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ARP-ESSER State Reserves: Intent to Apply

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

**ARP-
ESSER
State
Reserves
Points of
Contact**

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	James Brennan	James_brennan@westiron.monroe.edu	12/16/21
LEA Board President	Ann Cunningham	Ann_cunningham@westiron.monroe.edu	12/16/21

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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.

We engaged a diverse and representative set of stakeholders through a multi-layered approach to receive feedback regarding this plan. First, we sent a survey home to all district families to help us prioritize the spending of the funds. We had nearly 600 families respond. Based on the survey, the highest priority area was academic instruction, interventions and supports. 90.2% of all respondents felt this was a high (32.7%) or highest (57.5%) priority. Other top priorities emerged were mental health supports (76.1%), social-emotional supports (75%) and professional development for staff (63.8%). Through the survey we asked families to describe specific needs of students, especially as it pertains to students with disabilities, English learners, and those students who have experienced trauma due to the pandemic. Some of the priorities identified directly from parents and staff included the following:

- - “Differentiated education environment and opportunities for multiple styles of learning”
 - “Adding additional staffing K-12 would help infrastructure and better support our kids especially as they return full-time instruction and in a pandemic”
 - “Start early and close the gaps while they are young. For example, don’t max out Integrated Co-taught classrooms when we can get them more help by splitting the numbers to put them in two classes instead of one. There needs to be room for the neediest kids to get the help that they so desperately need.”
 - “Making sure that children with IEP’s are receiving services that meet their needs.”

Based on this feedback, the K-12 Leadership team met several times to discuss appropriate supports tied to the needs identified. For example, the district cabinet, which includes Director of Special Education, Supervisor of Students Services (who oversees ENL instruction), Supervisor of Counseling, student wellness and equity, and all building principals, met October 13th, November 10th and November 18th to discuss data tied to student needs that had risen in our return to instruction through the first quarter of this school year. After the November 18th meeting, K-12 Leadership staff was asked to consider and identify the highest priority needs regarding academics, social-emotional and behavioral lenses. Principals, directors and supervisors were asked to meet with building and grade level band teams, ensuring representation of staff who works with ENL and special education students, to identify needs. Teams were then asked to complete a district created “Pandemic Resource Form” to help the district office members prioritize needs based on rationale. We asked teams to prioritize any needs to support students who have also demonstrated trauma due the pandemic in a variety of ways. Building, content and grade level teams then completed the forms by December 6th. On December 2nd, a list of tentative resources to utilize the funds on was shared at the Board of Education meeting to provide updates on progress and allow for time for any public comment or input from the Board of Education. On December 8th, the rationale and list of resources to be included in the grant were shared back with K-12 Leadership. On December 16th, a presentation was given to the Board of Education to help not only inform our Board of Education, but also any families, staff or community members who attended the board meeting or accessed the

recording on the board meeting on our district website.

- 2 In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds is/will be publicly posted.

For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

https://westirondequoit.org/departments/business_office/federal_funding
(https://westirondequoit.org/departments/business_office/federal_funding)

- 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.

We will support ongoing engagement with parents and families through a variety of venues. First, we will provide parents regularly updates with any of the services, interventions or support provided to students through the use of the stimulus funds. For example, any student who receives intervention services is provided regular progress reports via report cards and two letters sent home at the beginning and end of the year. The letters include the area of intervention, student goals and interventions put in place. Teachers and staff are also expected to regularly communicate with parents/guardians via email and telephone if there are additional concerns, needs and regarding ongoing progress. We will also utilize weekly and monthly communications at the building and district level regarding resources supported through stimulus funds. Each K-12 building sends home a weekly communication through Blackboard connect, and the district sends monthly communications through "In the Know." "In the Know" is communication delivered through S'more to help parents stay connected through all happenings in the district, even if it doesn't necessarily directly connect to their child. Through these modes of communication we will ensure individual student is progress, but also have the opportunity to communicate exactly how the funds support all of our students and the greater community towards closing learning gaps and helping students succeed. Throughout these communications, we will offer any parent or family member the choice of reaching out directly to building or district level administration or accessing our district webpage for more information.

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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.

Based on K – 12 participation, perception and outcome data sources (i.e. grades, attendance, referrals) that have been tracked across an array of structures (Instructional Support Teams, Problem Solving Teams, SES CSE and School Based Planning Teams). Our initial look at the data demonstrates there is an increase in need for support as a result of the COVID-19 pandemic. It should be further noted that these data points existed across the hybrid and remote learning models. Additional data points, including current mental health caseloads, CSE and CPSE referrals, disparities in data points across our student population (e.g. ELL and low SES students) exemplify a need for additional support. Explicitly, there is a need to provide supports that will support re-established routines, rebuilding of community, and remediate regression in social-emotional functioning. This may include assessing our needs and providing direct intervention across all grade levels, providing needed remedial support, and assisting families with pandemic assistance by connecting with community-based organizations. This is will also ensure equity across our population (including our English Language Learners, students with mental health needs and/or disabilities, and economically disadvantaged students), as it aims to address inclusion, social-emotional engagement, and “human capital.”

Through School Based Planning Teams (SBPT), all of the data described above will be monitored. SBPT’s typically meet once per week. Additionally, social, emotional, mental health, and academic needs of students receiving services tied directly through stimulus funds, will be closely monitoring 2-3 times per year at “Pandemic Resource Check Ins.” These check ins will provide opportunity to monitor appropriate data based on rationale, intended outcomes and success criteria identified when the resource approved via the district process.

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Version: 2.9.0.0

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

- 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.

We are spending the largest amount of our allocation towards addressing the impacts of lost instructional time. We decided to dedicate the allocation towards staff who can have a direct and meaningful impact on our students through research-based interventions. Below outlines intervention supports, as well as the data to support the decision and how it connects to other initiatives.

The first area we are supporting through this allocation is the addition of staffing to support direct student academic intervention through tailored/individualized acceleration. We have identified a need at Rogers and Southlawn Schools. Both schools in a typical year have required more support, however, post-pandemic we are seeing an even greater increase. The needs in Southlawn this year far exceeded what was anticipated. For instance, in K, 23 students qualify for a Tier 3 pull, however, only 13 are able to receive that service. Similarly, in 1st, 19 students qualify for a Tier 3 pull, however only 9 are able to receive that service. The teachers and interventionist are working creatively and tirelessly to provide the additional 10 students in both K and 1 with the necessary instructional supports, but a 2nd interventionist would ensure that all students in need of small group, targeted directed instruction are receiving it. The addition of a 1.0 FTE interventionist at these buildings would help us build upon the CRRSA allocation of 1.0 FTE across the two buildings. This way there would be a full 1.0 intervention teacher at each building instead of one shared staff.

Another area that has demonstrated a need is in being able to better implement restorative practices with our 7-12 students. The recent quarter 1 dashboard continues to support the need for executive functioning and planning for homework and study time. The Youth Advocate will be able to pop into classes, provide praise and support for the desired behaviors and continue to support relevant relationships and connections needed when students struggle. The Youth Advocate spends time developing relationships with the students who are struggling and ask for help in the least kind ways. This person provides a safe space to work through frustrations and emotions. This position would be in addition to the trained Youth Advocates we have already hired as a district to support our restorative practices initiative.

The last intervention area we would like to address is trauma informed practices. With the addition of behavior specialists at most buildings, we will be better able to support students in acquiring social and emotional skills to be productive and contributing members of their school community, as well as transitions from remote learning, home schooling and a return to five full days of in-person instruction. In alignment with our current practices, these supports will be able to specifically address Tier-II and Tier-III levels of need identified from our data points to help students rebuild relationships and expectations, including access to remedial social, emotional, and behavioral supports. This provides us an opportunity to intervene with social, emotional and behavioral trauma caused by the ongoing pandemic. It is in alignment with our district focus on the whole child.

- 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
Restorative Practices	22,995	☐ Primary ☐ Elementary ☒ Middle School ☒ High School	☒ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	The recent quarter 1 dashboard continues to support the need for executive functioning and planning for homework and study time. As we continue to get to know our students at a deeper level, they are sharing stressors. Our hall sweeps also support the need for students to have a consistent positive check in. The Youth Advocate will support more time for the Youth Advocate to pop into classes, provide praise and support for the desired behaviors and continue to support relevant relationships and connections needed when students struggle. The Youth Advocate spends time developing relationships with the students who are struggling and ask for help in the least kind ways. This person provides a safe space to work through frustrations and emotions. The Youth Advocate also supports social-emotional growth as they collaborate with the school counselor, AP and social worker and lead students through prompts to think through their actions in stressful situations. The YA and student can then plan for supports needed and create a plan for success. This plan is then revisited weekly to develop goals and success. This will cover a partial cost of the Youth Advocate.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	175,000	☐ Primary ☒ Elementary ☐ Middle School ☐ High School	☒ All Students ☒ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				This proposal advocates that the current interventionist who is split between Southlawn and Rogers be housed purely in Rogers and that another interventionist position is created to support Southlawn students' needs. The needs in Southlawn this year far exceeded what was anticipated. For instance, in K, 23 students qualify for a Tier 3 pull, however, only 13 are able to receive that service. Similarly, in 1st, 19 students qualify for a Tier 3 pull, however only 9 are able to receive that service. The teachers and interventionist are working creatively and tirelessly to provide the additional 10 students in both K and 1 with the necessary instructional supports, but a 2nd interventionist would ensure that all students in need of small group, targeted directed instruction are receiving it. This is also true in grade 2, where there are 3 students whose needs are so severe, they would typically receive 1:1 Tier 3 pull out support, but due to the limited availability of the interventionist, they have to be pulled within a group. Additionally, in order to meet the most intensive needs for 4th grade Rogers, the interventionist is pulling 8 students during one group and 10 during another, as compared with groups of 5 or 6 for grades 5 and 6 where there is another interventionist to support. Moreover, there are students in the 4th grade who would typically qualify for the Tier 3 pull, but due to limited

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				3 pull, but due to limited availability of staff, students are unable to receive that service.
				Adding an additional interventionist to the Southlawn would enable the interventionist currently split between the two buildings to devote her attention to Rogers. Both buildings would then be able to accommodate all of the reading needs of our students.
				As a result, Tier 3 pulls would be available to all students to qualify, and the structure of those groups would be directly designed to meet the needs of those specific students. This will lead to more Tier 3 students being exited over the next couple of years, as well as reading gaps being closed before they enter Dake Junior High, leading to a stronger chance of academic success in students' secondary educational experiences.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Trauma Informed Practices	1,056,000	☐ Primary ☒ Elementary ☒ Middle School ☒ High School	☒ All Students ☒ Students with Disabilities ☒ English Learners ☒ Students Experiencing Homelessness ☒ Students in Foster Care ☒ Migratory Students ☒ Students Involved with the Juvenile Justice System ☒ Other Underserved Students None of the Above	

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				K – 6 Behavior Specialist: - At this level, the proposed position would again allow for direct intervention with students, while also managing consultation and community access for families across K-3 schools and at each 4-6 building. This will allow for consistent points of contact and case managers for students who are demonstrating a higher level of need due to trauma sustained during the pandemic. 7 – 12 Behavior Specialist - The presence of this position would compensate for testing needs at the high school due to the increased CPSE referrals during the pandemic, which moved from the average 30 annual referrals over the past 10 years, to over 70 this year. A school psychologist could support managing new referrals and re-evaluations at the secondary level, while a social worker could student re-entry, access to community supports, and transition across both buildings. Either position would account for direct support of students, staff, and families, as well as indirect consultation.

With the addition of

**Planned
Intervention(s)**

**Investment
(\$)**

**Grade Levels
Served**

Student Groups

behavior specialists at most buildings, we will be better able to support students in acquiring social and emotional skills to be productive and contributing members of their school community, as well as transitions from remote learning, home schooling and a return to five full days of in-person instruction. In alignment with our current practices, these supports will be able to specifically address Tier-II and Tier-III levels of need identified from our data points to help students rebuild relationships and expectations, including access to remedial social, emotional, and behavioral supports. In addition to direct student support, these providers will be able to consult and collaborate with staff, administration, and families to access outside supports, provide any needed professional development, and ensure sustainability.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	280,000	☐ Primary ☒ Elementary ☐ Middle School ☐ High School	☐ All Students ☒ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				Colebrook ICT 2 began the year with 11-12 students. The increase in the current class size has resulted from the addition of new entrants and new referrals to CSE. In addition, there were 9 students from this cohort of students who were learning remotely for some or all of the 2020-21 school year. In addition to the Students With Disabilities (SWD), the general education students who are returning from remote learning have significant needs as well. For example, at our Winter Benchmarks, 5 general education remote students, who will return to Colebrook second grade next year, scored in the intensive strategic range. This means their reading fluency was significantly below grade level. While the number of students falls within the NYS regulations of up to 12 SWD's in the classroom, the needs connected to remote learning and the areas of disability range dramatically across academic and social/emotional targets, and merit consideration for additional split. Brookview ICT 3 also began the year with 11-12 students. The needs of the class are impacted by the remote learners connected to Covid-19. There were 5 special needs students of the 12 in the ICT who selected to start and spend most of the school year in remote instruction. While there was both a remote general and special education teacher, the frequency in which both teachers could attend to the needs of the special

**Planned
Intervention(s)**

**Investment
(\$)**

**Grade Levels
Served**

Student Groups

education students was not comparable to what they would have been able to receive if in-person. There were 10 students from this cohort of students who were learning remotely for some or all of the 2020-21 school year. In addition to the Students with Disabilities (SWD) who were remote, general education students returning from remote learning have significant needs as well. For example, at our Winter Benchmarks, 3 general education remote students, currently in Brookview third grade, scored in the intensive strategic range. This means their reading fluency was significantly below grade level. While the number of students falls within the NYS regulations of up to 12 SWD's in the classroom, the needs connected to remote learning and the areas of disability range dramatically across academic and social/emotional targets, and merit consideration for additional split.

With the addition of an Integrated Co-Taught Teacher to these grade levels, the intended outcome is to support the whole child. This means students in the ICT classrooms would get academic support through the additional teacher to provide targeted, systematic instruction in the areas of reading, writing and math. It would allow for small groups in both second and third grade classrooms to stay with 5-6 students, which is best practice supported by research. It also allows for the intensity of instruction to be increased to support the

- 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 and 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.

We will use a variety of data to identify and monitor students needs as a result of the planned interventions and support. First, we will review our benchmark assessment data. We conduct benchmark assessments, utilizing Aimsweb, iReady and other phonics screeners, three times per year at the K-8 level. We hold reviews three times per year to understand where students are starting and the progress they will make after interventions and supports are put in place. At the 7-12 level, we have created data dashboards which collect course, quarter, and assessment information. The dashboards also help us to break the data down by subgroups in order to best identify student needs. The dashboards also help us to monitor attendance and graduation requirements. Additionally, as per the application process that was instituted in support of these funds, any position or resource funded with these funds will be reviewed mid-year and then again at the end of the year in order to monitor progress towards the specific needs the resource addressed. For example, one of the areas in which we will utilize the funds will be to provide 1:1 and small group tutoring. We will monitor the use of these funds by tracking the impact on student achievement as they receive the additional support. We will also monitor the number of students entering and exiting interventions or social services K-12 to demonstrate gap closure and support provided prior to students entering special education services.

At least three times per school year, School Based Plan teams, will review resources provided to their building via use of the stimulus funds. They will then assess if there are any new data-based needs, with particular attention to students with disabilities, English learners, or any underserved students, to determine potential new supports. If a new support is identified, the team will either modify the current resource application or create a new application. The application will then be reviewed at the district level, and if found viable, a budget amendment will be completed so that student's can be best served.

As changes are to the program plan are identified, we will communicate via a multi-layered approach. Any changes which directly impact an individual or group of students will be communicated to their parents/guardians through regular reviews. Building level changes would be communicated via weekly principal communications and newsletters, as well as phone calls when appropriate. District level changes will be communicated at Board of Education meetings, as well as through our monthly "In the Know" s'mores, as well as through our Community Connections series (town hall-like zoom meetings), as applicable.

PLEASE NOTE: Ongoing efforts to examine the effects of a chosen activity, strategy, or intervention are required for activities which fall under the Tier 4 level of evidence as defined in the Background Information section of this application.

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

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

Office of ESSA-Funded Programs – Rm 320 EB
RE: ARP-ESSER Application - State Reserves
New York State Education Department
89 Washington Avenue
Albany, NY 12234

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

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

4

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

Planned Use of State-Level Reserve Funds	Amount
LEA Allocation	1533995
Anticipated Number of Students Served	3016
Anticipated Number of Schools Served	10

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.

FS-10 - ARP - Reserves - Learning Loss.pdf Uploaded: 12/23/2021 02:21:04 PM

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.

Narrative - Learning Loss.docx Uploaded: 12/23/2021 02:21:04 PM

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- Summer Learning and Enrichment (/sedmonitoring/survey-entry.htm?id=417847&pagelId=69813&sectionId=69802)

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.

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

For comprehensive after school program, we will allocate towards a K-12 intensive tutoring program. We have found that we are maximizing our Tiered instruction throughout the school day, yet still have a need to close learning gaps and provide even more tailored and individualized instruction to our students. By creating a high dosage tutoring program, across K-12, we will be able to support students in maximizing academic gains. Our students continue to demonstrate a need for additional academic support via our Fall benchmark assessments in both reading and math, as well as unit and common assessments given in classrooms and grade levels.

Through this program, we will be offering before and after school tutoring, after school drop-in sessions, and office hours to qualified students. Each grade level and building will have their own unique schedule to best accommodate our students. The program will utilize our own district staff to ensure alignment to our district curriculum and instruction. We may have the need to hire outside support if we are unable to fill positions from within.

Below each level of support is described by grade level band.

Grades K-6:

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| <ul style="list-style-type: none"> • Office Hours <ul style="list-style-type: none"> ◦ Offer office hours by grade level for extra support in reading and math. ◦ Can be held virtually via TEAMS or in-person with building approval ◦ Occurs either monthly or bi-monthly, depending on staffing. |
| <ul style="list-style-type: none"> • Before or After School Tutoring for Students <ul style="list-style-type: none"> ◦ Students identified through our building RtI process. ◦ Ideally, a classroom teacher or other staff member in the child's building provides tutoring. If a staff member at the student's building cannot be identified, building will work with Office of Instruction to identify a tutor. ◦ Occurs 1-3 times per week, based on student need. ◦ Can be before/after school or held virtually via TEAMS |

Grades 7-8:

- | |
|---|
| <ul style="list-style-type: none"> • Office Hour Drop-In Sessions <ul style="list-style-type: none"> ◦ Office Hours: Living Environment, Algebra, Level 1 Languages ◦ May be held virtually or in-person • After School Sessions <ul style="list-style-type: none"> ◦ Courses supported: Math, ELA, Science, Social Studies and World Languages ◦ Tuesday, Wednesday, Thursday 3:15pm-4:30pm ◦ May be held virtually or in-person |
|---|

Staff identified at the building level and ideally is a staff member who already works with the student. If building staff is unavailable, building will work with Office of Instruction to identify staff available to work.

- Before or After School Tutoring
 - Students identified through our building RtI process.
 - Ideally, a classroom teacher or other staff member in the child's building provides tutoring. If a staff member at the student's building cannot be identified, building with work with Office of Instruction to identify a tutor.
 - Occurs 1-2 times per week, based on student need.
 - Can be before/after school or held virtually via TEAMS

- 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
High Dosage Tutoring Programs	306,807	☐ Primary ☒ Elementary ☒ Middle School ☒ High School	☒ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	The program will be a combination of 1:1 & small group before and after school tutoring, office hours and drop-in sessions to support students. The program is meant to target specific student needs and close gaps. This will allow us to extend the K-12 program already in place through the use of ARP-ESSER, Part 2 funds through the month of June.

- 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.

We will monitor the K-12 intensive tutoring program through close progress monitoring. First, we have compiled a list of all students, K-12, who will be enrolled in the program. We created letters to be sent home to any child who qualified for tutoring or was identified through work between teachers and parents/guardians to notify of the supports any student will receive. We would also send a district wide communication regarding details of the program. Teachers and staff working with students to provide tutoring need to keep a record of their schedule and a general description of the supports provided. We will also monitor through intervention reviews, which occur three times per year, the progress of students in our math and ELA benchmarks. We will also compare the growth data of those receiving tutoring supports versus those students who are not.

As changes are to the program plan are identified, we will communicate via a multi-layered approach. Any changes which directly impact an individual or group of students will be communicated to their parents/guardians through regular reviews. Building level changes would be communicated via weekly principal communications and newsletters, as well as phone calls when appropriate. District level changes will be communicated at Board of Education meetings, as well as through our monthly "In the Know" s'mores, as well as through our Community Connections series (town hall-like zoom meetings), as applicable.

PLEASE NOTE: Ongoing efforts to examine the effects of a chosen activity, strategy, or intervention are required for activities which fall under the Tier 4 level of evidence as defined in the Background Information section of this application.

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.

Planned Use of State-Level Reserve Funds	Amount
LEA Allocation	306807
Anticipated Number of Students Served	3610
Anticipated Number of Schools Served	10

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.

FS-10 - ARP - Reserves - After School Programs.pdf	Uploaded: 12/23/2021 02:18:42 PM
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6 Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

Narrative - After School.docx	Uploaded: 12/23/2021 02:18:42 PM
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Survey Navigation

Introduction/Instructions (/sedmonitoring/survey-entry.htm?id=417847&sectionId=69808)

Assurances (/sedmonitoring/survey-entry.htm?id=417847&sectionId=79961)

ARP-ESSER State Reserves

- Intent to Apply (/sedmonitoring/survey-entry.htm?id=417847&pageId=69803&sectionId=69802)
- Consultation (/sedmonitoring/survey-entry.htm?id=417847&pageId=79966&sectionId=69802)
- Comprehensive Needs Assessment (/sedmonitoring/survey-entry.htm?id=417847&pageId=79969&sectionId=69802)
- Addressing the Impact of Lost Instructional Time (/sedmonitoring/survey-entry.htm?id=417847&pageId=69815&sectionId=69802)
- Comprehensive After School (/sedmonitoring/survey-entry.htm?id=417847&pageId=69814&sectionId=69802)
- Summer Learning and Enrichment

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.

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

For summer learning and enrichment, we would like to utilize the funds to support three major areas: K-6 1:1 or small group tutoring program to complement our already existing K-6 summer lab, which provides 3 weeks of instruction to classrooms of students in support of ELA and math, a comprehensive 7-12 summer school program, and an Entering Kindergarten Camp.

The K-6 summer tutoring would provide our most highly qualified staff to continue working with students they are working with during the school year through the K-12 tutoring program. This will support continuity of instruction and help fight summer regression that often occurs with our neediest students. It will be monitored through an intervention plan developed for each student and will include weekly progress monitoring through our intervention tools, such as Aimsweb or iReady.

7-12 summer tutoring and school would also strive to have highly qualified staff work with students who are in need of extra support, extension or credit recovery. We currently have students attend the locally offered BOCES summer school programs, however, the addition of the 7-12 summer tutoring and school would allow us to support an even larger number of students in a larger variety of contents and courses. This will be monitored through weekly progress monitoring of each support given, through credits earned by students attending and by monitoring the impacts the instruction has on student regression and ability to engage fully at the start of each school year by students enrolled in the tutoring or program.

Last, the Entering Kindergarten camp would be a program available for any student who qualifies through our district kindergarten screening process OR for any student who has not attended pre-school prior to entering kindergarten. The structure would be a 2-3 week bootcamp in which foundational literacy and math are addressed, but more importantly, the focus is on social/emotional skills to help our students be kindergarten ready. We have previously been able to offer a camp like this on a much smaller scale, however, disruptions caused by COVID have prevented us from being able to offer this over the past two summers. This would enable us to not only reinstate this camp but expand it to even more students. Staff would include a combination of general, special and ENL educators so that all student needs can be supported.

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

Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	120,000	☒ Primary ☒ Elementary ☒ Middle School ☐ High School	☒ All Students ☒ Students with Disabilities ☒ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	Staff to provide 1:1 and small group support for math/ELA intervention, as well as enrichment for a range of K-6 students, including special education and English Language Learners. Teachers and/or staff would work on student's specific intervention goals throughout the summer to ensure students were in an advantageous position heading into the next school year.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	120,000	☐ Primary ☐ Elementary ☒ Middle School ☒ High School	☒ All Students ☒ Students with Disabilities ☒ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	Staff to provide 1:1/small group support or work with students towards credit recovery, as well as Regents bearing courses. This may also provide an opportunity for enrichment support. This will serve a range of 7-12 students, including special education and English Language Learners. Teachers and/or staff would work on student's specific intervention goals throughout the summer to ensure students were in an advantageous position heading into the next school year.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Integrated Social Emotional Learning	66,807	☒ Primary ☒ Elementary ☐ Middle School ☐ High School	☒ All Students ☒ Students with Disabilities ☒ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	Staff to support an Entering K program for any entering kindergartner who qualifies through district screening process or who has not attended pre-school. Staff will provide 2-3 weeks of instruction focusing primarily on social/emotional and school ready skills, as well as foundational math and ELA skills.

- 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.

We will monitor all three programs through close progress monitoring. First, we have compiled a list of all students, K-12, who are or will be enrolled in the program. We created letters to be sent home to any student who qualifies for summer programs or was identified through work between teachers and parents/guardians to notify of the supports any student will receive. We will also monitor through intervention reviews, which occur three times per year, the progress of students in our math and ELA benchmarks. We will also compare the growth data of those receiving tutoring supports versus those students who are not. As stated before, we will monitor the impacts of the summer program by reviewing data such as benchmark assessments, attendance and course completion of students enrolled in these programs versus those who are not.

As changes are to the program plan are identified, we will communicate via a multi-layered approach. Any changes which directly impact an individual or group of students will be communicated to their parents/guardians through regular reviews. Building level changes would be communicated via weekly principal communications and newsletters, as well as phone calls when appropriate. District level changes will be communicated at Board of Education meetings, as well as through our monthly "In the Know" s'mores, as well as through our Community Connections series (town hall-like zoom meetings), as applicable.

PLEASE NOTE: Ongoing efforts to examine the effects of a chosen activity, strategy, or intervention are required for activities which fall under the Tier 4 level of evidence, as defined in the Background Information section of this application.

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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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.

Planned Use of State-Level Reserve Funds	Amount
LEA Allocation	306807
Anticipated Number of Students Served	1200
Anticipated Number of Schools Served	10

- 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.

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

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