

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

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Background Information

CHEEKTOWAGA-SLOAN UFSD - 140709030000

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 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 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	Wayne Drescher	wdrescher@cheektowagasloan.org	November 20, 2021
LEA Board President	Denise McCowan	dmccowan@cheektowagasloan.org	November 20, 2021

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

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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 District met with various teachers and other stakeholders to discuss the entire ARP grant funding, including the ARP ESSER Part 2 and the ARP State-Level Reserve Fund and how it could be spent. The meetings took place on the following days. We discussed the entire allocation and the individual requirements for spending across all COVID grants:

- May 17, 2021 – Student Support group (children experiencing homelessness, foster care, students involved in the Juvenile system, and other underserved students were discussed to ensure our funds would benefit these students. We do not have migratory students at Cheektowaga-Sloan UFSD).
- May 19, 2021 – Special Education Teachers Kindergarten through Grade 12 (needs of special education students and other underserved students were discussed to ensure funds would benefit these students)
- May 19, 2021 – JFK Middle School Grade Level Leaders
- May 21, 2021 – Principals of TR and WW Elementary Schools
- May 21, 2021 – AIS Teachers at JFK Middle School
- May 24, 2021 – Department Chairs at JFK High School
- May 26, 2021 – Principal and Assistant Principals at JFK High and Middle Schools
- May 26, 2021 – AIS Teachers Pre-Kindergarten through Grade 5
- May 26, 2021 – Grade Level Leaders Kindergarten through Grade 5
- June 1, 2021 – TESOL Teachers (needs of English Language Learner students and other underserved students were discussed to ensure funds would benefit these students)
- June 2, 2021 – Special Area Teachers

In addition to these meetings, the spending plan was reviewed at a public Board of Education meeting on June 22, 2021. The proposed spending plan was then posted on the District Website along with a survey to provide an opportunity for public comment by any interested stakeholder. Based on the input and recommendations from all District Stakeholders, the ARP ESSER funding plan was created.

The District will continue to assess its changing needs through the use of a variety of data sources, frequently but no less than every six months. We will consider quantitative data, such as New York State standardized tests, screening tools such as FastBridge, diagnostic tools, such as iReady, Fountas and Pinnell running records, and ELA and Math Common Formative assessment. We will also collect qualitative data such as climate surveys to parents, teachers, and students. If a shift in needs is identified, the District will reconvene small representative groups of stakeholders to gather information on how best to adjust spending and meet our newly identified needs.

We will have regular updates to the community at Board of Education meetings and continue to provide updates on our website. Finally, if a significant change is proposed to the plan, an opportunity to provide feedback will be offered through online surveys before a final decision is made.

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

<https://www.cheektowagasloan.org/Page/1436>

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- 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 will continue to support ongoing engagement with parents and families in a number of ways. We regularly collect community stakeholder input through Operoo surveys texted or emailed to our faculty, staff, students, and parents. Operoo is a digital forms website that translates materials into the selected languages of the receiving users. We continually update our website with information and provide the opportunity for members of the community who do not have texting or email access to take Operoo surveys on our website. In addition, we keep parents and families informed through robocalls, frequent text messages, Remind messages, principal newsletters, Board of Education meetings, and letters that are always texted and posted to our website. These communication methods often include contact information for administrators including phone numbers and email addresses.

Climate surveys are also completed multiple times a year. Whenever a survey for stakeholder input/feedback is administered, it is reviewed by the administrative team, and options are evaluated.

Regular five-week reports are sent home to inform parents and families of 6-12 grade students of the students' progress. Ten-week reports are sent home to students' parents and families in grades Pre-K to 5. The eSchool Data Parent and Student Portals are available to every family in the District. This portal allows families and students to review a student's progress on a daily basis. As grades are updated in the electronic grade book, students and families are able to have immediate feedback.

If FastBridge screening assessments show a student demonstrating a learning gap between themselves and the national norms and other supporting data is in evidence, they are selected for Response to Intervention services. Upon being selected for this service, parents and families are informed through a letter of their student's current performance level and updated on their progress as determined by norm-referenced screening materials.

Parent-teacher conferences are another way that we encourage families to come and learn about their child's performance and to communicate the family's knowledge about their child. These vital meetings allow us to make specific recommendations of the services that the District offers to families so that they can take advantage of services such as the Family Solution Center, support from counselors, and before and after school remediation sessions.

Finally, we have a social worker in each building in the District who contacts families who are experiencing homelessness or temporary housing situations and informs them of the services that we have available to them. Our McKinney-Vento liaison works closely with our families as well to provide them with services that will help their children be successful in school.

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

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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.**

As a community-eligible school district, Cheektowaga-Sloan Union Free School District has a high rate of poverty among its students and their families. Children living in poverty were impacted to a greater extent than students with families of means. Our Family Solutions Center focuses on finding and supporting McKinney-Vento-protected students, students in foster care, and low-income students. We give preference to students in this question's identified groups to the after-school and before-school programs, the summer school programs, and the services of the Family Solution Center, including ensuring our students of color have access and opportunities if they need extra support. For our students with disabilities and English Learners, we consult with the TESOL teachers, the special education teachers, and the Director of Special Education and Student Services to determine the needs of these students. Our District does not have any migratory students.

Our rigorous screening tools help us provide the greatest support to the students with the greatest needs. We screen every student in the District with a FastBridge created screening tool in ELA three times a year Kindergarten through grade12 and will be adding a Social/Emotional screening tool by FastBridge, called SAEBRS, in the near future. In addition to the screening tests, we have regular benchmark assessments that measure students' academic growth rates. Students who are provided academic support by our Response to Intervention program are also progress monitored on a weekly to biweekly basis through nationally-normed testing probes. This ensures that the support students receive is effective.

We have worked with our social workers, psychologists, guidance counselors, and principals to ensure that students and families with limited financial means are provided adequate technology to participate in all District academics. We provide every student in the District with a Chromebook and internet service (if the service in a student's place of residence is not adequate). We will be providing transportation for before and after-school programs and summer school to all interested students, ensuring that financial ability will not be a factor in whether a student participates in additional instruction.

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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

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

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

NYSED provided a list of research-based interventions and the Cheektowaga-Sloan Union Free School District selected comprehensive after-school programming and summer learning. During the 2020-2021 school year, our students were in a hybrid model of school. Towards the end of November in 2020, we had to go full remote until January 3, 2021. Finally, in April 2021, we were able to bring students back 4 days a week, but many students continued to be 100% remote. While we are back to 5 days a week, in-person instruction for 2021-2022, there has been a number of challenges that have made learning difficult. The social-emotional needs of our students, families, faculty, and staff are overwhelming. Students, especially in grades 6-12, have struggled to readjust to full-time school. Attendance continues to be a concern as students are missing more school than ever due to quarantining, COVID, and/or COVID-like symptoms. There is increased anxiety, depression, anti-social behavior, and students have many holes in their foundational skills. We believe one of the contributing factors to this environment is that many of our students' academic skills are so deficient they feel overwhelmed by the grade-level content being presented, causing them to act out. As a result, the implementation of a before/after school remediation program and summer school is critical. For both of these instructional settings, the District is utilizing differentiation and data-driven instruction (DDI) to meet students' unique needs. We will utilize pre and post-testing along with frequent progress monitoring to adjust and monitor each student's academic and social-emotional goals. The 5% allocation, or \$499,996, will be used in combination with other grants to provide a program to our students focused on remediation.

1. Summer School (Summer 2022 and Summer 2023):

The District will provide summer school to our most at-risk students and students struggling academically. Students that are considered high-risk will take priority when selecting students. The summer school will be offered in the summer of 2022 and the summer of 2023. The total cost of the summer school program is **\$679,787**. The 5% reserve will only fund a portion of this total cost.

• 1a) 5% State Level Reserve: TOTAL- \$399,196 Summer School Cost

\$50,000- Summer School Teachers' pay in summer 2022 (Code 15 professional Salaries)
 \$150,000- Summer School Teachers' pay in summer 2023 (Code 15 professional salaries)
 \$3,570- 2022 Summer School Supplies (Code 45 Supplies and Materials)
 \$3,570- 2023 Summer School Supplies (Code 45: Supplies and Materials)
 \$56- Voice recorder for ELL students (Code 45: Supplies and Materials)
 \$168,000- 2023 Transportation Costs (Code 40: Purchased Services)
 \$12,000- 2022, 2 Principals for summer school (Code 15: Professional Salaries)
 \$12,000- 2023, 2 Principals for summer school (Code 15: Professional Salaries)

• 1b) 1% State Reserve: Summer School- Total \$100,002 Summer School Cost

\$100,000 Teachers' pay in summer 2022 (Code 15 professional Salaries)
 \$2.00, 2022-2023 Pencils for Before/After School remediation program at the high school (Code 45: Supplies and Materials)

• 1c) CRSSA:- Total \$2,589 Summer School Cost

\$1,296- 2022 Summer School Supplies (Code 45 Supplies and Materials)
 \$1,293- 2023 Summer School Supplies (Code 45 Supplies and Materials)

• 1d) ARP ESSER 3- TOTAL: \$178,000 Summer School Cost

\$5,000- 2022 Summer Data Coordinator (Code 15 Professional Salaries)
 \$5,000- 2023 Summer Data Coordinator (Code 15 Professional Salaries)
 \$168,000- 2022 Transportation Costs (Code 40: Purchased Services)

2. Before/After School Remediation Program, 3 years (2021-2022; 2022-2023; 2023-2024):

The total cost of our before and after school program is **\$435,952**. The 5% reserve will only fund a portion of the total cost.

• 2a) 5% State Level Reserve: TOTAL \$100,800- Before/After School Remediation Program Cost

\$24,000- 2023-2024 Middle School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$24,000- 2023-2024 Woodrow Wilson Elementary School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$28,800- 2023-2024 Theodore Roosevelt Elementary School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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\$24,000- Leveled Literacy Intervention kits (Code 45 Supplies and Materials)

- **2b) 1% State Reserve: Before/After School- Total \$100,002 Before/After School Remediation Program Cost**

\$35,280, 2022-2023 High School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

\$35,280, 2023-2024 High School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

\$29,400 2021-2022 Middle School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

\$42,00, 2022-2023 Pencils for Before/After School remediation program at the high school (Code 45: Supplies and Materials)

- **2c) CRSSA:- Total \$42, 480 Before/After School Remediation Program Cost**

\$21,240 2021-2022 High School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

\$21,240 2022-2023 High School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

- **2d) ARP ESSER 3- TOTAL: \$192,670 Before/After School Remediation Program Cost**

\$44,200, 2021-2022 High School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

\$29,920, 2021-2022 Middle School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

\$28,200, 2022-2023 Middle School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

\$25,400, 2022-2023 Middle School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

\$25,500, 2021-2022 Theodore Roosevelt Elementary School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

\$25,500, 2022-2023 Theodore Roosevelt Elementary School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

\$13,950 Supplies for Before and After School program for 3 years (2021-2024) (Code 45: Supplies and Materials)

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
Comprehensive After School Programming	100,800	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	We will provide before and after school instruction to students who demonstrate learning loss from the pandemic and fall below grade-level expectations. The before and after school programs will be run at all buildings and all grade levels. Students qualify for the before or after school program if they are performing below grade level on nationally-normed FastBridge assessments, not meeting expectations of a class teacher as measured through local assessments and classwork, or express an interest in the before or after school instruction. Priority will be given to all populations that may be experiencing more challenges during COVID-19. This would include students with disabilities, ELL students, students experiencing homelessness, or in foster care. We do not have any migratory students at Cheektowaga-Sloan. The high school after-school program consists of 26 teachers instructing students two days a week for 11 weeks in the area of their certification. There are

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>three sessions per year, a fall, a winter, and a spring. This program runs from 2021-2024. Students' subject areas are Algebra 1, English 3, Living Environment, Earth Science, US History, and Global History.</p> <p>The middle school after-school program consists of 22 teachers instructing students two days a week for 11 weeks in the area of their certification. There are three sessions per year, a fall, a winter, and a spring. This program runs from 2021-2024. Subject areas provided to students are Math 6, ELA 6, Math 7, ELA 7, Math 8, and ELA 8.</p> <p>The Woodrow Wilson Elementary School after-school program consists of 22 teachers instructing students two days a week for 11 weeks in the area of their certification. There are three sessions per year, a fall, a winter, and a spring. This program runs from 2021-2024. Subject areas provided to students are Math 3, ELA 3, Math 4, ELA 4, Math 5, and ELA 5.</p> <p>The Theodore Roosevelt Elementary School before-school program consists of 16 teachers instructing students after school for two days a week for 11 in the area of their certification. There are three sessions per year, a fall, a winter, and a spring. This program runs from 2021-2024. Subject areas provided to students are Kindergarten Reading, Kindergarten Math, Math 1, ELA 1, Math 2, and ELA 2.</p>
<p>Summer Learning and Enrichment Activities</p>	<p>399,196</p>	<p><input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School</p>	<p><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 type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above</p>	<p>We will be providing summer school instruction to students who demonstrate learning loss from the pandemic and are determined to need remediation. The summer school programs will be run at the John F. Kennedy Middle/High School for students and the Woodrow Wilson Elementary School. The summer school will be available to all grade levels from kindergarten to 12 grade in the summer of 2022 and the summer of 2023.</p> <p>Students qualify for the summer school program if they are performing below grade level on nationally-normed FastBridge assessments, not meeting expectations of a class teacher as measured through local assessments and classwork, or if they or their family express an interest in summer school instruction. Priority will be given to all populations that may be experiencing more challenges during COVID-19. This would include students with disabilities, ELL students, students experiencing homelessness, or in foster care. We do not have any</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>migratory students at Cheektowaga-Sloan. The high/middle school program consists of 20 teachers instructing students four days a week within their area of certification. There will also be a principal, a summer data coordinator (shared K-12), and a nurse. The summer school session will last five weeks. Subject areas provided to students are Algebra 1, English 3, Living Environment, Earth Science, Us History, Global History, Math 6, ELA 6, Math 7, ELA 7, Math 8, and ELA 8.</p> <p>The Woodrow Wilson Elementary School summer school program consists of 10 teachers instructing students four days a week within an area of their certification and be available for students in kindergarten through fifth grade. There will also be a principal, a nurse, and a shared summer data coordinator. This program will also run for five weeks. Subject areas provided to students are Kindergarten Reading & Math, Math & ELA 1, Math & ELA 2, Math & ELA 3, Math & ELA 4, and Math & ELA 5.</p> <p>Transportation to and from school will be provided to all students who wish to take District provided transportation. This should ensure that transportation does not prevent students from attending regardless of their social or economic status.</p> <p>All summer school programs include at least one certified English language learning teacher, a certified special education teacher, and one teacher focused on social-emotional needs.</p>

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

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

The District will utilize FastBridge's Early Reading and Early Math assessments in kindergarten and first grade, FastBridge's adaptive math assessment in grades 2-8, and FastBridge' adaptive reading assessment in grades 3-12. These assessments will be given three times a year and will help determine the needs and measure the progress of all District students.

In addition to the Fastbridge assessments, the District has common formative assessments for ELA and Math that are based on the New York State learning standards. These assessments are given 3 times a year in each subject in grades 3- 8.

Fastbridge also offers a Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). This assessment will be utilized three times a year to identify and monitor students' social-emotional needs to ensure the correct students are identified for assistance. In addition, the counseling department has a needs assessment available online for all families to complete. If a family completes this form, our student support team coordinates services for our families in need. Once these students are identified, they will be monitored with SAEBSRS progress monitoring to make adjustments in the program based on screening results.

In grades K-8, the Fountas and Pinnell Running Record assessment is completed three times a year.

In addition to the FastBridge reading assessment, teacher-created assessments, Regent's exam scores, and classroom grades are used to determine which students may have gaps in foundational skills due to the COVID-19 pandemic.

In grades K-8, a RTI system is used to determine students who have foundational gaps due to the COVID-19 pandemic. If a student is determined to have gaps, they are selected to receive a research-based intervention, such as Leveled Literacy Intervention, SRA's Corrective Reading Program, and Phonics First.

High school students who are determined to have gaps in their foundational skills and knowledge will be referred to the Instructional Support Team. The instructional support team meets regularly and consists of counselors, teachers, student support personnel, and an administrator. The Instructional support team may recommend a variety of ways to support students who are demonstrating a gap in their foundational skills, such as visits to the Academic Learning Center (ALC), AIS services, or placement in the after-school program.

The District will use multiple data points in a data-driven instruction (DDI) model to differentiate instruction to meet students' unique needs. We will utilize pre and post-testing along with frequent progress monitoring to adjust and monitor each student's academic and social-emotional goals for both the comprehensive before and after school program and summer school.

This large collection of data will also be used to determine gaps in our programs and adjustments will be made as needed. This data will also be used to drive any adjustments to this spending plan.

Whenever changes or updates are made, we collect community stakeholder input through Operoo surveys texted or emailed to our faculty, staff, students, and parents. Operoo is a digital forms website that translates materials into the selected languages of the receiving users. We publicize all changes/updates of information on our website and provide the opportunity for members of the community who do not have access to the Operoo website to access surveys on our website.

We use multiple ways to communicate: District website, robocalls, frequent text messages, principal newsletters, Board of Education meetings, and letters that are always texted and posted to our website. We are a one-to-one school so all students have a Chromebook to check our website and access information. Our ELL population is generally small and our ESL teachers know their individual student's home languages. When we send a message out through our Operoo system, the message is translated to the language that the receiving party has selected when they set up their account. In addition, our ELL teachers translate all critical documents for their families and we offer translation services for all families when needed.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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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	499,996
Anticipated Number of Students Served	450
Anticipated Number of Schools Served	4

- 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.**

2.01.2022_ARP_ESSER_State_Reserves_FS10_Budget_5_-_499996_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.**

ARP Esser State Reserves- 5 Learning Loss Budget Narrative 12.13.2021.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School**

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

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

- 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.**

NYSED provided a list of research-based interventions and the Cheektowaga-Sloan Union Free School District selected comprehensive after-school programming and summer learning. For our comprehensive before/after school program, we will utilize tailored individualized instruction, which is an evidence-based initiative. Students' unique needs for their tailored individualized instruction will be determined through an analysis of multiple data points in a data-driven instruction (DDI) cycle. Teachers will use differentiation to provide small group or one-on-one instruction to students in our before and after-school remediation program. We will utilize pre and post-testing along with frequent progress monitoring to adjust and monitor each student's academic and social-emotional goals. Teachers will make adjustments to the instruction the students receive based on the progress monitoring data.

Each teacher will have a maximum of 10 students per class. As mentioned in greater detail below, multiple data points will be used to identify at-risk students. This, along with teacher recommendation, will allow us to select the 10 neediest students per grade level or subject to attend the before/after school program. Priority will be given to all populations that may be experiencing more challenges during COVID-19. This would include students with disabilities, ELL students, students experiencing homelessness, or in foster care. We do not have any migratory students at Cheektowaga-Sloan. The total cost for our before/after school program for three years (2021-2022; 2022-2023; 2023-2024) is **\$435,952**. The 1% allocation, or \$100,002, will be used in combination with other grants to fully fund the cost of our before/after school program.

1. 1% State-Level Reserve- Comprehensive After School Program: Total \$100,002 Before/After School Remediation Program Cost

\$35,280, 2022-2023 High School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$35,280, 2023-2024 High School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$29,400 2021-2022 Middle School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$42.00, 2022-2023 Pencils for Before/After School remediation program at the high school (Code 45: Supplies and Materials)

• 2a) 5% State Level Reserve: TOTAL \$100,800- Before/After School Remediation Program Cost

\$24,000- 2023-2024 Middle School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$24,000- 2023-2024 Woodrow Wilson Elementary School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$28,800- 2023-2024 Theodore Roosevelt Elementary School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$24,000- Leveled Literacy Intervention kits (Code 45 Supplies and Materials)

• 2c) CRSSA:- Total \$42,480 Before/After School Remediation Program Cost

\$21,240 2021-2022 High School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$21,240 2022-2023 High School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)

• 2d) ARP ESSER 3- TOTAL: \$192,670 Before/After School Remediation Program Cost

\$44,200, 2021-2022 High School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$29,920, 2021-2022 Middle School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$28,200, 2022-2023 Middle School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$25,400, 2022-2023 Middle School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$25,500, 2021-2022 Theodore Roosevelt Elementary School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$25,500, 2022-2023 Theodore Roosevelt Elementary School Teacher Salaries for Before/After school remediation program (Code 15: Professional Salaries)
 \$13,950 Supplies for Before and After School program for 3 years (2021-2024) (Code 45: Supplies and Materials)

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	100,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>For our comprehensive before/after school program, we will utilize tailored individualized instruction, which is an evidence-based initiative. We will provide before and after school instruction to students who demonstrate learning loss from the pandemic and fall below grade-level expectations. The before and after school programs will be run at all buildings and all grade levels. Students' unique needs for their tailored individualized instruction will be determined through an analysis of multiple data points in a data-driven instruction (DDI) cycle. Teachers will use differentiation to provide small group or one-on-one instruction to students in our before and after-school remediation program. We will utilize pre and post-testing along with frequent progress monitoring to adjust and monitor each student's academic and social-emotional goals. Teachers will make adjustments to the instruction the students receive based on the progress monitoring data. Students qualify for the before or after school program if they are performing below grade level on nationally-normed FastBridge assessments, not meeting expectations of a class teacher as measured through local assessments and classwork, or express an interest in the before or after school instruction. Priority will be given to all populations that may be experiencing more challenges during COVID-19. This would include students with disabilities, ELL students, students experiencing homelessness, in the foster care or juvenile system. We do not have any migratory students at Cheektowaga-Sloan.</p> <p>The high school after-school program consists of 26 teachers instructing students two days a week for 11 weeks in the area of their certification. There are three sessions per year, a fall, a winter, and a spring. This program runs from 2021-2024. Students' subject areas are Algebra 1, English 3, Living Environment, Earth Science, US History, and</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
				<p>Global History.</p> <p>The middle school after-school program consists of 22 teachers instructing students two days a week for 11 weeks in the area of their certification. There are three sessions per year, a fall, a winter, and a spring. This program runs from 2021-2024. Subject areas provided to students are Math 6, ELA 6, Math 7, ELA 7, Math 8, and ELA 8.</p> <p>The Woodrow Wilson Elementary School after-school program consists of 22 teachers instructing students two days a week for 11 weeks in the area of their certification. There are three sessions per year, a fall, a winter, and a spring. This program runs from 2021-2024. Subject areas provided to students are Math 3, ELA 3, Math 4, ELA 4, Math 5, and ELA 5.</p> <p>The Theodore Roosevelt Elementary School before-school program consists of 16 teachers instructing students after school for two days a week for 11 weeks in the area of their certification. There are three sessions per year, a fall, a winter, and a spring. This program runs from 2021-2024. Subject areas provided to students are Kindergarten Reading, Kindergarten Math, Math 1, ELA 1, Math 2, and ELA 2.</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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

The District will utilize FastBridge's Early Reading and Early Math assessments in kindergarten and first grade, FastBridge's adaptive math assessment in grades 2-8, and FastBridges, adaptive reading assessment in grades 3-12. These assessments will be given three times a year and will help determine the needs and measure the progress of all District students.

In addition to the Fastbridge assessments, the District has common formative assessments for ELA and Math that are based on the New York State learning standards. These assessments are given 3 times a year in each subject in grades 3- 8th.

Fastbridge also offers a Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). This assessment will be utilized three times a year to identify and monitor students' social-emotional needs to ensure the correct students are identified for assistance. Once these students are identified, they will be monitored with SAEBSRS progress monitoring to make adjustments in the program based on screening results.

In grades K-8, the Fountas and Pinnell Running Record assessment is completed three times a year.

In addition to the FastBridge reading assessment, teacher-created assessments, Regent's exam scores, and classroom grades are used to determine which students may have gaps in foundational skills due to the COVID-19 pandemic.

In grades K-8, a RTI system is used to determine students who have foundational gaps due to the COVID-19 pandemic. If a student is determined to have gaps, they are selected to receive a research-based intervention, such as Leveled Literacy Intervention, SRA's Corrective Reading Program, and Phonics First.

High school students who are determined to have gaps in their foundational skills and knowledge will be referred to the Instructional Support Team.

The instructional support team meets regularly and consists of counselors, teachers, student support personnel, and an administrator. The Instructional support team may recommend a variety of ways to support students who are demonstrating a gap in their foundational skills, such as visits to the Academic Learning Center (ALC), AIS services, or placement in the after-school program.

The District will use multiple data points in a data-driven instruction (DDI) model to differentiate instruction to meet students' unique needs. We will utilize pre and post-testing along with frequent progress monitoring to adjust and monitor each student's academic and social-emotional goals for both the comprehensive before and after school program and summer school.

This large collection of data will also be used to determine gaps in our programs and adjustments will be made as needed. This data will also be used to drive any adjustments to this spending plan.

Whenever changes or updates are made, we collect community stakeholder input through Operoo surveys texted or emailed to our faculty, staff, students, and parents. Operoo is a digital forms website that translates materials into the selected languages of the receiving users. We publicize all changes/updates of information on our website and provide the opportunity for members of the community who do not have access to the Operoo website to access surveys on our website.

We use multiple ways to communicate: District website, robocalls, frequent text messages, principal newsletters, Board of Education meetings, and letters that are always texted and posted to our website. We are a one-to-one school so all students have a Chromebook to check our website and access information. Our ELL population is generally small and our ESL teachers know their individual student's home languages. When we send a message out through our Operoo system, the message is translated to the language that the receiving party has selected when they set up their account. In addition, our ELL teachers translate all critical documents for their families and we offer translation services for all families when needed.

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

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ARP-ESSER State Reserves - Comprehensive After School

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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	100,002
Anticipated Number of Students Served	400
Anticipated Number of Schools Served	4

- 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.

2.01.2022-ARP_ESSER_State_Reserves_FS10_1_-_After_School_SIGNED.pdf

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

ARP Esser State Reserves- 1 Before school Program Budget Narrative 12.13.2021.pdf

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.**

NYSED provided a list of research-based interventions and the Cheektowaga-Sloan Union Free School District selected comprehensive after-school programming and summer learning. For our summer school program, we will utilize tailored individualized instruction, which is an evidence-based initiative. Students' unique needs for their tailored individualized instruction will be determined through an analysis of multiple data points in a data-driven instruction (DDI) cycle. Teachers will use differentiation to provide small group or one-on-one instruction to students in our before and after-school remediation program. We will utilize pre and post-testing along with frequent progress monitoring to adjust and monitor each student's academic and social-emotional goals. Teachers will make adjustments to the instruction the students receive based on the progress monitoring data. At the mid-way point of the summer school program, the principals and the teachers will meet to reflect on students' progress. Adjustments, if needed, will be made to the instruction and program based on the progress monitoring data.

Each teacher will have a maximum of 12 students per class. As mentioned in greater detail below, multiple data points will be used to identify at-risk students. This, along with teacher recommendation, will allow us to select the 12 neediest students per grade level or subject to attend summer school. Summer school is only one facet of a multi-pronged approach to close student gaps and improve performance. We are also providing a before and after school program. In addition, during the regular school year, the District has an RTI program in grades K-8 which is used to determine students who have foundational gaps due to the COVID-19 pandemic. If a student is determined to have gaps, they are selected to receive a research-based intervention, such as Leveled Literacy Intervention, SRA's Corrective Reading Program, or Phonics First.

The total cost for our 2022 Summer School and 2023 Summer School is **\$679,787**. The 1% allocation, or \$100,002, will be used in combination with other grants to fully fund the cost of our before/after school program.

1% State Reserve: Summer School- Total \$100,002 Summer School Cost

\$100,000 Teachers' pay in summer 2022 (Code 15 professional Salaries)

\$2.00, 2022-2023 Pencils for Before/After School remediation program at the high school (Code 45: Supplies and Materials)

• 1a) 5% State Level Reserve: TOTAL- \$399, 196 Summer School Cost

\$50,000- Summer School Teachers' pay in summer 2022 (Code 15 professional Salaries)

\$150,000- Summer School Teachers' pay in summer 2023 (Code 15 professional salaries)

\$3,570- 2022 Summer School Supplies (Code 45 Supplies and Materials)

\$3,570- 2023 Summer School Supplies (Code 45: Supplies and Materials)

\$56- Voice recorder for ELL students (Code 45: Supplies and Materials)

\$168,000- 2023 Transportation Costs (Code 40: Purchased Services)

\$12,000- 2022, 2 Principals for summer school (Code 15: Professional Salaries)

\$12,000- 2023, 2 Principals for summer school (Code 15: Professional Salaries)

• 1c) CRSSA:- Total \$2,589 Summer School Cost

\$1,296- 2022 Summer School Supplies (Code 45 Supplies and Materials)

\$1,293- 2023 Summer School Supplies (Code 45 Supplies and Materials)

• 1d) ARP ESSER 3- TOTAL: \$178,000 Summer School Cost

\$5,000- 2022 Summer Data Coordinator (Code 15 Professional Salaries)

\$5,000- 2023 Summer Data Coordinator (Code 15 Professional Salaries)

\$168,000- 2022 Transportation Costs (Code 40: Purchased Services)

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	100,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>We will be providing summer school instruction to students who demonstrate learning loss from the pandemic and are determined to need remediation. The summer school programs will be run at the John F. Kennedy Middle/High School for students in grades 6-12 and the Woodrow Wilson Elementary School for students in grades K-5. The summer school will be offered in the summer of 2022 and the summer of 2023.</p> <p>For our summer school program, we will utilize tailored individualized instruction, which is an evidence-based initiative. Each teacher will have a maximum of 12 students per class. As mentioned in greater detail below, multiple data points will be used to identify at-risk students. This, along with teacher recommendation, will allow us to select the 12 neediest students per grade level or subject to attend summer school. Teachers will use pre and post-assessments and data-driven instruction to set individual goals per student and will progress monitor these goals. Teachers will make adjustments to the instruction these students receive based on the progress monitoring data. At the mid-way point of the summer school program, the principals and the teachers will meet to reflect on students' progress. Adjustments, if needed, will be made to the instruction and program based on the progress monitoring data.</p> <p>For the K-5 summer program located at Woodrow Wilson Elementary School, we will have 1 principal, 1 summer data coordinator (shared k-12), 1 nurse, 1 teacher per grade level (K-5). We will also have an art teacher, music teacher, and physical education teacher. There will be 2 consultant teachers, 1 ELL teacher, and 1 Social Emotional Learning teacher.</p> <p>For the 6-12 summer program located at JFK Middle/High School, we will have 1 principal, 1 summer data coordinator (shared k-12), 1 nurse, 1 art teacher, 1 music teacher, and 1 physical education teacher. There will be 2 consultant</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				teachers, 1 ELL teacher, and 1 Social Emotional Learning teacher that will be shared with the middle school and high school summer school programs. For the middle school content areas, we will have 1 ELA and 1 Math teacher per grade level (6-8). For High School (9-12), we will offer Earth Science, Living Environment, Algebra 1, Geometry, and English 11. All teachers must be certified in the identified area to teach at summer school.

- 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 District will utilize FastBridge's Early Reading and Early Math assessments in kindergarten and first grade, FastBridge's adaptive math assessment in grades 2-8, and FastBridges, adaptive reading assessment in grades 3-12. These assessments will be given three times a year and will help determine the needs and measure the progress of all District students.

In addition to the Fastbridge assessments, the District has common formative assessments for ELA and Math that are based on the New York State learning standards. These assessments are given 3 times a year in each subject in grades 3- 8th.

Fastbridge also offers a Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). This assessment will be utilized three times a year to identify and monitor students' social-emotional needs to ensure the correct students are identified for assistance. Once these students are identified, they will be monitored with SAEBRS progress monitoring to make adjustments in the program based on screening results.

In grades K-8, the Fountas and Pinnell Running Record assessment is completed three times a year.

In addition to the FastBridge reading assessment, teacher-created assessments, Regent's exam scores, and classroom grades are used to determine which students may have gaps in foundational skills due to the COVID-19 pandemic.

In grades K-8, a RtI system is used to determine students who have foundational gaps due to the COVID-19 pandemic. If a student is determined to have gaps, they are selected to receive a research-based intervention, such as Leveled Literacy Intervention, SRA's Corrective Reading Program, and Phonics First.

High school students who are determined to have gaps in their foundational skills and knowledge will be referred to the Instructional Support Team. The instructional support team meets regularly and consists of counselors, teachers, student support personnel, and an administrator. The Instructional support team may recommend a variety of ways to support students who are demonstrating a gap in their foundational skills, such as visits to the Academic Learning Center (ALC), AIS services, or placement in the after-school program.

The District will use multiple data points in a data-driven instruction (DDI) model to differentiate instruction to meet students' unique needs. We will utilize pre and post-testing along with frequent progress monitoring to adjust and monitor each student's academic and social-emotional goals for both the comprehensive before and after school program and summer school.

This large collection of data will also be used to determine gaps in our programs and adjustments will be made as needed. This data will also be used to drive any adjustments to this spending plan.

Whenever changes or updates are made, we collect community stakeholder input through Operoo surveys texted or emailed to our faculty, staff, students, and parents. Operoo is a digital forms website that translates materials into the selected languages of the receiving users. We publicize all changes/updates of information on our website and provide the opportunity for members of the community who do not have access to the Operoo website to access surveys on our website.

We use multiple ways to communicate: District website, robocalls, frequent text messages, principal newsletters, Board of Education meetings, and letters that are always texted and posted to our website. We are a one-to-one school so all students have a Chromebook to check our website and access information. Our ELL population is generally small and our ESL teachers know their individual student's home languages. When we send a message out through our Operoo system, the message is translated to the language that the receiving party has selected when they set up their account. In addition, our ELL teachers translate all critical documents for their families and we offer translation services for all families when needed.

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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.

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	100,002
Anticipated Number of Students Served	275
Anticipated Number of Schools Served	4

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.

2.01.2022-ARP_ESSER_State_Reserves_FS10_1_-_Summer_School_100002_SIGNED 1.pdf

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

ARP Esser State Reserves- 1 Summer School Program Budget Narrative 12.13.2021.pdf