



American Rescue Plan/Foundation Aid Plan

Cleveland Hill Union Free School District
July 1, 2021

Introduction

The Cleveland Hill Union Free School District received an allocation of \$3,610,139 in American Rescue Plan aid, of which \$1,282,028 must be utilized to address learning loss due to the COVID-19 pandemic. Additionally, the District received an additional School Foundation Aid increase of \$995,703. The District engaged a diverse set of stakeholders in the development of its plan. Students, teachers, support staff, BOCES liaisons, community partners, administrators and parents provided input and feedback during the development of the plan. The District has developed a plan that braids additional funding sources, such as IDEA grants, Mentor-Teacher Intern Program Grant, Full-Service Community Schools Grant and ESSA Consolidated funding.

Safe Return to In-Person Instruction

The District returned to full in-person instruction during April 2021. Prior to the COVID-19 Pandemic, the District replaced a substantial number of air handling units. This provided a greater exchange of air throughout the school day. The new system was also able to accommodate the NYSED recommended air filtration, which the district adopted. The additional foundation aid and ARP funds will be utilized by the district to continue to maintain and upgrade its HVAC systems to meet NYSED recommendations related to full in-person instruction. The District places the highest priority on student health and safety.

Maximizing In-Person Instruction Time

The Cleveland Hill High School has revised its master schedule for the 2021-2022 school year. This change is a reflection on the need for consistent contact with students. The four major content classes will be held daily, while most electives will meet every other day. This provides students with consistency and the teachers the ability to provide daily, systematic instruction.

The Cleveland Hill Elementary School will utilize additional foundation aid to add a part-time music teacher. This addition will provide flexibility during the day to increase instructional time in fourth and fifth grade. NYS Assessment data and classroom progress monitoring indicates student's need for additional time to be spent on foundational Math and ELA skills.

Educational Technology

The District has braided funding sources to fund a 1:1 initiative. All students have either a Chromebook or iPad. The ARP/Foundation Aid increase will be used to purchase additional document cameras, projection units and iPads. The iPads will be utilized for high school science lab work. Due to the

remote and hybrid learning models used, students missed hands-on opportunities to complete lab work.

Learning Loss/Achievement Gap

All three district buildings will provide after-school tutoring during the next three school years. The District's own teachers will be available to provide the tutoring. Students that are at risk for not meeting grade-level standards and students who have demonstrated learning loss will be targeted for this service. A late bus will be available to provide transportation home after the tutoring. The District will be braiding additional funding sources to provide after-school care opportunities for those students that require more comprehensive support. Additionally, the High School will provide credit recovery after-school. Providing credit recovery opportunities, rather than retention, is an evidence-based approach to preventing students from dropping-out.

The Cleveland Hill Elementary School will be implementing a multi-grade level math intervention program, ***Building Fact Fluency***. The intervention supports student's understanding of how number facts connect to a wide variety of mathematical situations, problems and contexts to build foundational knowledge. The Cleveland Hill High School will adopt a reading screener to identify students that are not meeting grade-level expectations for basic reading fluency and comprehension. The ***HMH Reading Inventory*** utilizes a Lexile framework to support college and career readiness. Identified students will receive support from staff trained through other funding sources in evidence-based reading intervention for high school students. Both the Cleveland Hill Elementary School and Cleveland Hill Middle School will utilize funding from ARP to purchase additional NYS learning standards aligned curriculum materials. These will increase the buildings robust programs to meet an increasingly diverse group of learners.

The Cleveland Hill Elementary School will add a Literacy Coach, whose role it is to provide leadership for the Elementary School's literacy program. They will help to create and supervise an ongoing staff development process that supports both the development and implementation of the ES literacy program. The Literacy Coach will have opportunities to provide after-school and summer learning opportunities for staff. Teacher in grades K-2 will participate in training and implementation of Phonics First. This is an Orton-Gillingham based program that is multisensory, systematic, structured, sequential, phonics-based, direct-instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic and ELL readers. The District will purchase twenty-four classroom kits and twenty-four self-paced training programs that staff can complete prior to the school year.

Each of the three district buildings have continuously assessed and monitored for learning loss. To that end, teachers in each building work in the summer and during the school year to make curricular, adjustments based upon content that was scaled back, provided in a fully remote model or that student are demonstrating below proficiency skills in. Each building will also allocate after-school or summer hours to curriculum development to address needs that have been created due to the COVID-19 Pandemic.

Social-Emotional and Mental Health

The District will utilize the additional funding to purchase an evidence-based counseling curriculum titles *Changemakers*. *Changemakers* utilizes **free-standing lessons** and **teaching practices** to promote social emotional learning (SEL) in students. The program offers differentiated curricula for grades Pre-K - 5th. Each grade level curricula contains 35-52 lessons (depending on the grade) organized into units relating to five overarching themes: Safe Relationships, Self-regulation, Awareness of Self, Understanding Others, and Changemaker.



Changemakers is an evidence-based curriculum that aligns with CASEL’s Social-Emotional Learning Framework.

Additionally, through its Full-Service Community Schools Grant, the District houses a community-based mental health counselor from Gateway Behavioral Health that can provide additional support to students who have experienced trauma due to the COVID-19 pandemic. The district currently employs one Board Certified Behavior Analyst. With the ARP

funds, the district will hire an additional Behavior Intervention Specialist dedicated to grades PK-5. Staff will be provided professional development after-school or in the summer on de-escalation strategies, classroom management and behavior management. The Behavior Intervention Specialist will proactively address students who are in crisis.

The Elementary School will receive training in ***The Responsive Classroom*** which is a CASEL SElect program aimed at creating safe, joyful, and engaging classrooms and school communities where students develop

strong social and academic skills and every student can thrive. It is a high-quality, evidence-based, well-designed classroom program that systematically promotes students' social and emotional competence and provides opportunities for practice.

Class Size Reduction

Utilizing the Foundation Aid Increase, the District is reducing the class size for one second grade classroom and one third grade classroom. According to district benchmark assessments and interim assessments, the 2020-2021 first and second grade cohorts demonstrated the largest gaps to meeting grade level standards and proficiency. The resulting reduction of classes size during Math and ELA instruction for those classrooms will allow more intensive instruction. The district has allocated a portion of the additional foundation aid to staff retention. Prior to the COVID-19 Pandemic, students in the Cleveland Hill UFSD enjoy lower class sizes in relation to Erie County districts. This will allow the district to maintain class ratios designed to meet student needs. Additionally, this will allow each building to accommodate social distancing if necessary.

English Language Learners/Students with Disabilities/Students Experiencing Homelessness

The American Rescue Plan funding will be utilized to hire two Explicit Direct Instruction Coaches. These coaches will provide professional development in evidence-based instructional strategies and programs that meet the needs of Students with Disabilities and English Language Learners. Additional time for after-school/summer coaching and professional development will be funded. All Special Education Teachers at the elementary level will receive Phonics First training and classroom kits. This is an Orton-Gillingham based intervention which is a multisensory, systematic, structured, sequential, phonics-based, direct-instruction approach to teaching learning disabled and dyslexic readers. The Cleveland Hill Special Education Department will be working with a consultant to identify evidence-based instructional practices that are specially designed to meet the instruction needs of students with disabilities. Other funding sources will be braided to secure those resources and provide professional development. The addition of an Elementary Behavior Intervention Specialist will support students with disabilities by providing proactive strategies, as well a function-based model of addressing behavior.