the above assurance.

3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

YES, the LEA provides the above assurance.

4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

YES, the LEA provides the above assurance.

5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

YES, the LEA provides the above assurance.

6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

YES, the LEA provides the above assurance.

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Assurances - Assurances

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7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- YES, the LEA provides the above assurance.
12. The LEA assures that:
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
 4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
 5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
- YES, the LEA provides the above assurance.

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Assurances - Assurances

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13. The LEA assures that:
1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- YES, the LEA provides the above assurance.
14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- YES, the LEA provides the above assurance.
15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.
- YES, the LEA provides the above assurance.
16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- YES, the LEA provides the above assurance.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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ARP-ESSER State Reserves: Intent to Apply

If an eligible school district does not intend to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

- 1. Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

- 2. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

- 3. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

- 4. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Stacy O'Connor	soconnor@bufsd.org	12/10/21
LEA Board President	Robert Feliciano	rfeliciano@bufsd.org	12/10/21

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- An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**

In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.

The BUFSD's specific efforts to engage a diverse and representative set of stakeholders to receive feedback for developing plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds are inclusive of our district's more comprehensive efforts to leverage stakeholder input in overall American Rescue Plan (ARP) development. As such, contextual information from our base 90% application is applicable, and included in this application. As a matter of sequence, additional information specific to stakeholder input for our state-level reserve application is included at the end of this section.

Upon notification of receipt of ARP funding, the BUFSD engaged in meaningful consultation with stakeholders by giving the public an opportunity to provide input into the development of the budget and plan. Specifically, the BUFSD consulted with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, their unions and the Board of education.

Through these engagement processes, the BUFSD consulted with 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.

The process of collaborative ARP budget prioritization and plan development began with strategic analysis of key stakeholder survey data going back 3 years. From May 2019 to June 2021, 1,696 teachers representing all 17 BUFSD schools took part in a comprehensive needs-assessment survey.

Elementary and secondary participants represented over 14 academic departments. This included but was not limited to general education, special education, English as a New Language (ENL) and bilingual teachers. Teachers responded to 50 prompts aligned to key DTSDE tenets, specifically: leadership, curriculum, teaching/learning, student social-emotional development and parent/family engagement. During the same time, 2,642 parents/family and community members representing all BUFSD schools and a myriad of Community Based Organizations (CBO's) took part in a similar needs-assessment survey. Parents/family and community members responded to 25 prompts aligned to key DTSDE tenets. Their overall satisfaction level was gauged from "extremely satisfied" to "very unsatisfied." During the same three-year span, 11,227 students representing both elementary and secondary schools also took part in a comprehensive needs-assessment survey. Student participants had a wide range of historical academic performance, participated in an array of school activities, and were representative of all BUFSD racial/ethnic subgroups.

The objective of these surveys, administered in an iterative and cyclical nature over time to approximately 15,000 constituents sought answers to the following questions:

1. What are we (our schools/district) doing well?
2. What areas should we consider for improvement/refinement?
3. What do we need (infrastructure, tools, resources, support) to improve our schools/district?

Artifacts of this longitudinal survey analysis were triangulated with quantitative and qualitative building and district-level student outcome data.

Emergent needs were then analyzed in the context of 1) NYSED's 20 allowable expenses under ARP, and 2) established district plans/initiatives, including: building-level School Improvement Team (SIT) plans, School Comprehensive Education Plans (SCEPs), and the District Comprehensive Improvement Plan (DCIP). Comprehensive analysis resulted in the identification of the following preliminary ARP priorities:

Infrastructure

- Ventilation systems
- Devices for students and teachers
- Cybersecurity

Social-emotional health

- Hire additional social workers, guidance counselors, and nurses

Academic support

- Extended school day, i.e., before/after school activities, summer school
- Professional development

In July 2021, the BUFSD created and shared a survey with the community, parents and families, and staff to give the public an opportunity to provide

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input into the development of the ARP budget and plan. The survey was administered in both English and Spanish and advertised broadly through various means and mediums. The BUFSD Assistant Superintendent of Secondary and Bilingual Education and the Coordinator of Funded Programs recorded and published videos in English and Spanish describing the purpose of the survey, while providing technical guidance for completion of the survey form. Respondents had an opportunity to rate 40 preliminary ideas, organized in buckets aligned to the preliminary priorities that resulted from longitudinal stakeholder input (infrastructure, social-emotional health, and academic support) on a scale ranging from 'extremely important' to 'not important.' Respondents also had an opportunity to offer novel ideas in these prioritized areas.

District administrators analyzed the parent/family and community data, and staff data, looking for data that was convergent, or, where agreement existed. The development of the district's ARP budget and plan was significantly informed by the identification of this convergent data. Some examples of staff and community ARP plan/budget priority agreement may be seen below:

% Extremely/Very Important**Cybersecurity**

Staff: 79.5%

Community: 83.1%

Enhance Wi-Fi Software

Staff: 96%

Community: 85.3%

Purchase Devices/Laptops for New Entrants

Staff: 84.8%

Community: 83.6%

Post High-School Planning for College and Career Readiness

Staff: 77.4%

Community: 88.3%

Professional Development for Teachers

Staff: 79.1%

Community: 81.1%

Homeless Transportation

Staff: 75.9%

Community: 82.6%

Hire Social Workers and Psychologists

Staff: 83.3%

Community: 72.1%

Other areas with strong community and staff support (+70% extremely/very important) included, but were not limited to:

- Improve air quality in all buildings
- Remodel elementary playgrounds and libraries
- Remodel science and technology rooms
- Purchase devices for teacher use
- Rosetta Stone licenses for students, staff and parents
- Increase translation services
- Extend school day programs (before/after school and summer)

On August 19th, 2021, The BUFSD Coordinator of Funded Programs presented the results of this survey analysis to the community via a public Board of Education Meeting. Both the Board and the community at-large had an opportunity to ask questions and provide further input. At this time, the plan for ARP implementation and progress monitoring was shared. This included monitoring goal attainment of established school and district improvement plans, including SIT plans, SCEPs, and the DCIP. The Office of Funded Programs will also provide a quarterly report of ARP spending and impact to the BUFSD Board of Education.

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Upon learning of the specific nature of allowable ARP state-reserve funds, the BUFSD created and shared an additional survey with the community, parents and families, and staff to give the public an opportunity to provide input into the development of ARP state-reserve budgets and plans. The survey was administered in both English and Spanish and advertised broadly through various means and mediums. The BUFSD Assistant Superintendent of Secondary and Bilingual Education and the Coordinator of Funded Programs recorded and published videos in English and Spanish describing the purpose of the survey, while providing technical guidance for completion of the survey form. Respondents had an opportunity to rate NYSED's pre-populated planned interventions on a scale ranging from 'extremely important' to 'not important. Those interventions included: Tailored/Individualized Acceleration, High-Dosage Tutoring Programs, Curriculum-Aligned Enrichment Activities, Comprehensive After-School Programming, Summer Learning and Enrichment Activities, Integrated Social-Emotional Learning, Community Schools Model Programming, Restorative Practices and Trauma Informed Practices. Respondents also had an opportunity to offer novel ideas in these prioritized areas. District administrators analyzed the parent/family and community data, and staff data, looking for data that was convergent, or, where agreement existed. The development of the district's ARP state-reserve budgets and plan was significantly informed by the identification of this convergent data. Some examples of staff and community ARP state-reserve plan/budget priority agreement with the highest percentages may be seen below:

% Extremely/Very Important**Tailored/Individualized Acceleration**

Staff: 74.8%

Community: 92.3%

High Dosage Tutoring Programs

Staff: 73.3%

Community: 86.4%

Integrated Social-Emotional Learning

Staff: 78.7%

Community: 94.6%

2. **In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

<https://www.bufsd.org/about/district-plans-reports/plans>

3. **In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.**

A central part of our ARP State-Level Reserve utilization plan will involve ongoing engagement with parents and families to continuously inform and refine the plan. This includes engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.

On a quarterly basis, the district will disseminate evolving needs assessment and student progress monitoring data to parents and families, broadly.

This will be accomplished through public Board of Education meetings and/or budget workshops, targeted announcements through ParentSquare and the provision of materials through the BUFSD Parent Portal. The district will also survey parents and families on a quarterly basis for ideas on how to continuously improve and refine our ARP State-Level Reserve plan.

Through established School Improvement Team (SIT) meetings at each of our 17 schools, school-based stakeholders will meet regularly with parent leaders/connectors to analyze relevant data and collaboratively consider revisions to the ARP State-Level Reserve utilization plan. Analysis will include student outcome/progress monitoring data, data related to evolving /improving systems and practices, and information derivative of parent/family surveys.

Finally, the district will discuss available assistance to families that will support student success regularly at district-level parent advisory meetings, the BUFSD's Parent Institute for Quality Education (PIQE).

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

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1. **In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The identification of ARP State-Level Reserve goals and priorities within this application is considerate of ongoing needs assessment activities that span three years and address challenges posed by the ongoing COVID-19 state of emergency in New York State. As a part of these activities, the needs of historically marginalized groups were identified and prioritized, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. As subgroup specific NYSED accountability-based data/goals established in our 2021-2022 consolidated application are highly relevant and consequential, they will be utilized as part of a comprehensive approach to monitoring ARP State-Level Reserve plan effectiveness. Given the continued uncertainty that the global pandemic poses, however, we will utilize a mixed-methods goal-setting and progress monitoring approach to track and communicate ARP State-Level Reserve progress, adding additional quantitative and qualitative goals, as appropriate. This mixed-methods data analysis approach is reflected in the subgroup specific goals identified below, as well as the myriad of data that was considered to identify needs and establish those goals.

NYSED Accountability-Based ARP State-Reserve Elementary Goals:**LEA GOAL #1: English Language Arts Proficiency**

- Goal: All grades 3-8 Students in the Brentwood UFSD will increase their aggregate ELA proficiency rate from a baseline of 21%, established in August 2019, to 25.2% (20% increase) as measured by the % of all students earning a Level 3 or Level 4 on the New York State ELA assessment, during the May 2022 administration of the exam.

LEA GOAL #2: Mathematics Proficiency

- Goal: All grades 3-8 Students in the Brentwood UFSD will increase their aggregate math proficiency rate from a baseline of 24%, established in August 2019, to 28.8% (20% increase) as measured by the % of all students earning a Level 3 or Level 4 on the New York State mathematics assessment, during the May 2022 administration of the exam.

LEA GOAL #3: Increase Participation Rates for State Exams in Grades 4-8

- Goal: All grades 3-8 Students in the Brentwood UFSD will increase their Participation Rate from a baseline of 41.3% (ELA) and 40.6% (math) respectively, established in August 2019, to 52.3% (ELA) and 51.6% (math), respectively, as measured by the % of all students taking the New York State ELA and mathematics assessments, during the May 2022 administration of the exams. The targets represent a 20% gap reduction (95% Participation Goal - baseline / 5).

LEA GOAL #4: Close Achievement Gaps for English Language Learners (ELLs)

- Goal: Grades 3-8 ELL students in the Brentwood UFSD will increase their ELA MIP from a baseline of 60.6, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSFD, to the state's 2017-2018 MIP of 87.7 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSFD.

LEA GOAL #5: Close Achievement Gaps for Students with Disabilities

Goal: Grades 3-8 Students with Disabilities in the Brentwood UFSD will increase their ELA MIP from a baseline of 115.2, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSFD, to the school/district's 2017-2018 MIP of 124.4 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSFD.

2021-2022 ARP State-Level Reserve Priorities – Elementary

Elementary ARP State-Level Reserve priorities include an increased focus on student social-emotional well-being and equity, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur, improving state assessment participation rates, and improving ELA and mathematics proficiency rates. To maximize impact, ARP State-Level Reserve resources will be strategically aligned to support the district's 2021-2022 District Comprehensive Improvement Plan (DCIP). This includes a focus on improving outcomes of the All-Students group at the district's 4 CSI schools, and students with disabilities at the one Targeted Support and Improvement School (TSI) in the district. The BUFSFD will also leverage ARP State-Level Reserve funds to improve outcomes for sub-groups district-wide where achievement gaps have been noted; specifically, ELLs and students with disabilities. In addition to the NYSED accountability-based data previously noted, qualitative and quantitative data provided below informed prioritized ARP State-Level Reserve needs K-8 in the BUFSFD.

Quantitative and Qualitative Data that Informed ARP State-Level Reserve Priorities, K-8

Pursuant to an analysis of Brentwood UFSD grade 1-8 i-Ready growth results in ELA as of the spring, 2021, the following percentages of students at each grade level met annual typical growth targets, annual stretch growth targets, and improved placement targets, respectively:

- Grade 1
 - % meeting annual typical growth: 18%
 - % meeting annual stretch growth: 7%
 - % meeting improved placement targets: 33%
- Grade 2
 - % meeting annual typical growth: 29%

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- % meeting annual stretch growth: 10%
- % meeting improved placement targets: 39%
- Grade 3
- % meeting annual typical growth: 33%
- % meeting annual stretch growth: 12%
- % meeting improved placement targets: 44%
- Grade 4
- % meeting annual typical growth: 39%
- % meeting annual stretch growth: 15%
- % meeting improved placement targets: 39%
- Grade 5
- % meeting annual typical growth: 44%
- % meeting annual stretch growth: 16%
- % meeting improved placement targets: 43%
- Grade 6
- % meeting annual typical growth: 41%
- % meeting annual stretch growth: 17%
- % meeting improved placement targets: 38%
- Grade 7
- % meeting annual typical growth: 32%
- % meeting annual stretch growth: 10%
- % meeting improved placement targets: 32%
- Grade 8
- % meeting annual typical growth: 39%
- % meeting annual stretch growth: 14%
- % meeting improved placement targets: 34%

Pursuant to an analysis of Brentwood UFSD grade 1-5 i-Ready growth results in math as of the spring, 2021, the following percentages of students at each grade level met annual typical growth targets, annual stretch growth targets, and improved placement targets, respectively:

- Grade 1
- % meeting annual typical growth: 17%
- % meeting annual stretch growth: 8%
- % meeting improved placement targets: 23%
- Grade 2
- % meeting annual typical growth: 21%
- % meeting annual stretch growth: 7%
- % meeting improved placement targets: 30%
- Grade 3
- % meeting annual typical growth: 19%
- % meeting annual stretch growth: 5%
- % meeting improved placement targets: 47%
- Grade 4
- % meeting annual typical growth: 23%
- % meeting annual stretch growth: 5%
- % meeting improved placement targets: 46%
- Grade 5
- % meeting annual typical growth: 39%
- % meeting annual stretch growth: 10%
- % meeting improved placement targets: 50%
- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, still the most recent state-level data available, the following subgroups received an ELA Academic Progress Level of 1: All Students; Economically Disadvantaged; Hispanic, and Students with Disabilities. This indicator measures student growth on state assessments in ELA and applies to grades 4-8. Level 1 indicates a growth index of 45% or less, and for the All Students Group, was significantly impacted by results from the four CSI schools in the district.
- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, still the most recent state-level data

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available, the following subgroups received an Average ELA & Math Academic Progress Level of 1: All Students; Economically Disadvantaged; Hispanic; Students with Disabilities. This indicator measures student growth on state assessments in ELA and math and applies to grades 4-8.

- Learning loss associated with intermittent school quarantines and closures in 2020-2021 for all students, and particularly our most vulnerable students, including ELLs, students with disabilities, and Economically Disadvantaged students.

Another identified need K-8 is to increase NYSED assessment participation rates, as per the data, below:

- As per the 2017-2018 NYSED Report Card for the Brentwood UFSD, the participation rate for the state ELA exam was 41.3% (17,619), and the participation rate for the state Mathematics exam was 40.6% (17,600).
- During the 2019-2020 school year, Southwest Elementary School, Twin Pines Elementary School, and North Middle School were required to develop Participation Rate Improvement Plans (PRIPs). Southwest Elementary School and North Middle School were among the lowest 10% in the state. Hemlock Park Elementary School was also identified as a Potential Participation Rate Improvement Plan (PPRIP) school for the 2020-2021 school year.

2021-2022 ARP State-Level Reserve High School Priorities

ARP State-Level Reserve priorities at the High School level include an increased focus on student social-emotional well-being and equity, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur, increasing graduation rates, and decreasing drop-out rates for “at-risk” youth, particularly for ELLs, where an achievement gap has been noted, as illustrated below. ARP State-Level Reserve resources will also support a significant and growing homeless and neglected student population. The data provided below is reflective of the prioritized ARP State-Level Reserve needs identified at the high school level.

- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, still the most recent data available, the following subgroups received a 4-Year Graduation Rate Level of 1: All Students; Economically Disadvantaged; and English Language Learners. The Rating Level of 1 indicates that the subgroup did not meet the Lower Measure of Interim Progress (MIP).
- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a 5-Year Graduation Rate Level of 1: All Students; and English Language Learners. The Rating Level of 1 indicates that the subgroup did not meet the Lower Measure of Interim Progress (MIP).
- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a 6-Year Graduation Rate Level of 1: All Students; and English Language Learners. The Rating Level of 1 indicates that the subgroup did not meet the Lower Measure of Interim Progress (MIP).
- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a combined 4, 5, and 6-Year Graduation Rate Level of 1: All Students; and English Language Learners. The Rating Level of 1 indicates that the subgroup did not meet the Lower Measure of Interim Progress (MIP).
- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, all subgroups, with the exception of the Black/African American and White groups, received a Level 1 for the College and Career Readiness category. A Level 1 means that the sub-group did not meet the lower Measure of Interim Progress (MIP).
- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a 4-Year Graduation Rate Level of 1: All Students; Economically Disadvantaged; and English Language Learners. The Rating Level of 1 indicates that the subgroup did not meet the Lower Measure of Interim Progress (MIP).
- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a 5-Year Graduation Rate Level of 1: All Students; and English Language Learners. The Rating Level of 1 indicates that the subgroup did not meet the Lower Measure of Interim Progress (MIP).
- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a 6-Year Graduation Rate Level of 1: All Students; and English Language Learners. The Rating Level of 1 indicates that the subgroup did not meet the Lower Measure of Interim Progress (MIP).
- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a combined 4, 5, and 6-Year Graduation Rate Level of 1: All Students; and English Language Learners. The Rating Level of 1 indicates that the subgroup did not meet the Lower Measure of Interim Progress (MIP).
- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, all subgroups, with the exception of the Black/African American and White groups, received a Level 1 for the College and Career Readiness category. A Level 1 means that the sub-group did not meet the lower Measure of Interim Progress (MIP).

Given the lack of recent state assessment data and the need to prioritize student’s social-emotional well-being as they fully transition back to school this year, data/information derived from SCEP student interviews and building-level equity self-reflection activities also helped to inform and shape 2021-2022 ARP State-Level Reserve priorities and goals.

Student Voice to Inform 2021-2022 ARP State-Level Reserve Priorities and Goals - Areas of Strength

Many themes emerged through the student interview process in our identified schools that suggest that we have made progress toward the vision, values and aspirations of the district. In all, 5 identified schools participated in the interview process, including:

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- North Middle School, CSI
- East Middle School, CSI
- South Middle School, CSI
- Southwest Elementary School, CSI
- Hemlock Park Elementary School, TSI for Students with Disabilities

Interview protocols were customized by each school. Questions varied and included a range of topics, including students' perceptions of teaching and learning, student family life, student social-emotional well-being, race, racism, inclusion, diversity, implicit bias, and students' aspirations, hopes and dreams. While the district has a long way to go to bridge the gap between our current reality and the shared vision of our future, information derived from student interviews suggests we are moving in the right direction.

Of the many identified themes, students made it abundantly clear that they prefer learning at school as opposed to learning from home in a hybrid, and/or fully remote environment. Many students spoke nostalgically and longingly for the welcoming and nurturing environment in place in BUFS schools. Students indicated how deeply they missed their peers and the special school events that typically take place in Brentwood. Students, at all levels, mentioned the value and importance of relationships and social connections among and between students and faculty.

Students overwhelmingly indicated that they feel safe at school, cared for and protected. Many students expressed gratitude for their teachers and indicated appreciation for the encouragement that they regularly receive from them. Many students reported that there are adults at school that they can trust with their problems, and, that many staff members do in fact "get them." These conditions contributed to students' intrinsic motivation to pass their classes.

Students also expressed deep appreciation for all the school did to support them and their families throughout the pandemic, including providing a laptop, hot-spots/internet, books, tutoring, family-fun nights, and choice for how they might demonstrate mastery of content. Also, many students indicated that the changes in the way we taught this year improved their ability to learn, i.e., leveraging Microsoft TEAMS, chat, i-Ready, and having assignments available online. Finally, students generally expressed an understanding of and appreciation for diversity and inclusion and indicated a sincere desire to have more explicit conversations to ensure that their school is inclusive for all students and families.

Most students also spoke positively about the connection between their school and home/family life. Many students reported that their parents motivate them to succeed at school. Students also indicated that their parents are comfortable talking to and working with their school. While students clearly prefer to learn at school, many also indicated that they were comfortable working from home, where they could find all necessary supplies, had more time to complete assignments, and had more choice among various tasks to complete.

Student Voice to Inform 2021-2022 ARP State-Level Reserve Priorities and Goals - Areas for Improvement

Our conversations with students also revealed room for growth, while yielding specific information related to the challenges at hand. Of the many identified themes, it is clear that most students are concerned about transitioning back to school. Many students indicated that they feel anxious, that they don't like speaking to people as much as they had in the past, and that they have experienced a general loss of social skills. These feelings are evident in one student's candid observation that, "We can't interact with our friends like we used to. It makes me sad." Many students also expressed fear of being forced to wear masks again, as reflected in a poignant statement by one middle school student who said, "Wearing masks makes me feel sad and embarrassed because you have to ask multiple times what someone says."

The interview process also revealed that students want more of a voice for school-wide decisions as they pertain to academic and social/emotional learning. Some students reported feeling overwhelmed with a 'paralyzing' array of assignments and communicated a lack of pedagogical creativity. Some students felt that the pace of instruction was too fast, that there was not enough processing time, and that adults didn't consistently understand or value their opinions or perspectives. For some students, these dynamics resulted in a general sense that they do not feel like they have an active role in their own learning; and, that they do not feel a personal connection to the things they are learning. Finally, some students indicated that during the pandemic it was difficult to get academic assistance, that they wanted/needed more modeling and examples of how to complete remote assignments, and they also expressed a sincere desire for more engaging learning activities when working from home, or at school.

Other themes identified during student interviews were challenges associated with school and family/home life connections, including but not limited to COVID-related dynamics. As an example, some students indicated that they felt disconnected from the relationship between their classrooms and their experiences outside of school. Many students reported that while at home during hybrid and/or fully remote instruction, that there are too many distractions including video games, social media and laziness (we can relate). Also, some students reported that their parents need translators, and that often times, their parents call the school and nobody at the school can speak Spanish; so their parents hang up.

Other topics that came to the forefront from student focus groups were related to diversity and inclusion. Several students expressed concerns related to racism and/or implicit bias, indicating that their academic, social, emotional, and cognitive development may have been compromised by a narrow curriculum and limited opportunities to explore more diverse opinions and perspectives, both historical and contemporary.

While sobering, we find these courageous and authentic observations to be extraordinarily meaningful. Priorities, as reflected in our ARP budget and plan have been significantly informed by these insights. Generally, they include prioritizing transition back-to-school dynamics, keeping the establishment of relationships, rapport, and students' social-emotional well-being at the forefront of our minds, and activities. Also, we will focus on ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will be done, in part, by prioritizing project-based, cross-curricula learning experiences that embed student choice and voice in how students explore

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and display knowledge. Finally, we are committed to providing spaces and experiences that are inclusive for all students, particularly for subgroups where inequities exist.

Aligning ARP State-Level Reserve Priorities to Improve Diversity, Equity, and Inclusion to Close Achievement Gaps – Identified Strengths

In all, 5 identified schools participated in the Equity Self-Reflection process, including:

- North Middle School, CSI
- East Middle School, CSI
- South Middle School, CSI
- Southwest Elementary School, CSI
- Hemlock Park Elementary School, TSI for Students with Disabilities

To establish common understanding and expectations, central office administrators facilitated a whole-group conversation with stakeholders from all five identified schools. The objectives of the meeting included unpacking the Equity Self-Reflection tool, exploring NYSED’s “How Learning Happens Messaging Framework”, including embedded/associated resources, and (re)orientating building-level staff to NYSED’s, “Culturally Responsive-Sustaining Education Framework.” Together, we also affirmed shared values, beliefs, and assumptions related to inclusion and diversity in the Brentwood UFSD. Facilitation protocols, including self-assessment analytical activities, were then customized by each school.

Several themes emerged through the Equity Self-Reflection process in our identified schools that suggest that we have made progress toward the vision, values and aspirations of the district. This is evident, for example, in school reflections pertaining to the “Welcoming and Affirming Environment” principle. NYSED defines a welcoming and affirming environment as, “a space where people can find themselves represented and reflected and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e., race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.” Several practices within this principle were consistently rated “integrating” and/or “sustaining” in participating BUFSD schools, including:

- Assess school climate using a variety of measures (i.e., surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences using questions that consider issues of diversity, equity, and inclusion,
- Prioritize social-emotional learning programs, such as restorative justice,
- Highlight materials that represent and affirm student identities; and
- Cultivate a school and classroom environment of affirmation and acceptance. Respond to instances of disrespectful speech about student identities by intervening

Two practices included as a part of the “Inclusive Curriculum and Assessment” principle were also consistently rated “integrating” and/or “sustaining” in participating BUFSD schools. These include:

- Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered; and
- Use resources written and developed by racially, culturally, and linguistically diverse perspectives

NYSED defines inclusive curriculum and assessment as tools and resources that, “elevate historically marginalized voices. It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change. It provides the opportunity to learn about perspectives beyond one’s own scope. It works toward dismantling systems of biases and inequities and decentering dominant ideologies in education.”

Aligning ARP State-Level Reserve Priorities to Improve Diversity, Equity, and Inclusion to Close Achievement Gaps – Areas for Growth

Data derivative of Equity Self-Reflection processes at the elementary and secondary levels indicate that the district is on the right path toward realizing our shared vision, values, and aspirations. These processes also revealed potential for improvement, while yielding operational information that significantly informed SCEP commitments in identified schools.

An analysis of the “Ongoing Professional Learning and Support” principle is instructive. NYSED defines ongoing professional learning and support as being, “rooted in the idea that teaching and learning is an adaptive process needing constant re-examination. It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes.” Several practices included within this principle were consistently rated “emerging” in participating BUFSD schools. These include:

- Create learning communities (i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege,
- Provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions, etc.),
- Support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning; and
- Disseminate self-assessment tools and resources for educators to assess and reflect on their implicit biases

A key practice within the “Inclusive Curriculum and Assessment” principle, “Include students as co-designers of curriculum” was also consistently

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rated as “emerging” in participating schools. This finding represents convergent data when compared with information derived from student interviews, where students expressed a sincere desire to be more actively involved in the design of their own scholastic experiences.

NYSED defines the principle of “High Expectations and Rigorous Instruction” as the extent to which the school “prepare(s) the community for rigor and independent learning. The environment is academically rigorous and intellectually challenging while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages encourage positive self-image and empower others to succeed.” Two practices included within this principle were consistently rated “emerging” in participating BUFSO schools. These include:

- Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations; and
- Initiate student-led civic engagement projects and school-based student leadership opportunities

Again, these findings represent convergent data when compared with information derived from student interviews, where students expressed a desire to participate in more engaging learning experiences that are meaningful to their own lives.

Our entire BUFSO learning community finds these insights to be extraordinarily meaningful. Goals, as reflected in our ARP budget and plan have been significantly informed by these new learnings. Generally, they include prioritizing explicit instruction which teaches community members/families, staff, and students to be welcoming and inclusive. This includes providing training to staff, and instruction to students, on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, implicit bias and microaggressions, etc.). We are also committed to prioritizing teaching and learning practices that enables our students to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. This will be accomplished, in part, by facilitating student-led civic engagement projects and expanding school-based student leadership opportunities.

ARP State-Level Reserve Commitments Derivative of Student Interviews and Equity Self-Reflection Processes:

1. We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve the establishment of a district-wide Diversity, Equity, and Inclusion Committee (DEIC) comprised of all key stakeholder groups. The DEIC will be tasked with developing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students
2. We will prioritize relationships, rapport, and students’ social-emotional well-being. This includes ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will involve training, including self-directed Professional Learning Experiences (PLE) that will “transform the classroom” in Brentwood. This includes the establishment of a Problem-Based, Technology-Infused, Lab-Classroom Project (PTLP) which will focus on the design of problem-based, cross-curricula, technology-infused experiences for children within an explicit curricular framework.

BUFSO Bright Spots

Iterative and recursive data analysis reveals that the strategic deployment of recently received Title and emergency funds have had a positive impact on student achievement and growth in recent years. Examples of this impact, which are provided below, may be seen in the context of the English Language Proficiency (ELP) Indicator within the NYSED’s current system of institutional accountability. The ELP Indicator measures the progress of ELLs in meeting their individual targets on the New York State English as a Second Language Achievement Test (NYSESLAT). A success ratio of 1.0 means that students did exactly as expected in terms of making progress towards English proficiency; greater than 1.0 is better than expected. Less than 1.0 is less than expected

- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, still the most recent data available, the Black, African/American group received an ELP Level 4. Level 4 represents a success ratio of 1.25+
- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for individual schools within the Brentwood UFSD, the following five schools received an ELP Level 3. ELP Level 3 indicates a success ratio of 1.0 – 1.24:
 - East Kindergarten
 - Pine Park Elementary School
 - Hemlock Elementary School
 - Southeast Elementary School; and
 - West Middle School
- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for individual schools within the Brentwood UFSD, North Middle School received an ELP Level 4. ELP Level 4 represents a success ratio of 1.25+. This statistic is particularly noteworthy, as North Middle School was identified as a CSI school during the 2018-2019 school year

Other BUFSO Bright Spots include:

- Pursuant to the NYSED’s 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a Performance Level of 3 or 4 for the Composite Performance Achievement Category: Asian (3); ELLs (4); Students with Disabilities (3); and White students (3). This indicator measures achievement on state assessments in ELA, math, and science. Levels are assigned based on where a school ranks compared to all other schools in the state, as well as for comparable student subgroups. Level 3 indicates that the group is between the 50% and 75% percentile in the state, and Level 4 indicates that the group performed above the 75% percentile

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- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a Performance Level of 3 or 4 for the Average of 4, 5, and 6-year Graduation Rate: Asian (3); Black (4); and Students with Disabilities (4). Level 3 indicates that the group is between the 50% and 75% percentile in the state, and Level 4 indicates that the group performed above the 75% percentile
- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a Level 3 for the Combined Composite Performance Achievement & Graduation Rate category: Asian; Black/African American; ELLs; and Students with Disabilities
- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, all subgroups, with the exception of the Asian and White groups, received a Level 4 in the Chronic Absenteeism category. This is reflective of a positive district culture, and a place that students want to be

Although our schools face complex challenges due to the diverse needs of our constituents and the ongoing COVID-19 pandemic, bright spots, including but not limited to those identified above are reflective of the innovative systems that have been put in place to address student and community needs. An example of one such system is a unique Integrated Co-Teaching implementation model, whereby a certified English as a New Language (ENL) teacher co-teaches with a general education teacher for 60-90 minutes a day at the elementary level in classes with high concentration of ELLs. The BUFSD believes that the strategic deployment of ARP funds as outlined and detailed in this application as appropriate, will continue to have a positive impact on students and families in the Brentwood community. This will allow the BUFSD to fulfill its vision, specifically, to provide an inviting, innovative and inspiring learning community for each student. To ensure progress, the BUFSD will utilize a mixed-methods goal setting approach to monitor ARP progress and effectiveness. This includes, but is not limited to monitoring established NYSED accountability-based indicator goals, local ELA and math assessment data, and survey data from key constituent groups.

As noted in the narrative description above, the BUFSD has utilized a comprehensive, multiple, mixed-methods approach to determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic. This approach will allow us to be nimble in our efforts to continuously improve and refine the plan.

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ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

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5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Program Design

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ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

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1. **The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

The BUFSD's planned interventions to be implemented through 5% State-Level Reserve funds to address the impacts of lost instructional time are evidence-based and reflective of innovative approaches to teaching and learning. Those evidence-based practices include Tailored/Individualized Acceleration (TIA), Integrated Social-Emotional Learning (ISEL) and High-Dosage Tutoring (HDT). The identification of these interventions emerged as a result of comprehensive needs assessment activities that span the past three years. Prioritized needs assessment data included substantial stakeholder survey information, quantitative and qualitative building and district-level student outcome data and a comprehensive review of high-leverage district plans/initiatives, including building-level School Improvement Team (SIT) plans, School Comprehensive Education Plans (SCEPs), the District Comprehensive Improvement Plan (DCIP) and previously established NYSED emergency fund plans. TIA, ISEL and HDT were also the highest rated evidence-based practices identified in our most recent ARP State-Level Reserve application survey which was administered to the community and all district staff. While all of the aforementioned data sources and plans are unique, themes from this comprehensive review that informed the identification of evidence-based practices in this application include 1) the need to tailor, to the greatest extent possible, instruction for struggling students; 2) prioritizing students' social-emotional well-being; and 3) focusing on relationships and rapport.

While all BUFSD schools and students will benefit from the 5% State-Level Reserve plan to address the impacts of lost instructional time, the needs of historically marginalized groups have been prioritized, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. This is reflected in sub-group specific ARP State-Level Reserve goals that have been established. In keeping with our expansive approach to the identification of evidence-based practices, planned use of state-level reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the BUFSD's ARP-ESSER2 Plan, and other initiatives, including those supported by CARES, CRRSA, Title I, Part A, and Title IV, Part A.

This deliberate approach to identifying evidence-based practices is considerate of best practice recommendations from The Council of Great City Schools, *Investing American Rescue Plan Funds Strategically and Effectively* (June 2021), including:

- Take the time to build a coherent and focused plan using a cross-functional team of stakeholders to address current needs and lay a foundation for long-term acceleration of student achievement
- Engage a range of stakeholders: students, teachers, families, school leaders, board members, central office staff, research and evaluation teams, community leaders, and university, business, and civic partners. If available, leverage existing structures, such as parent, student, staff and community advisory councils and task forces
- Equity lens: Ensure that schools and students who need more targeted support are represented in the planning process and receive the resources they need to attain district goals
- Align investments to the district vision, mission, goals, and values. Craft a theory of action for each investment
- Consider your current strategic plan for existing promising initiatives that would benefit from additional resources (e.g., larger scope, additional depth and support, accelerated timeline, etc.)
- Ensure that there is coherence across strategic and tactical plans. Avoid bombarding schools with many disparate projects and initiatives

A key theme that emerged through strategic data analysis activities included the need to customize, to the greatest extent possible, instruction for struggling students. This need led to the identification of Tailored/Individualized Acceleration as a critical evidence-based practice in our 5% State-Level Reserve Plan to address the need of lost instructional time. The BUFSD has made a significant investment in this area, totaling \$4,871,513. Planned expenses/activities in this context include hiring and training key instructional staff, including Teaching Assistants, Permanent Substitute Teachers, Computer Lab Aides, an Assistant Principal, a Technology Instructional Specialist and Bilingual Testers at the Registration Office. While this infusion of human resources will generally reduce staff to student ratios, students will also experience greater one-to-one learning dynamics as a result of these interventions. This will improve the quality of students' learning experiences as well as helping to establish improved relationships and rapport throughout the district.

Newly hired staff will also join existing educators in concerted efforts to individualize students' educational experiences. This includes, but is not limited to specific efforts to address and promote culturally responsive practices that leverage the assets of English Learners and provide essential scaffolds and supports, including:

- Implementation of strategies to provide meaningful access to the content, to promote English language development, and to offer language accommodations during instruction in a variety of modes
- Use of formative assessment strategies to monitor the progress of ELLs in content and language instruction

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- Strategies to incorporate use of students' home languages and cultural backgrounds within the classroom environment and instruction (*Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding*, NYSED, 2021)

This evidence-based practice will also be braided with other district initiatives and resources, including the district's ARP-ESSER2 plan. ARP-ESSER2 expenses/activities aligned to the district's approach to Tailored/Individualized Acceleration include:

- Adding hours for Monitors district-wide to support the physical, emotional, academic, and social growth of students. This will improve the quality of students' learning experiences, as well as helping to establish greater relationships and rapport throughout the district
- Purchase flexible seating to support students with disabilities' efforts to meet their individualized IEP goals
- Purchase F&P Libraries for elementary buildings so students may work at their independent and aspiration learning levels
- Purchase of Rosetta Stone licenses to allow students to acquire language skills at their own pace
- Textbook adoptions for English learners so students see themselves represented in curricula materials
- Purchase Bridge to Kindergarten supplies and materials to ensure individual readiness
- Purchase Teacher's College Units of Study at the elementary level to facilitate the gradual release of learning responsibility from teachers to students
- Purchase Middle School novels to encourage student choice and voice in reading material
- Purchase devices for new student entrants, including prekindergarten students, to ensure students can work at their instructional level

The identification of TIA as a key EBP will also support CRRSA-GEER2 plan initiatives, including:

- Provide professional development for administrators to implement evidence-based interventions, including TIA, identified in district improvement plans
- Provide homeless transportation for students to benefit from EBPs
- Purchase devices for new student entrants, including prekindergarten students, to ensure students can work at their instructional level

The identification of TIA as a key EBP will also support CRRSA-ESSER2 plan initiatives, including:

- Increase mentors for new teachers and administrators district-wide to support implementation of evidence-based practices
- Fund after school and weekend hours for high school Guidance Counselors to create Individualized Graduation Plans (IGPs) to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness
- Fund post high school planning for college to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness
- Fund Bridge to kindergarten summer program to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness
- Teachers participating in professional development to implement evidence-based interventions identified in SCEPs and/or the DCIP
- Administrators participating in professional development to implement evidence-based interventions identified in SCEPs and/or the DCIP
- Add hours for Teaching Assistants district-wide to support the physical, emotional, academic, and social growth of students
- Addition of 10 Technicians/Computer Lab Aides to support the physical, emotional, academic, and social growth of students
- Hire bilingual testers at the registration office to support the success of English learners
- Increase number of permanent Substitute Teachers to support the physical, emotional, academic, and social growth of students

TIA activities in our 5% State-Level Reserve Plan will also complement Title I activities, including:

- Funding over \$1.9 million in salaries for AIS ELA and Math Teachers to customize instruction for students who are failing, or, at-risk of failing to meet the state's challenging academic standards
- Funding before/After School AIS/Academic Enrichment Programs for students who are failing, or, at-risk of failing to meet the state's challenging academic standards
- Funding Regent's preparation programs which leverage small-group support
- Funding Kindergarten Jumpstart activities to ensure individual readiness
- Funding Elementary Literacy Camp in the summer focusing on student's strengths and needs
- Purchase I-Ready licenses, diagnostic and prescriptive software that customizes the educational experience for students

Another theme that emerged through longitudinal, comprehensive needs assessment activities was the provision of Integrated Social-Emotional Learning (ISEL). The BUFSU's investment in our 5% State-Level Reserve plan in this area is \$1,199,292. Planned expenses/activities in this context include hiring additional psychologists and social workers at the High School, In-Take Office, and Special Services Office, contracting with key CBO's, including, *Girls, Inc.*, providing fieldtrips to cultural events, purchasing AQUOS boards to support intra-school restorative and trauma informed practices, purchasing books/materials for students and families to help build resiliency, and the provision of scholarships to SCOPE events. The addition of social workers and psychologists are in keeping with best-practices recommendations from: *Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding*, NYSED, 2021, including: Hire additional bilingual staff (including certified bilingual education teachers, counselors, social workers, psychologists) to address the social, emotional, mental health, and academic needs of ELLs and students with disabilities. As part of this evidence-based practice, all staff will be trained in, and activities aligned to, NYSED's Five Core Social

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Emotional Competencies, including:

1. Self-awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

Social Emotional Learning: A Guide to Systemic Whole School Implementation. NYSED, March, 2019

In addition, all staff will be trained in, and activities aligned to, NYSED's *Social Emotional Learning Benchmarks* (August, 2018), including:

1. Develop self-awareness and self-management skills essential to success in school and in life
2. Use social awareness and interpersonal skills to establish and maintain positive relationships
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts

This evidence-based practice will also be braided with other district initiatives and resources, including the district's ARP-ESSER2 plan. ARP-ESSER2 expenses/activities aligned to the district's approach to Integrated Social-Emotional Learning include:

- Funding guest speakers to support students' social-emotional development
- To assist students with self-esteem, anxiety, how to cope with isolation/loneliness, self-care, career exploration, cultural diversity, teambuilding, etc.
- During summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs
- Crisis Prevention Institute Training for administrators and teachers

The identification of ISEL as a key EBP will also support CRRSA-ESSER2 plan initiatives, including:

- Hire 2 Social Workers and 2 Psychologists for special services to support the social and emotional well-being of students transitioning back to school
- Hire 2 Social Workers at the HS and 1 at the In-Take office to support the social and emotional well-being of students transitioning back to school
- Fund extended school day and Saturday programs to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness
- Fund a summer institute - 32 teachers to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness

A commitment to ISEL is also reflected in our Title IV application, where funds have been allocated to before/after school activities to ensure, in part, a well-rounded educational experience.

A final evidence-based practice identified in this application is the provision of high-dosage tutoring. The BUFSD's investment in our 5% State-Level Reserve plan in this area is \$153,272. Planned expenses/activities in this context include providing 3,332 hours for one-to-one tutoring as a tier 3 intervention to support the physical, emotional, academic, and social growth of students who need the most support. The design of our high-dosage tutoring program will follow EdResearch for Recovery's *Accelerating Student Learning with High-Dosage Tutoring Series*, including:

- Frequency, 3 or more sessions a week
- Group size no more than 3 to 4 students
- Concentration at early levels (K-4), but available to all, including ELLs, migrant students and SIFE
- A mix of personnel, including teachers and newly hired Teaching Assistants
- A mix of both formal and informal assessments
- Relationships! Maintain the same tutor for the same child over time

The evidence-based practice will support other BUFSD initiatives, including high-dosage tutoring identified in our CRRSA-ESSER 2 plan, and homeless tutoring identified in our Title I application.

In addition to the coordinated and complementary nature of evidence-based practices as described above, district plans, including our 5% State-Level Reserve Plan to address learning loss have been tailored to address the disproportionate impact of the COVID-19 pandemic on historically marginalized groups. These groups include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Those priorities may be seen in the 5% State-Level Reserve learning loss goals and commitments, below:

LEA GOAL #4: Close Achievement Gaps for English Language Learners (ELLs)

Goal: Grades 3-8 ELL students in the Brentwood UFSD will increase their ELA MIP from a baseline of 60.6, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSD, to the state's 2017-2018 MIP of 87.7 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSD.

LEA GOAL #5: Close Achievement Gaps for Students with Disabilities

Goal: Grades 3-8 Students with Disabilities in the Brentwood UFSD will increase their ELA MIP from a baseline of 115.2, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSD, to the school/district's 2017-2018 MIP of 124.4 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSD.

ARP State-Level Reserve Commitments Derivative of Student Interviews and Equity Self-Reflection Processes:

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1. We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve the establishment of a district-wide Diversity, Equity, and Inclusion Team (DEIT) comprised of all key stakeholder groups. The DEIT will be tasked with developing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students
2. We will prioritize relationships, rapport, and students’ social-emotional well-being. This includes ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will involve training, including self-directed Professional Learning Experiences (PLE) that will “transform the classroom” in Brentwood. This includes the establishment of a Problem-Based, Technology-Infused, Lab-Classroom Project (PTLP) which will focus on the design of problem-based, cross-curricula, technology-infused experiences for children within an explicit curricular framework.

2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	4,871,513	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	A key theme that emerged through strategic data analysis activities included the need to customize, to the greatest extent possible, instruction for struggling students. This need led to the identification of Tailored/Individualized Acceleration as a critical evidence-based practice in our 5% State-Level Reserve Plan to address the need of lost instructional time. The BUFSD has made a significant investment in this area, totaling \$4,871,513. Planned expenses/activities in this context include hiring and training key instructional staff, including Teaching Assistants, Permanent Substitute Teachers, Computer Lab Aides, an Assistant Principal, a Technology Instructional Specialist and Bilingual Testers at the Registration Office. While this infusion of human resources will generally reduce staff to student ratios, students will also experience greater one-to-one learning dynamics as a result of these interventions. This will improve the quality of students’ learning experiences as well as helping to establish improved relationships and rapport throughout the district. Newly hired staff will also join existing educators in concerted efforts to individualize students’ educational experiences. This includes, but is not limited to specific efforts to address and promote culturally responsive practices that leverage the assets of English Learners and provide essential scaffolds and supports, including: <ul style="list-style-type: none"> • Implementation of strategies to provide meaningful access to the content, to promote English language development, and to offer language

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>accommodations during instruction in a variety of modes</p> <ul style="list-style-type: none"> • Use of formative assessment strategies to monitor the progress of ELLs in content and language instruction • Strategies to incorporate use of students' home languages and cultural backgrounds within the classroom environment and instruction <p><i>(Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding, NYSED, 2021)</i></p> <p>Planned expenses/activities in this context include:</p> <ul style="list-style-type: none"> • Add hours for Teaching Assistants district-wide to support the individualized physical, emotional, academic, and social growth of students through customized instruction and the establishment of relationships and rapport • Increase number of permanent Substitute Teachers to support the physical, emotional, academic, and social growth of students through the establishment of relationships and rapport • Hire an Assistant Principal as an instructional specialist to supervise the implementation of tailored/individualized acceleration activities • Hire a Technology Instructional Specialist to support emergency one-to-one technology initiative and data dissemination for individualized acceleration activities • Hire bilingual testers at the registration office to support accurate, individualized placement and instructional programming for English Language Learners • Homeless transportation to ensure homeless youth are able to participate in tailored/individualized acceleration activities • Programs and services to decrease staff to student ratios at UPK sites • Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that is necessary to support tailored/individualized acceleration, including low-income students, students with disabilities and English Language Learners • Purchase Leveled-Reading Libraries and skills-based text-book materials to support student work at their independent and aspirational reading levels • Purchase Read-180 for the Freshman Center. Customized diagnostic/prescriptive support for each student

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<ul style="list-style-type: none"> • Purchase a Forest Scientific Router to be used to customize experimental experiences for students. This evidence-based practice will also be braided with other district initiatives and resources, including the BUFSD's ARP-ESSER2 Plan, and other initiatives, including those supported by CARES, CRRSA, Title I, Part A, and Title IV, Part A.
Integrated Social Emotional Learning	1,199,292	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Another theme that emerged through longitudinal, comprehensive needs assessment activities was the provision of Integrated Social-Emotional Learning (ISEL). The BUFSD's investment in our 5% State-Level Reserve plan in this area is \$1,199,292. Planned expenses/activities in this context include hiring additional psychologists and social workers at the High School, In-Take Office, and Special Services Office, contracting with key CBO's, including, <i>Girls, Inc.</i>, providing fieldtrips to cultural events, purchasing AQUOS boards to support intra-school restorative and trauma informed practices, purchasing books/materials for students and families to help build resiliency, and the provision of scholarships to SCOPE events. The addition of social workers and psychologists are in keeping with best-practices recommendations from: <i>Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding</i>, NYSED, 2021, including: Hire additional bilingual staff (including certified bilingual education teachers, counselors, social workers, psychologists) to address the social, emotional, mental health, and academic needs of ELLs and students with disabilities. As part of this evidence-based practice, all staff will be trained in, and activities aligned to, NYSED's Five Core Social Emotional Competencies, including:</p> <ol style="list-style-type: none"> 1. Self-awareness 2. Self-Management 3. Social Awareness 4. Relationship Skills 5. Responsible Decision-Making <p><i>Social Emotional Learning: A Guide to Systemic Whole School Implementation</i>. NYSED, March, 2019</p> <p>In addition, all staff will be trained in, and activities aligned to, NYSED's <i>Social Emotional Learning Benchmarks</i> (August, 2018), including:</p> <ol style="list-style-type: none"> 1. Develop self-awareness and self-management skills essential to success in school and in life 2. Use social awareness and interpersonal skills to establish and maintain positive relationships

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts</p> <p>Planned expenses/activities in this context include:</p> <ul style="list-style-type: none"> • Hire 2 Social Workers and 2 Psychologists for special services to support the social and emotional well-being of students transitioning back to school. This includes, but is not limited to students with disabilities • Hire 2 Social Workers at the High School and 1 at the In-Take office to support the social and emotional well-being of students transitioning back to school • Guidance and mentoring for girls, including English Language Learners, students with disabilities and economically disadvantaged students. Girls, Incorporated • Transportation for student fieldtrips to promote full re-integration into our community's culture and society. Includes but is not limited to My Brother's Keeper (MBK) students • Conference registration and associated fees for student fieldtrips to promote full re-integration into our community's culture and society. Includes but is not limited to My Brother's Keeper (MBK) students • Books to support students' social-emotional development. This includes English Language Learners, students with disabilities and economically disadvantaged students • Family literacy libraries to support full reintegration back to school for students and families. This includes English Language Learners, students with disabilities and economically disadvantaged students • SCOPE scholarships <p>This evidence-based practice will also be braided with other district initiatives and resources, including the BUFSD's ARP-ESSER2 Plan, and other initiatives, including those supported by CARES, CRRSA, Title I, Part A, and Title IV, Part A.</p>
High Dosage Tutoring Programs	153,272	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the	<p>A final evidence-based practice identified in this application is the provision of high-dosage tutoring. The BUFSD's investment in our 5% State-Level Reserve plan in this area is \$153,272. Planned expenses/activities in this context include providing 3,332 hours for one-to-one tutoring as a tier 3 intervention to support the physical, emotional, academic, and social growth of students who need</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	the most support. This includes traditionally marginalized students. The evidence-based practice will support other BUFSD initiatives, including high-dosage tutoring identified in our CRRSA-ESSER 2 plan, and homeless tutoring identified in our Title I application. The design of our high-dosage tutoring program will follow EdResearch for Recovery's <i>Accelerating Student Learning with High-Dosage Tutoring Series</i> , including: <ul style="list-style-type: none"> • Frequency, 3 or more sessions a week • Group size no more than 3 to 4 students • Concentration at early levels (K-4), but available to all, including ELLs, migrant students and SIFE • A mix of personnel, including teachers and newly hired Teaching Assistants • A mix of both formal and informal assessments • Relationships! Maintain the same tutor for the same child over time

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3. **In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.**

The BUFSD will regularly monitor and evaluate the effectiveness of the selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Formal progress monitoring activities will occur quarterly and will involve an analysis of all identified ARP State-Level Reserve Learning Loss goals, including those derivative of building-level School Improvement Team (SIT) plans, School Comprehensive Educational Plans (SCEPS), the District Comprehensive Improvement Plan (DCIP), and the district's broader, core strategic initiatives. Those initiatives will be organized through the following components (*Investing American Rescue Plan Funds Strategically and Effectively, June 2021, Council of Great City Schools*):

- Teaching and Learning
- Investments in staff capacity and human capital
- Investments in student support services
- Instructional materials and resources
- Addressing mental health and social-emotional wellness in students
- Finance
- Finance guidance and recommendations
- BUFSD ARP State-Reserve spending plan
- Technology
- Digital resources to support instruction
- Information technology and broadband access
- Operations
- Strategic spending in facilities
- Community Engagement
- School Board guidance and considerations
- Research, evaluation, and assessment guidance
- Public engagement and communications planning

A central part of our ARP State-Level Reserve utilization plan involves soliciting and utilizing stakeholder input to continuously inform and refine the plan. This includes engaging students, families, civil rights organizations (including disability rights organizations), school and district administrators (including special education administrators), private school UPK CBO's, teachers, principals, school leaders, other educators, school staff, and their unions; and 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.

Through established School Improvement Team (SIT) meetings, representative stakeholder groups will meet regularly to consider revisions to the ARP State-Level Reserve utilization plan. In advance of these meetings, at least quarterly, the district will administer surveys to all key constituent groups, in sum; students, parents/families and community members and staff members. The availability of survey's will be advertised broadly, in English and Spanish, the most predominant languages spoken in the district. Stakeholder input compiled from these surveys and through public Board meetings and workshops, as appropriate, will continue to help inform and refine changes to our strategic ARP utilization plan.

Changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders broadly via the district's social media accounts, ParentSquare announcements, postings to the Parent Portal, and through quarterly Board of Education meetings.

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

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PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

- 4. **Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

	Amount
LEA Allocation	\$7,142,800
Anticipated Number of Students Served	18,119
Anticipated Number of Schools Served	17

- 5. **Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding. The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.**

BUFSD_ARP_S-R_Learning_Loss_FS10_V3.xls
 BUFSD_20-24 FS-10 ARP State-Lvel Reserve - Lost Instruct. Time.pdf

- 6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

BUFSD_ARP_Learning_Loss_Narrative.pdf
 BUFSD_ARP_S-R_Learning_Loss_FS10_V3.xls

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ARP-ESSER State Reserves - Comprehensive After School

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1% State-Level Reserve - Comprehensive After School: Program Design

High-quality afterschool programs should have the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social, emotional, and leadership skills. These benefits are particularly important to students from low-income backgrounds, students who are struggling, and students at risk for later academic disengagement. High-quality afterschool programs have demonstrated positive effects on student math and language arts achievement, and programs strongly rooted in the school context can also have a positive impact on school related student outcomes, including greater self-confidence, increased civic engagement, better school attendance, improved high school graduation, and decreased delinquency.

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ARP-ESSER State Reserves - Comprehensive After School

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1. **The interventions implemented through the 1% State-Level Reserve for comprehensive after school programming must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for comprehensive after school programming will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

The BUFSD's planned interventions to be implemented through the 1% State-Level Reserve for comprehensive after school programming are evidence-based and reflective of innovative approaches to teaching and learning. Aligned to budgets/plans for the 5% State-Level Reserve for Learning Loss and 1% plan for comprehensive summer programming, those evidence-based practices include Tailored/Individualized Acceleration (TIA), Integrated Social-Emotional Learning (ISEL) and High-Dosage Tutoring (HDT). The identification of these interventions emerged as a result of comprehensive needs assessment activities that span the past three years. Prioritized needs assessment data included substantial stakeholder survey information, quantitative and qualitative building and district-level student outcome data and a comprehensive review of high-leverage district plans/initiatives, including building-level School Improvement Team (SIT) plans, School Comprehensive Education Plans (SCEPs), the District Comprehensive Improvement Plan (DCIP) and previously established NYSED emergency fund plans. TIA, ISEL and HDT were also the highest rated evidence-based practices identified in our most recent ARP State-Level Reserve application survey which was administered to the community and all district staff. While all of the aforementioned data sources and plans are unique, themes from this comprehensive review that informed the identification of evidence-based practices in this application include 1) the need to tailor, to the greatest extent possible, instruction for struggling students; 2) prioritizing students' social-emotional well-being; and 3) focusing on relationships and rapport.

While all BUFSD schools and students will benefit from the 1% State-Level Reserve plan for comprehensive after school programming, the needs of historically marginalized groups have been prioritized, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. This is reflected in sub-group specific ARP State-Level Reserve goals that have been established. In keeping with our expansive approach to the identification of evidence-based practices, planned use of state-level reserve funds for comprehensive afterschool programming will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the BUFSD's ARP-ESSER2 Plan, and other initiatives, including those supported by CARES, CRRSA, Title I, Part A, and Title IV, Part A.

This deliberate approach to identifying evidence-based practices is considerate of best practice recommendations from The Council of Great City Schools, *Investing American Rescue Plan Funds Strategically and Effectively* (June 2021), including:

- Take the time to build a coherent and focused plan using a cross-functional team of stakeholders to address current needs and lay a foundation for long-term acceleration of student achievement
- Engage a range of stakeholders: students, teachers, families, school leaders, board members, central office staff, research and evaluation teams, community leaders, and university, business, and civic partners. If available, leverage existing structures, such as parent, student, staff and community advisory councils and task forces
- Equity lens: Ensure that schools and students who need more targeted support are represented in the planning process and receive the resources they need to attain district goals
- Align investments to the district vision, mission, goals, and values. Craft a theory of action for each investment
- Consider your current strategic plan for existing promising initiatives that would benefit from additional resources (e.g., larger scope, additional depth and support, accelerated timeline, etc.)
- Ensure that there is coherence across strategic and tactical plans. Avoid bombarding schools with many disparate projects and initiatives

A key theme that emerged through strategic data analysis activities included the need to customize, to the greatest extent possible, instruction for struggling students. This need led to the identification of Tailored/Individualized Acceleration as a critical evidence-based practice in our 1% State-Level Reserve Plan for comprehensive afterschool programming. The BUFSD has made a significant investment in this area, totaling \$603,845. Planned expenses/activities in this context include offering after school and weekend opportunities for high school Guidance Counselors to create Individualized Graduation Plans (IGPs) and providing afterschool and weekend opportunities for high-dosage tutoring.

Comprehensive after school programs will be tailored to individualize students' educational experiences. This includes, but is not limited to specific efforts to address and promote culturally responsive practices that leverage the assets of English Learners and provide essential scaffolds and supports, including:

- Implementation of strategies to provide meaningful access to the content, to promote English language development, and to offer language accommodations during instruction in a variety of modes
- Use of formative assessment strategies to monitor the progress of ELLs in content and language instruction
- Strategies to incorporate use of students' home languages and cultural backgrounds within the classroom environment and instruction

(*Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding*, NYSED, 2021)

This evidence-based practice will also be braided with other district initiatives and resources, including the district's ARP-ESSER2 plan. ARP-

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ESSER2 expenses/activities aligned to the district's approach to Tailored/Individualized Acceleration include:

- Adding hours for Monitors district-wide to support the physical, emotional, academic, and social growth of students. This will improve the quality of students' learning experiences, as well as helping to establish greater relationships and rapport throughout the district
- Purchase flexible seating to support students with disabilities' efforts to meet their individualized IEP goals
- Purchase F&P Libraries for elementary buildings so students may work at their independent and aspiration learning levels
- Purchase of Rosetta Stone licenses to allow students to acquire language skills at their own pace
- Textbook adoptions for English learners so students see themselves represented in curricula materials
- Purchase Bridge to Kindergarten supplies and materials to ensure individual readiness
- Purchase Teacher's College Units of Study at the elementary level to facilitate the gradual release of learning responsibility from teachers to students
- Purchase Middle School novels to encourage student choice and voice in reading material
- Purchase devices for new student entrants, including prekindergarten students, to ensure students can work at their instructional level

The identification of TIA as a key EBK will also support CRRSA-GEER2 plan initiatives, including:

- Provide professional development for administrators to implement evidence-based interventions, including TIA, identified in district improvement plans
- Provide homeless transportation for students to benefit from EBPs
- Purchase devices for new student entrants, including prekindergarten students, to ensure students can work at their instructional level

The identification of TIA as a key EBK will also support CRRSA-ESSER2 plan initiatives, including:

- Increase mentors for new teachers and administrators district-wide to support implementation of evidence-based practices
- Fund after school and weekend hours for high school Guidance Counselors to create Individualized Graduation Plans (IGPs) to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness
- Fund post high school planning for college to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness
- Fund Bridge to kindergarten summer program to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness
- Teachers participating in professional development to implement evidence-based interventions identified in SCEPs and/or the DCIP
- Administrators participating in professional development to implement evidence-based interventions identified in SCEPs and/or the DCIP
- Add hours for Teaching Assistants district-wide to support the physical, emotional, academic, and social growth of students
- Addition of 10 Technicians/Computer Lab Aides to support the physical, emotional, academic, and social growth of students
- Hire bilingual testers at the registration office to support the success of English learners
- Increase number of permanent Substitute Teachers to support the physical, emotional, academic, and social growth of students

TIA activities in our 1% State-Level Reserve Plan for comprehensive afterschool programming will also complement Title I activities, including:

- Funding over \$1.9 million in salaries for AIS ELA and Math Teachers to customize instruction for students who are failing, or, at-risk of failing to meet the state's challenging academic standards
- Funding before/After School AIS/Academic Enrichment Programs for students who are failing, or, at-risk of failing to meet the state's challenging academic standards
- Funding Regent's preparation programs which leverage small-group support
- Funding Kindergarten Jumpstart activities to ensure individual readiness
- Funding Elementary Literacy Camp in the summer focusing on student's strengths and needs
- Purchase I-Ready licenses, diagnostic and prescriptive software that customizes the educational experience for students

Another theme that emerged through longitudinal, comprehensive needs assessment activities was the provision of Integrated Social-Emotional Learning (ISEL). The BUFSU's investment in our 1% State-Level Reserve plan in this area is \$678,656. Planned expenses/activities in this context include providing extended school-day and Saturday programs to support integrated social-emotional learning and purchasing AQUOS boards to support intra-school restorative and trauma informed practices. As part of this evidence-based practice, all staff will be trained in, and activities aligned to, NYSED's Five Core Social Emotional Competencies, including:

1. Self-awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

Social Emotional Learning: A Guide to Systemic Whole School Implementation. NYSED, March, 2019

In addition, all staff will be trained in, and activities aligned to, NYSED's *Social Emotional Learning Benchmarks* (August, 2018), including:

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1. Develop self-awareness and self-management skills essential to success in school and in life
2. Use social awareness and interpersonal skills to establish and maintain positive relationships
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts

This evidence-based practice will also be braided with other district initiatives and resources, including the district's ARP-ESSER2 plan. ARP-ESSER2 expenses/activities aligned to the district's approach to Integrated Social-Emotional Learning include:

- Funding guest speakers to support students' social-emotional development
- To assist students with self-esteem, anxiety, how to cope with isolation/loneliness, self-care, career exploration, cultural diversity, teambuilding, etc.
- During summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs
- Crisis Prevention Institute Training for administrators and teachers

The identification of ISEL as a key EBP will also support CRRSA-ESSER2 plan initiatives, including:

- Hire 2 Social Workers and 2 Psychologists for special services to support the social and emotional well-being of students transitioning back to school
- Hire 2 Social Workers at the HS and 1 at the In-Take office to support the social and emotional well-being of students transitioning back to school
- Fund extended school day and Saturday programs to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness
- Fund a summer institute - 32 teachers to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness

A commitment to ISEL is also reflected in our Title IV application, where funds have been allocated to before/after school activities to ensure, in part, a well-rounded educational experience.

A final evidence-based practice identified in this application is the provision of high-dosage tutoring. The BUFSD's investment in our 1% State-Level Reserve plan for comprehensive afterschool programming in this area is \$100,000. Planned expenses/activities in this context include providing 2,000 hours for one-to-one tutoring as a tier 3 intervention to support the physical, emotional, academic, and social growth of students who need the most support. The design of our high-dosage tutoring program will follow EdResearch for Recovery's *Accelerating Student Learning with High-Dosage Tutoring Series*, including:

- Frequency, 3 or more sessions a week
- Group size no more than 3 to 4 students
- Concentration at early levels (K-4), but available to all, including ELLs, migrant students and SIFE
- A mix of personnel, including teachers and newly hired Teaching Assistants
- A mix of both formal and informal assessments
- Relationships! Maintain the same tutor for the same child over time

The evidence-based practice will support other BUFSD initiatives, including high-dosage tutoring identified in our CRRSA-ESSER 2 plan, and homeless tutoring identified in our Title I application.

In addition to the coordinated and complementary nature of evidence-based practices as described above, district plans, including our 1% State-Level Reserve Plan for comprehensive afterschool programming have been tailored to address the disproportionate impact of the COVID-19 pandemic on historically marginalized groups. These groups include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Those priorities may be seen in the 1% State-Level Reserve for comprehensive after school program goals and commitments, below:

LEA GOAL #4: Close Achievement Gaps for English Language Learners (ELLs)

Goal: Grades 3-8 ELL students in the Brentwood UFSD will increase their ELA MIP from a baseline of 60.6, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSD, to the state's 2017-2018 MIP of 87.7 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSD.

LEA GOAL #5: Close Achievement Gaps for Students with Disabilities

Goal: Grades 3-8 Students with Disabilities in the Brentwood UFSD will increase their ELA MIP from a baseline of 115.2, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSD, to the school/district's 2017-2018 MIP of 124.4 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSD.

ARP State-Level Reserve Commitments Derivative of Student Interviews and Equity Self-Reflection Processes:

1. We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve the establishment of a district-wide Diversity, Equity, and Inclusion Team (DEIT) comprised of all key stakeholder groups. The DEIT will be tasked with developing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students
2. We will prioritize relationships, rapport, and students' social-emotional well-being. This includes ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will involve training, including self-directed Professional Learning Experiences (PLE) that will "transform the classroom" in Brentwood. This includes the establishment of a Problem-Based, Technology-Infused, Lab-Classroom Project (PTLP) which will focus on the design of problem-based, cross-curricula,

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technology-infused experiences for children within an explicit curricular framework.

2. In the chart below, please provide additional information about the planned evidence-interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	603,845	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	A key theme that emerged through strategic data analysis activities included the need to customize, to the greatest extent possible, instruction for struggling students. This need led to the identification of Tailored/Individualized Acceleration as a critical evidence-based practice in our 1% State-Level Reserve Plan for comprehensive afterschool programming. The BUFSD has made a significant investment in this area, totaling \$603,845. Planned expenses/activities in this context include offering after school and weekend opportunities for high school Guidance Counselors to create Individualized Graduation Plans (IGPs) and providing afterschool and weekend opportunities for high-dosage tutoring. Comprehensive after school programs will be tailored to individualize students' educational experiences. This includes, but is not limited to specific efforts to address and promote culturally responsive practices that leverage the assets of English Learners and provide essential scaffolds and supports, including: <ul style="list-style-type: none"> • Implementation of strategies to provide meaningful access to the content, to promote English language development, and to offer language accommodations during instruction in a variety of modes • Use of formative assessment strategies to monitor the progress of ELLs in content and language instruction • Strategies to incorporate use of students' home languages and cultural backgrounds within the classroom environment and instruction (<i>Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding</i> , NYSED, 2021). Planned expenses/activities in this context include: <ul style="list-style-type: none"> • After school and weekend hours for high school Guidance Counselors to create Individualized

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>Graduation Plans (IGPs) to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness</p> <ul style="list-style-type: none"> • Homeless transportation to ensure homeless youth are able to participate in tailored/individualized acceleration activities • Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that is necessary to support tailored/individualized acceleration, including low-income students, students with disabilities and English Language Learners. Charging stations for student laptop devices. • Leveled-Reading Libraries to support student work at their independent and aspirational reading levels, Heinemann <p>This evidence-based practice will also be braided with other district initiatives and resources, including the BUFSD's ARP-ESSER2 Plan, and other initiatives, including those supported by CARES, CRRSA, Title I, Part A, and Title IV, Part A.</p>
<p>Integrated Social Emotional Learning</p>	<p>678,656</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above 	<p>Another theme that emerged through longitudinal, comprehensive needs assessment activities was the provision of Integrated Social-Emotional Learning (ISEL). The BUFSD's investment in our 1% State-Level Reserve plan in this area is \$678,656. Planned expenses/activities in this context include providing extended school-day and Saturday programs to support integrated social-emotional learning and purchasing AQUOS boards to support intra-school restorative and trauma informed practices. As part of this evidence-based practice, all staff will be trained in, and activities aligned to, NYSED's Five Core Social Emotional Competencies, including:</p> <ol style="list-style-type: none"> 1. Self-awareness 2. Self-Management 3. Social Awareness 4. Relationship Skills 5. Responsible Decision-Making <p><i>Social Emotional Learning: A Guide to Systemic Whole School Implementation.</i> NYSED, March, 2019</p> <p>In addition, all staff will be trained in, and activities aligned to, NYSED's <i>Social Emotional Learning Benchmarks</i> (August, 2018), including:</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<ol style="list-style-type: none"> 1. Develop self-awareness and self-management skills essential to success in school and in life 2. Use social awareness and interpersonal skills to establish and maintain positive relationships 3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts <p>Planned expenses/activities in this context include:</p> <ul style="list-style-type: none"> • Extended school day and Saturday programs to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness • Purchase AQUOS Boards for the implementation of integrated, social-emotional learning activities, including but not limited to intra-school restorative and trauma-informed practices <p>This evidence-based practice will also be braided with other district initiatives and resources, including the BUFSD's ARP-ESSER2 Plan, and other initiatives, including those supported by CARES, CRRSA, Title I, Part A, and Title IV, Part A.</p>
High Dosage Tutoring Programs	100,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>A final evidence-based practice identified in this application is the provision of high-dosage tutoring. The BUFSD's investment in our 1% State-Level Reserve plan for comprehensive afterschool programming in this area is \$100,000. Planned expenses/activities in this context include providing 2,000 hours for one-to-one tutoring as a tier 3 intervention to support the physical, emotional, academic, and social growth of students who need the most support. The design of our high-dosage tutoring program will follow EdResearch for Recovery's <i>Accelerating Student Learning with High-Dosage Tutoring Series</i>, including:</p> <ul style="list-style-type: none"> • Frequency, 3 or more sessions a week • Group size no more than 3 to 4 students • Concentration at early levels (K-4), but available to all, including ELLs, migrant students and SIFE • A mix of personnel, including teachers and newly hired Teaching Assistants • A mix of both formal and informal assessments • Relationships! Maintain the same tutor for the same child over time <p>The evidence-based practice will support other BUFSD initiatives, including high-dosage tutoring identified in our CRRSA-ESSER 2 plan, and homeless tutoring identified in our Title I application.</p>

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3. **In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected comprehensive after school programming/strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.**

The BUFSD will regularly monitor and evaluate the effectiveness of the selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Formal progress monitoring activities will occur quarterly and will involve an analysis of all identified ARP State-Level Reserve Learning Loss goals, including those derivative of building-level School Improvement Team (SIT) plans, School Comprehensive Educational Plans (SCEPS), the District Comprehensive Improvement Plan (DCIP), and the district's broader, core strategic initiatives. Those initiatives will be organized through the following components (*Investing American Rescue Plan Funds Strategically and Effectively, June 2021, Council of Great City Schools*):

- Teaching and Learning
- Investments in staff capacity and human capital
- Investments in student support services
- Instructional materials and resources
- Addressing mental health and social-emotional wellness in students
- Finance
- Finance guidance and recommendations
- BUFSD ARP State-Reserve spending plan
- Technology
- Digital resources to support instruction
- Information technology and broadband access
- Operations
- Strategic spending in facilities
- Community Engagement
- School Board guidance and considerations
- Research, evaluation, and assessment guidance
- Public engagement and communications planning

A central part of our ARP State-Level Reserve utilization plan involves soliciting and utilizing stakeholder input to continuously inform and refine the plan. This includes engaging students, families, civil rights organizations (including disability rights organizations), school and district administrators (including special education administrators), private school UPK CBO's, teachers, principals, school leaders, other educators, school staff, and their unions; and 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.

Through established School Improvement Team (SIT) meetings, representative stakeholder groups will meet regularly to consider revisions to the ARP State-Level Reserve utilization plan. In advance of these meetings, at least quarterly, the district will administer surveys to all key constituent groups, in sum; students, parents/families and community members and staff members. The availability of survey's will be advertised broadly, in English and Spanish, the most predominant languages spoken in the district. Stakeholder input compiled from these surveys and through public Board meetings and workshops, as appropriate, will continue to help inform and refine changes to our strategic ARP utilization plan.

Changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders broadly via the district's social media accounts, ParentSquare announcements, postings to the Parent Portal, and through quarterly Board of Education meetings.

1% State-Level Reserve - Comprehensive After School: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

- 4. **Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

	Amount
LEA Allocation	\$1,428,600
Anticipated Number of Students Served	18,119
Anticipated Number of Schools Served	17

- 5. **Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**
The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

20-24 FS-10 ARP State-Level Reserve - Comp After School.pdf
 BUFSFSD_ARP_Comp_After_School_FS10_V2.xls

- 6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

BUFSFSD_ARP_Comp_After_School_Narrative.pdf
 BUFSFSD_ARP_Comp_After_School_FS10_V2.xls

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ARP-ESSER State Reserves - Summer Learning and Enrichment

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1% State-Level Reserve - Summer Learning and Enrichment: Program Design

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

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ARP-ESSER State Reserves - Summer Learning and Enrichment

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1. **The interventions implemented through the 1% State-Level Reserve for summer learning and enrichment must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for summer learning and enrichment will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

The BUFSD's planned interventions to be implemented through the 1% State-Level Reserve for Summer Learning and Enrichment are evidence-based and reflective of innovative approaches to teaching and learning. Aligned to budgets/plans for the 5% State-Level Reserve for Learning Loss and 1% plan for comprehensive afterschool programming, those evidence-based practices include Tailored/Individualized Acceleration (TIA), Integrated Social-Emotional Learning (ISEL) and High-Dosage Tutoring (HDT). The identification of these interventions emerged as a result of comprehensive needs assessment activities that span the past three years. Prioritized needs assessment data included substantial stakeholder survey information, quantitative and qualitative building and district-level student outcome data and a comprehensive review of high-leverage district plans/initiatives, including building-level School Improvement Team (SIT) plans, School Comprehensive Education Plans (SCEPs), the District Comprehensive Improvement Plan (DCIP) and previously established NYSED emergency fund plans. TIA, ISEL and HDT were also the highest rated evidence-based practices identified in our most recent ARP State-Level Reserve application survey which was administered to the community and all district staff. While all of the aforementioned data sources and plans are unique, themes from this comprehensive review that informed the identification of evidence-based practices in this application include 1) the need to tailor, to the greatest extent possible, instruction for struggling students; 2) prioritizing students' social-emotional well-being; and 3) focusing on relationships and rapport.

While all BUFSD schools and students will benefit from the 1% State-Level Reserve plan for Summer Learning and Enrichment, the needs of historically marginalized groups have been prioritized, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. This is reflected in sub-group specific ARP State-Level Reserve goals that have been established. In keeping with our expansive approach to the identification of evidence-based practices, planned use of state-level reserve funds for summer learning and enrichment will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the BUFSD's ARP-ESSER2 Plan, and other initiatives, including those supported by CARES, CRRSA, Title I, Part A, and Title IV, Part A.

This deliberate approach to identifying evidence-based practices is considerate of best practice recommendations from The Council of Great City Schools, *Investing American Rescue Plan Funds Strategically and Effectively* (June 2021), including:

- Take the time to build a coherent and focused plan using a cross-functional team of stakeholders to address current needs and lay a foundation for long-term acceleration of student achievement
- Engage a range of stakeholders: students, teachers, families, school leaders, board members, central office staff, research and evaluation teams, community leaders, and university, business, and civic partners. If available, leverage existing structures, such as parent, student, staff and community advisory councils and task forces
- Equity lens: Ensure that schools and students who need more targeted support are represented in the planning process and receive the resources they need to attain district goals
- Align investments to the district vision, mission, goals, and values. Craft a theory of action for each investment
- Consider your current strategic plan for existing promising initiatives that would benefit from additional resources (e.g., larger scope, additional depth and support, accelerated timeline, etc.)
- Ensure that there is coherence across strategic and tactical plans. Avoid bombarding schools with many disparate projects and initiatives

A key theme that emerged through strategic data analysis activities included the need to customize, to the greatest extent possible, instruction for struggling students. This need led to the identification of Tailored/Individualized Acceleration as a critical evidence-based practice in our 1% State-Level Reserve Plan for summer enrichment and learning. The BUFSD has made a significant investment in this area, totaling \$909,333. Planned expenses/activities in this context include post high school planning for college, bridge to kindergarten activities and summer opportunities for high-dosage tutoring.

Summer enrichment and learning programs will be tailored to individualize students' educational experiences. This includes, but is not limited to specific efforts to address and promote culturally responsive practices that leverage the assets of English Learners and provide essential scaffolds and supports, including:

- Implementation of strategies to provide meaningful access to the content, to promote English language development, and to offer language accommodations during instruction in a variety of modes
- Use of formative assessment strategies to monitor the progress of ELLs in content and language instruction
- Strategies to incorporate use of students' home languages and cultural backgrounds within the classroom environment and instruction

(*Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding*, NYSED, 2021)

This evidence-based practice will also be braided with other district initiatives and resources, including the district's ARP-ESSER2 plan.

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ESSER2 expenses/activities aligned to the district's approach to Tailored/Individualized Acceleration include:

- Adding hours for Monitors district-wide to support the physical, emotional, academic, and social growth of students. This will improve the quality of students' learning experiences, as well as helping to establish greater relationships and rapport throughout the district
- Purchase flexible seating to support students with disabilities' efforts to meet their individualized IEP goals
- Purchase F&P Libraries for elementary buildings so students may work at their independent and aspiration learning levels
- Purchase of Rosetta Stone licenses to allow students to acquire language skills at their own pace
- Textbook adoptions for English learners so students see themselves represented in curricula materials
- Purchase Bridge to Kindergarten supplies and materials to ensure individual readiness
- Purchase Teacher's College Units of Study at the elementary level to facilitate the gradual release of learning responsibility from teachers to students
- Purchase Middle School novels to encourage student choice and voice in reading material
- Purchase devices for new student entrants, including prekindergarten students, to ensure students can work at their instructional level

The identification of TIA as a key EBK will also support CRRSA-GEER2 plan initiatives, including:

- Provide professional development for administrators to implement evidence-based interventions, including TIA, identified in district improvement plans
- Provide homeless transportation for students to benefit from EBPs
- Purchase devices for new student entrants, including prekindergarten students, to ensure students can work at their instructional level

The identification of TIA as a key EBK will also support CRRSA-ESSER2 plan initiatives, including:

- Increase mentors for new teachers and administrators district-wide to support implementation of evidence-based practices
- Fund after school and weekend hours for high school Guidance Counselors to create Individualized Graduation Plans (IGPs) to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness
- Fund post high school planning for college to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness
- Fund Bridge to kindergarten summer program to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness
- Teachers participating in professional development to implement evidence-based interventions identified in SCEPs and/or the DCIP
- Administrators participating in professional development to implement evidence-based interventions identified in SCEPs and/or the DCIP
- Add hours for Teaching Assistants district-wide to support the physical, emotional, academic, and social growth of students
- Addition of 10 Technicians/Computer Lab Aides to support the physical, emotional, academic, and social growth of students
- Hire bilingual testers at the registration office to support the success of English learners
- Increase number of permanent Substitute Teachers to support the physical, emotional, academic, and social growth of students

TIA activities in our 1% State-Level Reserve Plan for summer enrichment and learning will also complement Title I activities, including:

- Funding over \$1.9 million in salaries for AIS ELA and Math Teachers to customize instruction for students who are failing, or, at-risk of failing to meet the state's challenging academic standards
- Funding before/After School AIS/Academic Enrichment Programs for students who are failing, or, at-risk of failing to meet the state's challenging academic standards
- Funding Regent's preparation programs which leverage small-group support
- Funding Kindergarten Jumpstart activities to ensure individual readiness
- Funding Elementary Literacy Camp in the summer focusing on student's strengths and needs
- Purchase I-Ready licenses, diagnostic and prescriptive software that customizes the educational experience for students

Another theme that emerged through longitudinal, comprehensive needs assessment activities was the provision of Integrated Social-Emotional Learning (ISEL). The BUFSU's investment in our 1% State-Level Reserve plan in this area is \$393,656. Planned expenses/activities in this context include purchasing AQUOS boards to support intra-school restorative and trauma informed practices. As part of this evidence-based practice, all staff will be trained in, and activities aligned to, NYSED's Five Core Social Emotional Competencies, including:

1. Self-awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

Social Emotional Learning: A Guide to Systemic Whole School Implementation. NYSED, March, 2019

In addition, all staff will be trained in, and activities aligned to, NYSED's *Social Emotional Learning Benchmarks* (August, 2018), including:

1. Develop self-awareness and self-management skills essential to success in school and in life

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2. Use social awareness and interpersonal skills to establish and maintain positive relationships
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts

This evidence-based practice will also be braided with other district initiatives and resources, including the district's ARP-ESSER2 plan. ARP-ESSER2 expenses/activities aligned to the district's approach to Integrated Social-Emotional Learning include:

- Funding guest speakers to support students' social-emotional development
- To assist students with self-esteem, anxiety, how to cope with isolation/loneliness, self-care, career exploration, cultural diversity, teambuilding, etc.
- During summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs
- Crisis Prevention Institute Training for administrators and teachers

The identification of ISEL as a key EBP will also support CRRSA-ESSER2 plan initiatives, including:

- Hire 2 Social Workers and 2 Psychologists for special services to support the social and emotional well-being of students transitioning back to school
- Hire 2 Social Workers at the HS and 1 at the In-Take office to support the social and emotional well-being of students transitioning back to school
- Fund extended school day and Saturday programs to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness
- Fund a summer institute - 32 teachers to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness

A commitment to ISEL is also reflected in our Title IV application, where funds have been allocated to before/after school activities to ensure, in part, a well-rounded educational experience.

A final evidence-based practice identified in this application is the provision of high-dosage tutoring. The BUFSD's investment in our 1% State-Level Reserve plan for summer enrichment and learning in this area is \$100,000. Planned expenses/activities in this context include providing 2,000 hours for one-to-one tutoring as a tier 3 intervention to support the physical, emotional, academic, and social growth of students who need the most support. The design of our high-dosage tutoring program will follow EdResearch for Recovery's *Accelerating Student Learning with High-Dosage Tutoring Series*, including:

- Frequency, 3 or more sessions a week
- Group size no more than 3 to 4 students
- Concentration at early levels (K-4), but available to all, including ELLs, migrant students and SIFE
- A mix of personnel, including teachers and newly hired Teaching Assistants
- A mix of both formal and informal assessments
- Relationships! Maintain the same tutor for the same child over time

The evidence-based practice will support other BUFSD initiatives, including high-dosage tutoring identified in our CRRSA-ESSER 2 plan, and homeless tutoring identified in our Title I application.

In addition to the coordinated and complementary nature of evidence-based practices as described above, district plans, including our 1% State-Level Reserve Plan for summer learning and enrichment have been tailored to address the disproportionate impact of the COVID-19 pandemic on historically marginalized groups. These groups include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Those priorities may be seen in the 1% State-Level Reserve summer enrichment and learning goals and commitments, below:

LEA GOAL #4: Close Achievement Gaps for English Language Learners (ELLs)

Goal: Grades 3-8 ELL students in the Brentwood UFSD will increase their ELA MIP from a baseline of 60.6, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSD, to the state's 2017-2018 MIP of 87.7 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSD.

LEA GOAL #5: Close Achievement Gaps for Students with Disabilities

Goal: Grades 3-8 Students with Disabilities in the Brentwood UFSD will increase their ELA MIP from a baseline of 115.2, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSD, to the school/district's 2017-2018 MIP of 124.4 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSD.

ARP State-Level Reserve Commitments Derivative of Student Interviews and Equity Self-Reflection Processes:

1. We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve the establishment of a district-wide Diversity, Equity, and Inclusion Team (DEIT) comprised of all key stakeholder groups. The DEIT will be tasked with developing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students
2. We will prioritize relationships, rapport, and students' social-emotional well-being. This includes ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will involve training, including self-directed Professional Learning Experiences (PLE) that will "transform the classroom" in Brentwood. This includes the establishment of a Problem-Based, Technology-Infused, Lab-Classroom Project (PTLP) which will focus on the design of problem-based, cross-curricula, technology-infused experiences for children within an explicit curricular framework.

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2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	909,333	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>A key theme that emerged through strategic data analysis activities included the need to customize, to the greatest extent possible, instruction for struggling students. This need led to the identification of Tailored/Individualized Acceleration as a critical evidence-based practice in our 1% State-Level Reserve Plan for summer enrichment and learning. The BUFSD has made a significant investment in this area, totaling \$909,333. Planned expenses/activities in this context include post high school planning for college, bridge to kindergarten activities and summer opportunities for high-dosage tutoring.</p> <p>Summer enrichment and learning programs will be tailored to individualize students' educational experiences. This includes, but is not limited to specific efforts to address and promote culturally responsive practices that leverage the assets of English Learners and provide essential scaffolds and supports, including:</p> <ul style="list-style-type: none"> • Implementation of strategies to provide meaningful access to the content, to promote English language development, and to offer language accommodations during instruction in a variety of modes • Use of formative assessment strategies to monitor the progress of ELLs in content and language instruction • Strategies to incorporate use of students' home languages and cultural backgrounds within the classroom environment and instruction <p><i>(Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding, NYSED, 2021)</i></p> <p>Planned expenses/activities in this context include:</p> <ul style="list-style-type: none"> • Post high school planning for college - counselors will be available during the summer to assist recent graduates with college admissions, financial aide, scholarships, meal plans, ACCESS forms, IEP services and Employment opportunities • Bridge to kindergarten summer program to

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, and students experiencing homelessness</p> <ul style="list-style-type: none"> • Homeless transportation to ensure homeless youth are able to participate in tailored/individualized acceleration activities • Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that is necessary to support tailored/individualized acceleration, including low-income students, students with disabilities and English Language Learners. Charging stations for student laptop devices • Leveled-Reading Libraries to support student work at their independent and aspirational reading levels, Heinemann <p>This evidence-based practice will also be braided with other district initiatives and resources, including the BUFSD's ARP-ESSER2 Plan, and other initiatives, including those supported by CARES, CRRSA, Title I, Part A, and Title IV, Part A.</p>
<p>Integrated Social Emotional Learning</p>	<p>393,656</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above 	<p>Another theme that emerged through longitudinal, comprehensive needs assessment activities was the provision of Integrated Social-Emotional Learning (ISEL). The BUFSD's investment in our 1% State-Level Reserve plan in this area is \$393,656. Planned expenses/activities in this context include purchasing AQUOS boards to support intra-school restorative and trauma informed practices. As part of this evidence-based practice, all staff will be trained in, and activities aligned to, NYSED's Five Core Social Emotional Competencies, including:</p> <ol style="list-style-type: none"> 1. Self-awareness 2. Self-Management 3. Social Awareness 4. Relationship Skills 5. Responsible Decision-Making <p><i>Social Emotional Learning: A Guide to Systemic Whole School Implementation</i>. NYSED, March, 2019</p> <p>In addition, all staff will be trained in, and activities aligned to, NYSED's <i>Social Emotional Learning Benchmarks</i> (August, 2018), including:</p> <ol style="list-style-type: none"> 1. Develop self-awareness and self-management skills essential to success in school and in life 2. Use social awareness and interpersonal skills to establish and maintain positive relationships

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts</p> <p>Planned expenses/activities in this context include:</p> <ul style="list-style-type: none"> • Purchase AQUOS Boards for the implementation of integrated, social-emotional learning activities, including but not limited to intra-school restorative and trauma-informed practices <p>This evidence-based practice will also be braided with other district initiatives and resources, including the BUFSD's ARP-ESSER2 Plan, and other initiatives, including those supported by CARES, CRRSA, Title I, Part A, and Title IV, Part A.</p>
High Dosage Tutoring Programs	100,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>A final evidence-based practice identified in this application is the provision of high-dosage tutoring. The BUFSD's investment in our 1% State-Level Reserve plan for summer enrichment and learning in this area is \$100,000. Planned expenses/activities in this context include providing 2,000 hours for one-to-one tutoring as a tier 3 intervention to support the physical, emotional, academic, and social growth of students who need the most support. The design of our high-dosage tutoring program will follow EdResearch for Recovery's <i>Accelerating Student Learning with High-Dosage Tutoring Series</i>, including:</p> <ul style="list-style-type: none"> • Frequency, 3 or more sessions a week • Group size no more than 3 to 4 students • Concentration at early levels (K-4), but available to all, including ELLs, migrant students and SIFE • A mix of personnel, including teachers and newly hired Teaching Assistants • A mix of both formal and informal assessments • Relationships! Maintain the same tutor for the same child over time <p>The evidence-based practice will support other BUFSD initiatives, including high-dosage tutoring identified in our CRRSA-ESSER 2 plan, and homeless tutoring identified in our Title I application.</p>

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3. **In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected summer learning and enrichment strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.**

The BUFSD will regularly monitor and evaluate the effectiveness of the selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Formal progress monitoring activities will occur quarterly and will involve an analysis of all identified ARP State-Level Reserve Learning Loss goals, including those derivative of building-level School Improvement Team (SIT) plans, School Comprehensive Educational Plans (SCEPS), the District Comprehensive Improvement Plan (DCIP), and the district's broader, core strategic initiatives. Those initiatives will be organized through the following components (*Investing American Rescue Plan Funds Strategically and Effectively, June 2021, Council of Great City Schools*):

- Teaching and Learning
- Investments in staff capacity and human capital
- Investments in student support services
- Instructional materials and resources
- Addressing mental health and social-emotional wellness in students
- Finance
- Finance guidance and recommendations
- BUFSD ARP State-Reserve spending plan
- Technology
- Digital resources to support instruction
- Information technology and broadband access
- Operations
- Strategic spending in facilities
- Community Engagement
- School Board guidance and considerations
- Research, evaluation, and assessment guidance
- Public engagement and communications planning

A central part of our ARP State-Level Reserve utilization plan involves soliciting and utilizing stakeholder input to continuously inform and refine the plan. This includes engaging students, families, civil rights organizations (including disability rights organizations), school and district administrators (including special education administrators), private school UPK CBO's, teachers, principals, school leaders, other educators, school staff, and their unions; and 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.

Through established School Improvement Team (SIT) meetings, representative stakeholder groups will meet regularly to consider revisions to the ARP State-Level Reserve utilization plan. In advance of these meetings, at least quarterly, the district will administer surveys to all key constituent groups, in sum; students, parents/families and community members and staff members. The availability of survey's will be advertised broadly, in English and Spanish, the most predominant languages spoken in the district. Stakeholder input compiled from these surveys and through public Board meetings and workshops, as appropriate, will continue to help inform and refine changes to our strategic ARP utilization plan.

Changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders broadly via the district's social media accounts, ParentSquare announcements, postings to the Parent Portal, and through quarterly Board of Education meetings.

1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

	Amount
LEA Allocation	\$1,428,600
Anticipated Number of Students Served	18,119
Anticipated Number of Schools Served	17

5. Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

20-24 FS-10 ARP State-Level Reserve - Summer Enrichment.pdf
BUFSD_ARP_Summer_School_FS10_V2.xls

6. Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

BUFSD_ARP_Summer_School_Narrative.pdf
BUFSD_ARP_Summer_School_FS10_V2.xls