

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

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Background Information

CALEDONIA-MUMFORD CSD - 240201040000

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 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**.

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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Introduction/Instructions - Submission Instructions

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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	Jeremy Nardone	jnardone@cal-mum.org	12/16/2021
LEA Board President	John Bickford	jbickford@cal-mum.org	12/16/2021

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ARP-ESSER State Reserve: Consultation

1. **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.

During an in person and live streamed Board of Education meeting, the District presented to the community the ARP funding and on the various ways the funding could be used as well as our initial plan for ARP funding. These meetings were posted on the District’s website and social media accounts. In addition to making presentations, staff, community members, administrators, teachers, students and other stakeholders representing the interests of children with disabilities, English learners and children experiencing homelessness, children in foster care and other underserved students were given the opportunity to provide input into the plan through a ThoughtExchange. The responses from this survey were then compiled and reviewed by the District’s Administrative team as well as the Board of Education and finalized into the districts ARP Plan.

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.**

www.cal-mum.org

Once the application has been approved, the plan will be uploaded to the URL listed above. In addition, we will have the plan available for any community member who wants a copy. Any such requests will be mailed or made available for pick up at District Office.

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.**

The district continues to provide ongoing engagement with families through formal communications such as letters from the district and buildings and utilizes social media and our district website to inform the community about academic programs that support student learning. In addition, parent conferences, student report cards, access to the Schooltool Portal (student management system) are utilized to provide families with on-going information about student progress. The district implements a Response to Intervention approach that systematically identifies students in need of additional academic/behavioral/social-emotional support. Our plan includes research-based practices associated with our core instructional program (Tier 1), data-driven identification of students in need of Tier 2 and Tier 3 levels of intensive, targeted support. In order to further support students’ success, we enhanced our RTI approach to include the identification of students in need of school recovery due to COVID-related instructional interruptions. Our plan for learning recovery includes the identification of students during Tier 1 instruction and providing them with extended learning opportunities beyond the traditional school day.

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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.**

LEA will utilize district testing data and behavioral specialist, psychologist, and teacher observations to determine the social, emotional, mental health and academic needs for all students, including, but not limited to, those disproportionately impacted by the COVID-19 pandemic, such as low income families, English Language Learners, children with disabilities, and homeless, 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 district's SEL Survey for Social Emotional Learning (Grades K-12), Foutnas and Pinnell Benchmarking (Grades K-8), iReady Benchmarking for Reading and Math (Grades K-8), Regents exams 9-12 and district created interim assessments. We are also collecting data on chronic absenteeism and providing interventions to families based on our data. 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.

We have found that in order to best support our students we will need to secure at least 3 academic interventionists at the K-5 level, create and hire a district-wide Social Worker and continue to employ and support our students by securing a full time counselor in the elementary, middle and high school.

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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

- 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.**

LEA determined that Academic Intervention Services (AIS) would assist students who have been determined to need assistance in recovering grade level skills due to the loss of time during the COVID-19 pandemic. LEA determined that students would be identified using the district's approved Response to Intervention (RTI) process. LEA selected evidenced based interventions using multiple stakeholders as part of the RTI planning process which included, teachers, counselor, administration, parent and school psychologist. Students are selected by an RTI Team and placed within a 3 tier process based on multiple data points. The decision of the RTI Team, after careful review of the following evidence/data, will determine RTI qualification and level of service. The following will be considered in this review:

- NYS Assessments
- iReady Assessments / data
- Teacher provided data
- Report card grades
- Fountas and Pinnell running reading records
- Any other pertinent data

Level of services will be determined by consensus of the Response to Intervention team after review of evidence/data listed above. Students will be progress monitored continually and receive individualized instruction assistance for their identified areas of growth.

In order to address the impact of lost instructional time, the LEA has identified a need to continue employment of 3 full time Intervention Specialists servicing students Kindergarten through Grade 10, in order to provide students with the individualized instruction needed to address recovering grade level skills due to the COVID-19 pandemic. The 3 Intervention Specialists provide AIS 100% of their contract time with students.

- 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
Other Evidence-Based Intervention (Tier I, II, III, or IV)	645,814	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students	A proactive approach for identifying potential students in need of academic intervention services is employed at the elementary level. A team of certified reading and elementary teachers works to provide support for all students in the Elementary School and Middle/High School through a Response-to-Intervention model. Three times a year, classroom teachers and the Response-to-Interventions team meet to discuss benchmark student data and assess growth. The team includes classroom teachers, school administrator, Rtl

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	<p>Coordinator, and all support adults for that classroom. These teams provide teachers with research-based strategy support for students who need more focused strategy work to succeed in literacy and mathematics. The team works closely together to assess academic performance of students and employs appropriate additional support. Students in grades K-5 receive their support in a variety of ways (i.e., WIN Time, push in/ pull out in small groups) depending on the level of support indicative of the student's need to meet NYS standards. Most students who receive AIS interventions in reading , mathematics or both for 45 minutes Monday through Friday.</p> <p>The following research based interventions have been selected to best support the students in recovering grade level skills due to a loss of instructional time:</p> <p><u>Leveled Literacy (K-5)</u> <i>The Fountas & Pinnell Leveled Literacy Intervention System(LLI)</i> is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of <i>LLI</i> is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The <i>LLI</i> systems are designed to:</p> <ul style="list-style-type: none"> • Advance the literacy learning of students not meeting grade-level expectations in reading • Deepen and expand comprehension with close reading • Elevate the expertise of teachers • Increase reading volume by engaging students in large amounts of successful daily reading • Increase student engagement with books that build knowledge • Intervene with small groups of struggling readers to maximize growth • Meet the needs of struggling readers • Monitor student progress. <p>The What Works Clearinghouse and the National Center for Education Evaluation and Regional Assistance (NCEE) found <i>Fountas & Pinnell Leveled Literacy Intervention</i> to have a positive effect on general reading achievement and reading fluency based on a comprehensive review of available evidence. In the General Reading Achievement domain, the research indicated strong evidence of a</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>positive effect with no overriding contrary evidence. In the two studies that reported findings, the estimated impact of <i>LLI</i> on outcomes in the general reading achievement domain was positive and statistically significant for two studies, both of which meet WWC group design standards without reservations. The extent of the available evidence is medium to large and included 747 students in 22 schools. In the Reading Fluency domain, the research indicated evidence of a positive effect with no overriding contrary evidence. In the one study that reported findings, the estimated impact of <i>LLI</i> on outcomes in the reading fluency domain was statistically significant and substantively important.</p> <ul style="list-style-type: none"> • https://ies.ed.gov/ncee/wwc/InterventionReport/679 <p><u>Really Great Reading (K-5)</u> Really Great Reading recognizes the essential nature of phonemic awareness instruction in developing students' pre-decoding and decoding skills. All of Really Great Reading's programs include a major emphasis on instruction in and practice with phonological and phonemic awareness skills. Students receiving an intervention based using Really Great Reading will engage in one of the following lesson structures, Countdown, Blast, Boost or Blitz. Countdown lessons are noted to be playful and powerful scientifically-aligned foundational reading skill instruction for kindergarten. Blast lessons are noted to be exciting and engaging scientifically-aligned foundational reading skill instruction for 1st-grade students. Boost lessons are intensive and effective scientifically aligned foundational reading skill instruction for older students with gaps in their basic decoding skills. Blitz lessons help older students who are unable to effectively read complex text. Blitz is designed specifically for students who read less accurately than expected because they lack key foundational reading skills. The primary focus of the lessons is phonemic awareness, phonics concepts, and essential word-attack skills and the net effect of these lessons is faster and more accurate reading of complex text.</p> <ul style="list-style-type: none"> • https://www.reallygreatreading.com/research_successes • Whitepaper research:

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>https://www.reallygreatreading.com/sites/default/files/really_great_reading_foundational_reading_skills_instruction_for_beginning_readers_white_paper.pdf</p> <p><u>i-Ready (K-5)</u> Caledonia-Mumford has access to both digital and print resources to support student learning within the i-Ready platform for our students K-5. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready helps identify unfinished learning in reading and mathematics by providing detailed information on student performance through multiple lenses:</p> <ul style="list-style-type: none"> • Grade-level placements for every student • National norms and historical benchmarks • Ambitious growth goals to help every learner reach grade level <p>i-Ready has programs that are ESSA evidence based and are proven to work to address unfinished learning.</p> <ul style="list-style-type: none"> • One-on-one skill building through personalized online lessons • Supplemental programs that facilitate teacher-led, small group intervention • Core instruction for whole class, grade-level reading and mathematics <ul style="list-style-type: none"> • https://www.curriculumassociates.com/grants-and-funding/unfinished-learning • https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact <p><u>Camelot Learning Math Intervention Program (K-5)</u> Camelot Learning's curriculum is aligned with National Council of Teachers of Mathematics (NCTM) standards and the Common Core Curriculum, so that the lessons taught correlate to curriculum school systems. It is the intent of Camelot for children to build the skills necessary to become successful in their school environment, but also to build confidence in their learning experiences. Camelot Learning's lessons are designed to reach children of all learning styles, and developed in accordance with the multiple intelligences model of learning. Camelot Learning was designed to help all students,</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>especially reluctant learners, improve performance on standardized tests. In particular, math skills are targeted through experiential learning. Based on Gardner’s Multiple Intelligence model, the premise is that students who are not successful in traditional learning environments likely have dominant learning styles different from linguistic and logical intelligences which are the foundation of traditional educational. Focusing the curriculum on interpersonal, spatial, and kinesthetic learning styles, Camelot Learning reaches all students by building success into each lesson in the form of standards based assessments. Hands-on lessons not only help students learn essential skills needed to master math, but more importantly, students gain confidence in their ability to learn. Since traditional curriculum is based on linguistic and mathematical/logical intelligences, reluctant learners likely have alternate dominant learning styles. Those learning styles are the basis for instruction, connecting mastery of those skills to linguistic expression, bridging skill acquisition to improved performance on standardized tests.</p> <ul style="list-style-type: none"> • https://www.camelotlearning.com/why-camelot/methodology

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’s Response to Intervention Team provides support for a teacher as (s)he monitors the progress of struggling students to help determine the need for RtI. This team can recommend a variety of instructional and support intervention services or further testing for eligibility of these services. Such services may include, but are not limited to, counseling, occupational therapy, speech and language services, physical therapy, peer tutoring, and family intervention strategies. Referrals can be made to a variety of agencies. In addition to our Response-to-Interventions team the interventionist(s) and classroom teacher(s) meet on a regular basis to share strategy success and coordinate instruction. The LEA will remove students from additional support who have reached their objectives, and offer additional support for students who show future signs of regression. Students' families will be contacted regarding program changes as well as progress monitoring. Community stakeholders will be informed of any major revisions to the plan.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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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: 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.**

	Amount
LEA Allocation	645814
Anticipated Number of Students Served	800
Anticipated Number of Schools Served	3

- 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.**

ARP 5 Lost Instructional Time FS-10 Signed.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 ARP-5 Learning Loss.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 01/19/2022

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.

- 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.**

Caledonia-Mumford Elementary School is offering after school enrichment activities for students in grades Kindergarten through grade 5. The focus of these afterschool programs is around STEAM (Science, Technology, Engineering, Art and Mathematics) education. These experiences are intended to provide students with the opportunity to practice critical thinking and problem solving skills, improve student's ability to persevere through problem solving, collaborate and interact with others in order to develop social, emotional and leadership skills. As an LEA we were able to invest in a program that we currently do not have established in our current school day. Our after school STEAM programs run for 1.5 hours and are all facilitated by certified teachers. Creating this after school program is allowing us to provide all students with the opportunity to engage in additional learning opportunities that will support and transfer skills in all their core subject areas which continue to align to other initiatives by supporting all students and our overall mission at Caledonia-Mumford Central School District. Opportunities for STEAM instruction also offer exposure to manipulatives that otherwise may not be available to our students at home. Utilizing this investment for STEAM education will allow for our Title I funded school to continue supporting our students by using kinesthetic approaches to learning in order to continue overcoming barriers of learning basic math and reading skills by providing all learners with an additional opportunity to achieve educational excellence together. The STEAM investment also allows another opportunity to create cross curricular connections and incorporate our NYS Learning Standards in math, ela, science and social studies.

- 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
Curriculum-Aligned Enrichment Activities	129,167	<input 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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The following after school STEAM program investments have been made for our students: <u>Building / Engineering Program:</u> Students will be engaged in a read aloud that corresponds to the building challenge for the afternoon. Students will be using KEVA Planks and Rigamajigs to solve a building challenge. These challenges will elicit skills both academically and socially. <u>Lego Robotics:</u>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 01/19/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>Students will be working on teamwork, problem solving, and creativity.</p> <p>LEGO Education products are based on “constructivism.” This educational theory states that children learn best when they experience things firsthand and within a meaningful context. The curriculum, which is aligned to national standards, engages students to become more independent learners. The 21st-century skills they will develop include collaboration, communication, creativity, critical thinking, and problem solving. It creates a learning environment that fosters early understandings of reading, writing, mathematics, science, listening, and speaking.</p> <p><u>Virtual Reality Program:</u> Students in our Virtual Reality (VR) Program will learn how to use VR devices to explore virtual and augmented reality experiences. From visiting far-flung places across the world to swimming with sea lions, students will be able to discover the world outside of Cal-Mum and expand their knowledge of our global community.</p> <p><u>Art Club:</u> All projects will have an exploratory focus centering on media, skills, and/or concepts not taught in the regular K-5 art curriculum. This year’s projected theme will be focused on ceramics. Students will be working through the steps of creating using clay as the medium. Students will also be discussing the origin and history of ceramics as it relates to our geographic region.</p> <p><u>Creativity Club:</u> Students will be using playdoh , legos, construction paper and other supplies to explore shapes, space, position, numeracy, and storytelling in a fun, hands-on way. Students will develop an understanding of 2-D and 3-D shapes. Students will work on descriptive language skills through collaborative storytelling. Students will also gain a better understanding of community and the larger world. Students will have opportunities to also work collaboratively to build on communication, team building and leadership skills.</p> <p><u>Coding Program:</u> Students will be using Sphero’s to make</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				programmable robots. This coding program will encourage exploration, imagination, and perseverance through STEM and computer science. Students will also be exposed to other coding projects through websites and lessons created by the facilitator.

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 effectiveness of our after school programs will be monitored and evaluated by using the following tools: Social Emotional Survey - administered to all students in K-5 twice a year ; NYS grades 3 -5 ELA and Math Assessments ; NYS Grade 4 Science Assessment, K-5 Local Assessments such as, i-Ready, benchmark ELA and Math assessments.

Any changes will be communicated to our Board of Education as well as our Compact Team which both meet monthly. Our Compact Team is a group of stakeholders composed of parents, board members, administrators and teacher representatives. We also have a JR student council where communication to students will also be conducted.

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

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	129167
Anticipated Number of Students Served	400
Anticipated Number of Schools Served	1

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 01/19/2022

- 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.

ARP 1 After School FS-10 Signed.pdf

ARP 1 After School FS-10 Signed Updated.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 ARP-1 After School.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

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.

- 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.**

Caledonia-Mumford would like to offer a redesign of our current summer program in order to accommodate the impacts of pandemic instruction. The desired outcome of this institute is to maintain or improve our students' reading and math skills acquired during the past school year. Our current program offers an hour of explicit reading instruction for grades Kindergarten - Fifth Grade, 4 days a week for 5 weeks, by a certified teacher to small groups of students. The district would like to design the summer program to include mathematics and extend the program day to provide an additional hour to 3 hours of instructional time. Caledonia-Mumford's Summer Program is designed for students that have been identified as needing reading and or math improvement as a result of the Response to Intervention process. Our evidenced based interventions are those used in our current RTI intervention process. As a Title I school, we rely heavily on our academic intervention supports in order to bridge grade level gaps in reading and mathematics and find it imperative to continue these supports throughout the summer.

- 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
Other Evidence-Based Intervention (Tier I, II, III, or IV)	129,167	<input 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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The following interventions are used for students grades K-5. Prior to students entering summer school, the RTI team will meet and determine the best intervention for the student using a data driven approach. Leveled Literacy Intervention kits: https://www.fountasandpinnell.com/research/lli/ <i>The Fountas & Pinnell Leveled Literacy Intervention System(LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not</i>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>achieving grade-level expectations in reading. The <i>LLI</i> systems are designed to:</p> <ul style="list-style-type: none"> • Advance the literacy learning of students not meeting grade-level expectations in reading • Deepen and expand comprehension with close reading • Elevate the expertise of teachers • Increase reading volume by engaging students in large amounts of successful daily reading • Increase student engagement with books that build knowledge • Intervene with small groups of struggling readers to maximize growth • Meet the needs of struggling readers • Monitor student progress. <p>The What Works Clearinghouse and the National Center for Education Evaluation and Regional Assistance (NCEE) found <i>Fountas & Pinnell Leveled Literacy Intervention</i> to have a positive effect on general reading achievement and reading fluency based on a comprehensive review of available evidence. In the General Reading Achievement domain, the research indicated strong evidence of a positive effect with no overriding contrary evidence. In the two studies that reported findings, the estimated impact of <i>LLI</i> on outcomes in the general reading achievement domain was positive and statistically significant for two studies, both of which meet WWC group design standards without reservations. The extent of the available evidence is medium to large and included 747 students in 22 schools. In the Reading Fluency domain, the research indicated evidence of a positive effect with no overriding contrary evidence. In the one study that reported findings, the estimated impact of <i>LLI</i> on outcomes in the reading fluency domain was statistically significant and substantively important.</p> <p>Really Great Reading Phonic Interventions: https://www.reallygreatreading.com/sites/default/files/really_great_reading_foundational_reading_skills_instruction_for_beginning_readers_white_paper.pdf</p> <p>Really Great Reading recognizes the essential nature of phonemic awareness instruction in developing students' pre-decoding and decoding skills. All of Really Great Reading's programs include a major emphasis on instruction in and practice with phonological and phonemic awareness</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>skills. Students receiving an intervention based using Really Great Reading will engage in one of the following lesson structures, Countdown, Blast, Boost or Blitz. Countdown lessons are noted to be playful and powerful scientifically-aligned foundational reading skill instruction for kindergarten. Blast lessons are noted to be exciting and engaging scientifically-aligned foundational reading skill instruction for 1st-grade students. Boost lessons are intensive and effective scientifically aligned foundational reading skill instruction for older students with gaps in their basic decoding skills. Blitz lessons help older students who are unable to effectively read complex text. Blitz is designed specifically for students who read less accurately than expected because they lack key foundational reading skills. The primary focus of the lessons is phonemic awareness, phonics concepts, and essential word-attack skills and the net effect of these lessons is faster and more accurate reading of complex text.</p> <p>Math Camelot Learning Interventions: https://www.camelotlearning.com/why-camelot/methodology Camelot Learning’s curriculum is aligned with National Council of Teachers of Mathematics (NCTM) standards and the Common Core Curriculum, so that the lessons taught correlate to curriculum school systems. It is the intent of Camelot for children to build the skills necessary to become successful in their school environment, but also to build confidence in their learning experiences. Camelot Learning’s lessons are designed to reach children of all learning styles, and developed in accordance with the multiple intelligences model of learning. Camelot Learning was designed to help all students, especially reluctant learners, improve performance on standardized tests. In particular, math skills are targeted through experiential learning. Based on Gardner’s Multiple Intelligence model, the premise is that students who are not successful in traditional learning environments likely have dominant learning styles different from linguistic and logical intelligences which are the foundation of traditional educational. Focusing the curriculum on interpersonal, spatial, and kinesthetic learning styles,</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 01/19/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>Camelot Learning reaches all students by building success into each lesson in the form of standards based assessments. Hands-on lessons not only help students learn essential skills needed to master math, but more importantly, students gain confidence in their ability to learn. Since traditional curriculum is based on linguistic and mathematical/logical intelligences, reluctant learners likely have alternate dominant learning styles. Those learning styles are the basis for instruction, connecting mastery of those skills to linguistic expression, bridging skill acquisition to improved performance on standardized tests.</p> <p>i-Ready: https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact Caledonia-Mumford has access to both digital and print resources to support student learning within the i-Ready platform for our students K-5. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction. i-Ready helps identify unfinished learning in reading and mathematics by providing detailed information on student performance through multiple lenses:</p> <ul style="list-style-type: none"> • Grade-level placements for every student • National norms and historical benchmarks • Ambitious growth goals to help every learner reach grade level <p>i-Ready has programs that are ESSA evidence based and are proven to work to address unfinished learning.</p> <ul style="list-style-type: none"> • One-on-one skill building through personalized online lessons • Supplemental programs that facilitate teacher-led, small group intervention • Core instruction for whole class, grade-level reading and mathematics

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 01/19/2022

- 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 effectiveness of our school programs will be monitored and evaluated by using the following tools: attendance data ; progress monitoring reports; NYS grades 3 -5 ELA and Math Assessments ; K-5 Local Assessments such as, i-Ready, benchmark ELA and Math assessments. Any changes will be communicated to our Board of Education as well as our Compact Team which both meet monthly. Our Compact Team is a group of stakeholders composed of parents, board members, administrators and teacher representatives. We also have a JR student council where communication to students will also be conducted.

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

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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.

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- 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	129167
Anticipated Number of Students Served	400
Anticipated Number of Schools Served	1

- 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.

ARP 1 Summer Enrichment FS-10 Signed.pdf
 ARP 1 Summer FS-10 Signed Updated.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 ARP-1 Summer Enrichment.docx