

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

Page Last Modified: 10/25/2021

Background Information

WATERLOO CSD - 561006060000

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

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Page Last Modified: 10/25/2021

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 that 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.

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Page Last Modified: 10/25/2021

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Submission Instructions

Page Last Modified: 10/25/2021

Submission Instructions

WATERLOO CSD - 561006060000

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

Page Last Modified: 10/27/2021

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

Page Last Modified: 10/27/2021

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

Page Last Modified: 10/27/2021

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - State Reserves Intent to Apply

Page Last Modified: 11/02/2021

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	Joanne Slauson	joanne.slauson@waterloocsd.org	11/30/2021
LEA Board President	Ellen Hughes	ellen.hughes@waterloocsd.org	11/30/2021

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

Page Last Modified: 12/13/2021

ARP-ESSER State Reserve: Consultation

- 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 US Department of Education Fact Sheet was shared with all stakeholders through email, the District's communication service, and the District website. Following this information, a questionnaire was given to the staff, students, and the greater Waterloo community on May 27, 2021 asking for thoughts and ideas on how to implement and utilize Federal and State Stimulus Funding. The survey and information was shared in English, Spanish, and Chinese, to all equitable access to the information and ability to contribute ideas for the use of the Federal and State Stimulus Funding. A total of 398 people responded from the Waterloo Central School District's community regarding ideas for the use of the Federal Stimulus Funding. Out of the 398 responses consisted of 107 student responses, 227 parent/guardian responses, 37 community members, 81 faculty/staff, 4 administrators, 5 stakeholders representing students with special interests, and 4 people who chose the category of "other". The information gathered from stakeholders was used to develop a draft plan for spending of the Federal and State Stimulus Funding. This draft plan was shared with stakeholder using the District's communication system and the District's website to ask for additional feedback to create a finalized plan for fund use. There was no additional feedback on the draft plan after it was shared.

- 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.**

filedownload.ashx (waterloocsd.org)

An school stakeholders who would like to request a copy of the plan are able to contact the District Office and one will be provided. The plans will also be made available in English, Spanish, Bengali, and Mandarin. These are the home languages of the families in our District, which allows equitable access to the State-Level Reserve Funds Plan.

- 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.**

The District will report at two Board of Education meetings per year on the progress of action plans at both the District and at the building levels. These reports will include data the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports using the SAEBRs data for Social Emotional Learning, Fountnas and Pinnell or the Next Steps in Guided Reading Benchmarking for ELA (Grades K-5), iReady Benchmarking for ELA (Grades K-5) and Math (Grades K-8), Achieve Benchmarking in grades 6-12 in ELA and 9-12 in Math. The LEA is also utilizing district created interim assessments, data on chronic absenteeism, parent attendance at Student Support Team Meetings and Parent-Teacher Conferences (K-8), and Student Staffing meetings (grades 9-12). These evaluation occur both during the school year and during summer programming.

Students reports will be sent home to families in grades 6-12 every five weeks and three times per year at grade K-5. Professional Learning Teams meet every 4-6 weeks evaluating student progress within identified needed supports. Parents/guardians are invited to all meetings either by phone, virtually or in person, regarding individual students. Written notifications of support changes are provided to all parent/guardians.

Translation and interpreter services are provided to all families who require information in a language other than English. Information on the LEA's progress and parent/guardian engagement is share through email, personal phone calls, the District website, and the District's communication service.

ARP-ESSER Application: State Reserves - ARP State ReservesARP-ESSER State Reserves - ARP-ESSER State Reserves: Comprehensive Needs Assessment

Page Last Modified: 12/11/2021

ARP-ESSER State Reserve: Comprehensive Needs Assessment

- 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 data the LEA will use to regularly assess/re-assess student needs and monitor student progress as a result of planned interventions and supports is the SAEBRs data for Social Emotional Learning, Foutnas and Pinnel Benchmarking (Grades K-5), iReady Benchmarking for ELA (Grades K-5) and Math (Grades K-8), Achieve Benchmarking in grades 6-12 in ELA and 9-12 in Math. We are also utilizing district created interim assessments, and data on chronic absenteeism. We will track the effectiveness of the interventions for 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 through the use of the above mentioned assessments.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 03/02/2022

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

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

Page Last Modified: 03/02/2022

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 LEA used the information gathered from the survey that was sent to families, staff, students, and the larger community to determine needs that could be met and supported using the ARP-ESSER 2 State/Federal Funding. A team of educators evaluated the information provided from the survey and cross-referenced it with data from our benchmarks and interim student assessments to determine areas to be addressed. It was determined that students needed support with reading and math skills due to lost instructional time during the pandemic. The LEA determined interventions and personalized learning plans for students based on data using high-quality assessments, such as diagnostic and formative assessments that provide timely information to help educators know where to focus for particular students.

The types of interventions that are being used (listed below) were determined by a team of educators that looked at several options and their potential to increase student achievement through research on What Work Clearinghouse WWC | Find What Works! (ed.gov). The programs were then compared to the needs of our students, building schedules, and staff logistics to select the interventions that would best meet the needs the students in our individual district. The team also determined that in addition to intervention time in school, structured intervention time outside of the school day would increase support for students and allow them to have consistent, academic support leading to academic gains above a year's growth.

These interventions include iReady Math and ELA Assessments, Achieve3K Math Assessments, Fountas and Pinnell Benchmarking, Next Steps Forward in Guided Reading Assessments (Jan Richardson), and the Social, Academic and Emotional Behavior Risk Screener (SAEBRS), in combination with teacher developed assessments focused on prioritized standards that were determined at each grade levels and for each subject area. The cost of assessments is paid for through the District General Fund and using BOCES Contracts.

Educators will differentiate instruction without tracking students or serving them inequitably based on the information gathered by the above-mentioned assessments. Teacher leaders will work with district instructional leaders and their Professional Learning Teams to identify critical content (e.g., "priority" or "power" standards) on which to focus. To avoid overwhelming students, identified interventions will focus on the most essential knowledge and skills, particularly the content that is foundational to subsequent grade levels. The District is working with Mike Mattos and Kevin Williams from Solution Tree throughout the 21-22 school year in order to train and support educators with this work. This support is being supplied virtually, through in-district coaching and training days, as well as using the Global PD Resource provided by Solution Tree. The cost of the training for PLCs, Prioritizing Standards, and Global PD are paid for through the District's General Fund and through BOCES contracts. ARP-ESSER 2 Federal Funding will be providing MTSS coordination, data-coordinators, and teacher-instructional leadership to guide the needed data and PLCs for the impact and monitoring of tutoring/interventions to be affective.

The LEA will be providing tutoring from interventionist that occur during and after the school day when students will most need assistance. Tutoring can be an effective intervention for a wide range of students if implemented in particular ways. The tutoring will be considered high dosage tutoring (i.e., tutoring that is provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students), led by a certified teacher in order to have the largest impact. The intervention schedule ensures students still receive instruction on core content and have opportunities for enrichment. To provide well trained tutors, the LEA will use experienced teachers to provide tutoring/interventions for students in need. These teachers will support the grade levels in which they have taught for several years with marked student success. In order for these teachers to temporarily leave their classroom assignment, the LEA will hire elementary teachers to replace them in their classrooms for a period of three years (One year using CRRSA funding and 2 years using ARP-ESSER2 State Funding). This provides interventionists/tutors who are intimately familiar with grade level content, priority standards, and have proven success in student achievement for students while they continue to work closely with the educators who are teaching in their classrooms. Tutoring will take place during study hall or flexible periods, during independent practice portions of a class, or as a complement to instruction in partnership with the classroom teacher.

Funding through ARP-ESSER 2 State Funding will pay for the salary and benefits of the teachers providing instruction. The District is providing the instructional materials and professional development through its General Fund and BOCES Contracts. Addressing the Impact of Lost Instructional Time in grades 6-12 will be funded through ARP-ESSER 2 State/Federal Funding.

Interventions that will be used include:

- Leveled Literacy Intervention WWC | Leveled Literacy Intervention
- Guided Reading using Next Steps Forward in Guided Reading What are the best research-based guided reading programs/resources?
- iReady i-ready_essa_brochure_2017.pdf (ectacfl.net)
- Ready Math i-ready_essa_brochure_2017.pdf (ectacfl.net)
- Guided Reading/Strategy groups (Irene C. Fountas & Gay Su Pinnell, Guided Reading)
- Balanced Literacy Approach- Guided, differentiated reading groups, Making Meaning comprehension strategies and individual conferring, use of

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 03/02/2022

Book Room resources, intentional read aloud with shared reading opportunities, use of quality mentor texts, readers workshop tubs, reading response journals (Routman, 2003).
 Experts have suggested that afterschool tutoring programs may have shown smaller effects than in-school programs because less tutoring occurs. However, out-of-school time programs can be effective if LEAs ensure these programs provide high-dosage tutoring. After school tutoring will continue for students who receive in-school interventions/tutoring, following the same needs that are demonstrated during the school day based on the data collected from the above assessments. After school tutoring is funded through CRRSA funding for the 21-22 school year and ARP-ESSER 2 funding for the 22-23 and 23-24 school year.

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
High Dosage Tutoring Programs	1,039,673	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input 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	High-dosage Tutoring will be provided in ELA and Math for grades K-5. The LEA will be providing tutoring from interventionist that occur during and after the school day when students will most need assistance. Tutoring can be an effective intervention for a wide range of students if implemented in particular ways. The tutoring will be considered high dosage tutoring (i.e., tutoring that is provided consistently by well trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students), led by a certified teacher in order to have the largest impact. The intervention schedule ensures students still receive instruction on core content and have opportunities for enrichment. In order to provide well trained tutors, the LEA will use experienced teachers to provide tutoring/interventions for students in need. These teachers will support the grade levels in which they have taught for several years with marked student success. In order for these teachers to temporarily leave their classroom assignment, the LEA will hire elementary teachers to replace them in their classrooms for a period of three years (One year using CRRSA funding and 2 years using ARP-ESSER2 State Funding). This provides interventionists/tutors who are intimately familiar with grade level content, priority standards, and have proven success in student achievement for students while they continue to work closely with the educators who are teaching in their classrooms. Tutoring will take place during study hall or flexible periods, during independent

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 03/02/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				practice portions of a class, or as a complement to instruction in partnership with the classroom teacher.

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 LEA will determine interventions and personalized learning plans for students based on data using high-quality assessments, such as diagnostic and formative assessments that provide timely information to help educators know where to focus for particular students. These interventions include iReady Math and ELA Assessments, Achieve3K Math Assessments, Fountas and Pinnell Benchmarking, Next Steps Forward in Guided Reading Assessments (Jan Richardson), and the Social, Academic and Emotional Behavior Risk Screener (SAEBRS), in combination with teacher developed assessments focused on prioritized standards that were determined at each grade levels and for each subject area.

The District will report at two Board of Education meetings per year on the progress of action plans at both the District and at the building levels. These reports will include data the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports using the SAEBRs data for Social Emotional Learning, Foutnas and Pinnell or the Next Steps in Guided Reading Benchmarking for ELA (Grades K-5), iReady Benchmarking for ELA (Grades K-5) and Math (Grades K-8), Achieve Benchmarking in grades 6-12 in ELA and 9-12 in Math. The LEA is also utilizing district created interim assessments, data on chronic absenteeism, parent attendance at Student Support Team Meetings and Parent-Teacher Conferences (K-8), and Student Staffing meetings (grades 9-12). These evaluation occur both during the school year and during summer programming.

Students reports will be sent home to families in grades 6-12 every five weeks and three times per year at grade K-5. Professional Learning Teams meet every 4-6 weeks evaluating student progress within identified needed supports. Parents/guardians are invited to all meetings either by phone, virtually or in person, regarding individual students. Written notifications of support changes are provided to all parent/guardians.

Any needed changes will be communicated to through reports to the Board of Education at monthly meetings, whose minutes are available on the District website. If adjustments to the plan are needed additional stakeholder input will be gathered in order to decided best steps moving forward to assist the community.

Translation and interpreter services are provided to all families who require information in a language other than English. Information on the LEA's progress and parent/guardian engagement is share through email, personal phone calls, the District website, and the District's communication service.

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.

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 03/02/2022

	Amount
LEA Allocation	1039673.00
Anticipated Number of Students Served	685
Anticipated Number of Schools Served	2

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.**

FS10_Budget_Excel 4.xls
Impact of lost instructional time fs10.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.**

Budget_Narrative ARPESSER2 Lost Instructional Time.docx
Budget_Narrative ARPESSER2 Lost Instructional Time.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/02/2022

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/02/2022

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.**

To support students, the District will be offering programming before and after the regular school day. These needs were determined through in-district assessments and benchmarking (listed below) and with the feedback of District stakeholder groups through the use of a school-communitywide survey. Based on this information, educators will differentiate instruction without tracking students or serving them inequitably based on the information gathered by the below mentioned assessments. Teacher leaders will work with district instructional leaders and their Professional Learning Teams to identify critical content (e.g., "priority" or "power" standards) on which to focus during afterschool programming. To avoid overwhelming students, identified interventions will focus on the most essential knowledge and skills, particularly the content that is foundational to subsequent grade levels. The District is working with Mike Mattos and Kevin Williams from Solution Tree throughout the 21-22 school year in order to train and support educators with this work. This support is being supplied virtually, through in-district coaching and training days, as well as using the Global PD Resource provided by Solution Tree. The cost of the training for PLCs, Prioritizing Standards, and Global PD are paid for through the District's General Fund and through BOCES contracts. ARP-ESSER 2 Federal Funding will be providing MTSS coordination, data-coordinators, and teacher-instructional leadership to guide the needed data and PLCs for the impact and monitoring of tutoring/interventions to be affective. CRRSA Funding is being used during the 21-22 school year to provide high-dose afterschool tutoring. ARP-ESSER2- State Reserves will be used to provide high-dose afterschool tutoring for the 22-23 and 23-24 school year.

These programs may help students get back into an educational routine; feel connected to their peers, schools, and instructors; augment instruction of academic content they may not yet have mastered; and provide enrichment opportunities. ARP-ESSER2 Federal Funding will be used to support high-quality before and afterschool programs, with the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social and emotional skills at the primary and elementary levels within the District. Afterschool programming will assist Middle School and High School Students to get back into an education routine; feel connected to their peers, schools, and instructors will be funded through ARP-ESSER2 State Reserve Funding. 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. To best accelerate learning, out-of-school time programs will include evidence-based approaches. The LEA will:

- Target students needing additional support (including using information provided by diagnostic assessments)
- Middle School afterschool tutoring will use iReady Benchmark Assessments for Math and Achieve3K Diagnostic Benchmarking for ELA i-ready_essa_brochure_2017.pdf (ectacfl.net)
- High School afterschool tutoring will use Achieve3K Diagnostic Benchmarking for both ELA and Math Study: 84253 (ed.gov)
- Middle School and High School tutoring will both use results from teacher-created interim assessments to determine needed support on prioritized standards ED COVID-19 Handbook, Volume 2 (PDF)
- Middle and High School will utilize the Social, Academic and Emotional Behavior Risk Screener (SAEBRS) to evaluate for needed SEL supports during before and afterschool tutoring.ies.ed.gov SAEBRS report
- Have certified teachers deliver the academic instruction ED COVID-19 Handbook, Volume 2 (PDF)
- Engage the students in using experiential instruction that incorporates hands-on activities, project-based learning, enrichment, and field trips. ED COVID-19 Handbook, Volume 2 (PDF)
- Elementary will have needed supervision for independent academic work to improve their academic achievement. ED COVID-19 Handbook, Volume 2 (PDF)
- High-Dose Tutoring afterschool in the Middle School and High School setting will occur for at least 30 minute/three days per week. ED COVID-19 Handbook, Volume 2 (PDF)

Successful out-of-school time programs have been found to have a positive effect on skills for both elementary and secondary students by aligning instructional curriculum in out-of-school time or summer school programs with in-school material is important. Tutors for before and afterschool programming will align the academic and social emotional skills work with the personalized learning programs that are used to instruct students during the school day. Consistent attendance in afterschool programs is needed for students to benefit, therefore, the LEA will monitor attendance in before and afterschool tutoring to ensure consistent attendance for students.

2. **In the chart below, please provide additional information about the planned evidence-interventions that have been**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/02/2022

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
High Dosage Tutoring Programs	207,941	<input type="checkbox"/> Primary <input 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	The District will offer high-dose, afterschool programming for middle school and high school. Student needs during tutoring will be determined through in-district assessments and benchmarking. Based assessment information, educators will differentiate instruction without tracking students or serving them inequitably based on the information gathered by assessments. Tutoring will be scheduled for at least 30 minutes per day at 3 times per week for each student. ies.ed.gov information on successful high-dose tutoring

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 LEA will determine interventions and personalized learning plans for students based on data using high-quality assessments, such as diagnostic and formative assessments that provide timely information to help educators know where to focus for particular students. These interventions will include high-dose tutoring at the MS and HS levels during afterschool programming. Using data to strengthen your high-dosage tutoring program: Lessons from a Rhode Island district (ed.gov)

The District will report at two Board of Education meetings per year on the progress of action plans at both the District and at the building levels. These reports will include data the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports using the SAEBRs data for Social Emotional Learning, iReady Benchmarking for Math (Grades 6-8), Achieve Benchmarking in grades 6-12 in ELA and 9-12 in Math. The LEA is also utilizing district created interim assessments, data on chronic absenteeism, parent attendance at Student Support Team Meetings and Parent-Teacher Conferences (6-8), and Student Staffing meetings (grades 9-12). These evaluation occur both during the school year and during summer programming.

Students reports will be sent home to families in grades 6-12 every five weeks. Professional Learning Teams meet every 4 weeks evaluating student progress within identified needed supports. Parents/guardians are invited to all meetings either by phone, virtually or in person, regarding individual students. Written notifications of support changes are provided to all parent/guardians.

Any needed changes will be communicated to through reports to the Board of Education at monthly meetings, whose minutes are available on the District website. If adjustments to the plan are needed additional stakeholder input will be gathered in order to decided best steps moving forward to assist the community.

Translation and interpreter services are provided to all families who require information in a language other than English. Information on the LEA's progress and parent/guardian engagement is share through email, personal phone calls, the District website, and the District's communication service.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/02/2022

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: 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	207941
Anticipated Number of Students Served	795
Anticipated Number of Schools Served	2

- 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.

FS10_Budget_Excel AfterSchool ARPESSER2 State.xls
 comprehensive fs10.pdf

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

Budget_Narrative ARPESSER2 State Reserves Afterschool.docx
 Budget_Narrative ARPESSER2 State Reserves Afterschool.docx

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment**

Page Last Modified: 03/03/2022

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.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment**

Page Last Modified: 03/03/2022

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 District's summer learning programs will offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. ARP-ESSER2- State Reserves will fund educator salaries for the District's summer learning program for grades K (incoming)-5. Summer learning programs for grades 6-12 will be funded by the District's general fund and run through a BOCES Summer School Consortium. The district designed a program that will work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. In the past increased participation of students was a result of 3 hours/day and 4 days/week. Families were hesitant to use a full-day/5 days per week in the past because they voiced the concern of their children not having a break from school.

The Waterloo Summer Learning and Enrichment Program will be:

- voluntary (with invitations)
- half-day lasting five weeks
- include 1.5 hour of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences.

Students with high rates of attendance who attend programs for consecutive summers experienced the greatest learning gains. Attendance will be tracked and funding expands across summer of 2022 and summer of 2023. The amount and quality of instruction influences 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. All summer school teachers will be certified in the area that they are teaching.

The District's summer learning programs will be designed to meet the social and emotional needs of students and provide them with engaging and enriching experiences around student interest in STEM, the Arts, and Social Emotional Learning.

Camps can also play a role in summer learning, depending on the design and quality of the experience. Waterloo CSD will work with the Waterloo Village's Summer Day Program, which is provided free of charge and provides the location for the District's Summer Feeding Program. The Village Summer Day Program may support academic, social, emotional, and health outcomes, particularly for underserved children and youth.

The LEA will determine interventions and personalized learning plans for students enrolled in Summer Learning and Enrichment programs based on data using high-quality assessments, such as diagnostic and formative assessments that provide timely information to help educators know where to focus for particular students. These interventions include iReady Math and ELA Assessments, Achieve3K Math Assessments, Fountas and Pinnell Benchmarking, Next Steps Forward in Guided Reading Assessments (Jan Richardson), and the Social, Academic and Emotional Behavior Risk Screener (SAEBRS), in combination with teacher developed assessments focused on prioritized standards that were determined at each grade levels and for each subject area. The cost of assessments is paid for through the District General Fund and through the use of BOCES Contracts.

Educators will differentiate instruction during summer learning without tracking students or serving them inequitably based on the information gathered by the above mentioned assessments. Teacher leaders will work with district instructional leaders and their Professional Learning Teams to identify critical content (e.g., "priority" or "power" standards) on which to focus. To avoid overwhelming students, identified interventions will focus on the most essential knowledge and skills, particularly the content that is foundational to subsequent grade levels. The District is working with Mike Mattos and Kevin Williams from Solution Tree throughout the 21-22 school year in order to train and support educators with this work. This support is being supplied virtually, through in-district coaching and training days, as well as using the Global PD Resource provided by Solution Tree. The cost of the training for PLCs, Prioritizing Standards, and Global PD are paid for through the District's General Fund and through BOCES contracts. ARP-ESSER 2 Federal Funding will be providing MTSS coordination, data-coordinators, and teacher-instructional leadership to guide the needed data and PLCs for the impact and monitoring of tutoring/interventions to be affective. The District's Summer Learning and Enrichment Program will be a continuation of meeting the needs of student that were addressed during each preceding school year.

Summer learning materials (provided through the District's General Fund) that will be used include but are not limited to:

- Leveled Literacy Intervention WWC | Leveled Literacy Intervention
- Guided Reading using Next Steps Forward in Guided Reading What are the best research-based guided reading programs/resources?
- iReady i-ready_essa_brochure_2017.pdf (ectacfl.net)
- Ready Math i-ready_essa_brochure_2017.pdf (ectacfl.net)
- Guided Reading/Strategy groups (Irene C. Fountas & Gay Su Pinnell, Guided Reading)
- Balanced Literacy Approach- Guided, differentiated reading groups, Making Meaning comprehension strategies and individual conferring, use of Book Room resources, intentional read aloud with shared reading opportunities, use of quality mentor texts, readers workshop tubs, reading response journals (Routman, 2003).

2. **In the chart below, please provide additional information about the planned evidence-based interventions that have**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 03/03/2022

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
High Dosage Tutoring Programs	207,941	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input 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>High-dosage Tutoring will be provided in ELA and Math.</p> <p>Educators will differentiate instruction without tracking students or serving them inequitably based on the information gathered by the above mentioned assessments. Teacher leaders will work with district instructional leaders and their Professional Learning Teams to identify critical content (e.g., "priority" or "power" standards) on which to focus. To avoid overwhelming students, identified interventions will focus on the most essential knowledge and skills, particularly the content that is foundational to subsequent grade levels. The District is working with Mike Mattos and Kevin Williams from Solution Tree throughout the 21-22 school year in order to train and support educators with this work. This support is being supplied virtually, through in-district coaching and training days, as well as using the Global PD Resource provided by Solution Tree. The cost of the training for PLCs, Prioritizing Standards, and Global PD are paid for through the District's General Fund and through BOCES contracts.</p> <p>The Waterloo Summer Learning and Enrichment Program will be:</p> <ul style="list-style-type: none"> • voluntary (with invitations) • half-day lasting five weeks • include 1.5 hour of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. <p>Summer learning materials (provided through the District's General Fund) that will be used include but are not limited to:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention WWC Leveled Literacy Intervention • Guided Reading using Next Steps Forward in Guided Reading What are the best research-based guided reading programs/resources? • iReady i-ready_essa_brochure_2017.pdf (ectacfl.net) • Ready Math i-ready_essa_brochure_2017.pdf (ectacfl.net)

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 03/03/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<ul style="list-style-type: none"> • Guided Reading/Strategy groups (Irene C. Fountas & Gay Su Pinnell, Guided Reading) • Balanced Literacy Approach- Guided, differentiated reading groups, Making Meaning comprehension strategies and individual conferring, use of Book Room resources, intentional read aloud with shared reading opportunities, use of quality mentor texts, readers workshop tubs, reading response journals (Routman, 2003).

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 LEA will determine interventions and personalized learning plans for students attending summer learning/enrichment based on data using high-quality assessments, such as diagnostic and formative assessments that provide timely information to help educators know where to focus for particular students. These interventions include iReady Math and ELA Assessments, Fountas and Pinnell Benchmarking, Next Steps Forward in Guided Reading Assessments (Jan Richardson), and the Social, Academic and Emotional Behavior Risk Screener (SAEBRS), in combination with teacher developed assessments focused on prioritized standards that were determined at each grade levels and for each subject area.

The District will report at the end of the summer learning/enrichment program to the Board of Education on the progress of action plans at both the District and at the building levels. These reports will include data the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports using the SAEBRS data for Social Emotional Learning, Fountas and Pinnell or the Next Steps in Guided Reading Benchmarking for ELA (Grades K-5), iReady Benchmarking for ELA (Grades K-5) and Math (Grades K-8), Achieve Benchmarking in grades 6-12 in ELA and 9-12 in Math. The LEA is also utilizing district created interim assessments, data on chronic absenteeism, parent attendance at Student Support Team Meetings and Parent-Teacher Conferences (K-8), and Student Staffing meetings (grades 9-12). These evaluation occur both during the school year and during summer programming.

Students reports will be sent home to families at the end of the 5-week summer learning/enrichment program. Professional Learning Teams will meet weekly during summer learning/enrichment, evaluating student progress within identified needed supports. Written notifications of support changes are provided to all parent/guardians.

Any needed changes will be communicated to through reports to the Board of Education at monthly meetings, whose minutes are available on the District website. If adjustments to the summer learning/enrichment strategies plan are needed additional stakeholder input will be gathered in order to decided best steps moving forward to assist the community.

Translation and interpreter services are provided to all families who require information in a language other than English. Information on the LEA’s progress and parent/guardian engagement is share through email, personal phone calls, the District website, and the District’s communication service.

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

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 03/03/2022

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	207941
Anticipated Number of Students Served	685
Anticipated Number of Schools Served	2

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.**

FS10_Budget_Excel ARPESSER2 Summer Programming.xls
summer programming fs10.pdf

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

Budget_Narrative ARPESSER2 State Summer Programming.docx