

**ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Background Information

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Page Last Modified: 11/02/2021

**Background Information**

CLEVELAND HILL UFSD - 140703020000

**Summary and Background Information**

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund.

The federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the [ARP ESSER Allocations Chart](#) (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved [ARP ESSER State Plan](#), NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

**RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.**

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

**Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

**Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence standards with reservations. The studies use large, multi-site samples. No

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other studies show that this strategy negatively impacts an outcome.

**Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

**Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the Federal Guidance on Evidence-Based Interventions. There are a number of resources available that identify research which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align with the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's ARP ESSER webpage and in the Document Library.

**Project Period**

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

**Project Number**

The project number stems for the three state-reserve programs are:

Fund Code	Project
5884-21-XXXX	ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time
5883-21-XXXX	ARP-ESSER 1% State-Level Reserve - Comprehensive After School
5882-21-XXXX	ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment

This number should be used on the appropriate FS-10 budget form.

**Submission Deadline**

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER State Reserve allocation returned to the United States Department of Education.

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Introduction/Instructions - Submission Instructions

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**Submission Instructions**

CLEVELAND HILL UFSD - 140703020000

**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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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.

**ARP-ESSER Application: State Reserves - ARP State Reserves**

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	Carolyn Robertson	crobertson@clevehill.org	12/17/2021
LEA Board President	Robert Polino	rpolino@clevehill.org	12/17/2021



**ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

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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.**

The district hosted a series of meeting with stakeholder groups, as well as utilizing parent surveys. The Assistant Superintendent met with the student counsel to gather feedback. Students generated ideas for use of funds based upon their perceived needs. Ideas were cataloged by category corresponding to ARP guidelines. Additionally, the Assistant Superintendent met with a cross-sectional group of staff, including teachers, teacher assistants, aides, maintenance, clerical, health staff, BOCES representatives and community based-organizations. As with the students, this group generated ideas based upon their perceived needs. These responses were cataloged by category corresponding to ARP guidelines. Lastly, parents were surveyed. The survey aligned with the ARP application categories. Parents were presented with both forced-choice and open ended responses. Approximately 20% of parents responded to the survey.

- 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.**

The plan will be posted on the district's website upon approval. The website URL is clevehill.org. If a copy of the plan is requested by any resident of staff member, the district will email it to them. If requested, we will provide a hard copy.

- 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 provide quarterly progress reports for students receiving intervention. Additionally there will be twice yearly in-person conferences with parents. Reading and Math AIS staff will share important strategies and tips for parents. The district's technology integrator will provide virtual opportunities for parents to learn how to utilize technology.

Twice yearly, parents will be surveyed. The survey will allow parents to articulate both social-emotional and academic needs. The district's website outlines the academic and emotional support available to students.

**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.**

The elementary school conducts benchmark assessments three times annually in reading. These benchmarks are a part of the dataset that is used for AIS eligibility and groupings. Additionally, there is math benchmarking. Interim assessments in both reading and math support the mobility up and down the continuum of services in AIS. The elementary school utilizes a MTSS model and tracks student social/emotional data in SWIS software. Tier II and III teams review the data once monthly to determine the social/emotional support students receive. ENL and Students with Disabilities are progress monitored at a more frequent rate with by their individual providers, with intra-session adjustments made. Students identified a significantly behind, which includes students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness and children in foster care are provided with after-school tutoring and an enhanced summer school. These students are also eligible to attend the YWCA after-school program in district buildings free of charge.

The middle school conducts reading benchmarks (SRI) and math benchmarks three times annually. These benchmarks are a part of the dataset that is used for grouping in Read180 or System 44. Interim assessments in both reading and math support the mobility up and down the continuum of services in AIS. The middle school utilizes a MTSS model and tracks student social/emotional data in SWIS software. Tier II and III teams review the data once monthly to determine the social/emotional support students receive. ENL and Students with Disabilities are progress monitored at a more frequent rate with by their individual providers, with intra-session adjustments made. The middle school utilizes the Where Everybody Belongs (WEB) program for school wide PBIS. Students identified a significantly behind, which includes students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness and children in foster care are provided with after-school tutoring and an enhanced summer school. These students are also eligible to attend the YWCA after-school program in district buildings free of charge.

At the high school level, students social-academic progress is monitored by Tier II and Tier III teams through a MTSS model. Student behavior is tracked through SWIS software. Students are assigned AIS in all 4 core academic areas. Students identified through the data as needing additional support are provided with after-school tutoring. Additionally, if failing or have failed a class, they can receive credit recovery to keep them on pace with graduation requirements. They receive a continuum of counseling, including the support of the district's Family Resource Center.

**ARP-ESSER Application: State Reserves - ARP State Reserves**

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

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

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

The elementary school will provide instructional coaching based upon the Jim Knight model. Coaching will be available for all teachers K-8 in Anita Archer's Explicit Instruction model. The Explicit Instruction coach will also support the implementation of Phonics First, Handwriting without Tears, Words Their Way and Building Fact Fluency. The district plans to implement a remedial and enrichment summer school program for grades K-12. Enrollment will be open to 100% of the students. The summer school will be 6 weeks at 3.5 hours per day. High dose tutoring will be implemented K-12, with a focus on math and reading. Students will be recommended for high dose tutoring based upon multiple measures including benchmarking, teacher recommendation, interim assessments and performance on NYSED assessments. The high dose tutoring will utilize evidence-based interventions that are vetted through the What Works Clearinghouse.

The district has contracted with an education consultant to help match student needs with evidence-based interventions. The district reviewed research on phonological awareness, fluency and decoding. These were identified deficits in students utilizing multiple data points using Aimsweb, running records, Fontas and Pinnel assessments and teacher input. In concert with the consultant and reviewing available literature, the district purchased Haggarty Phonological Awareness intervention, Phonics First for decoding and Read Naturally for fluency. These were all purchases using Title I and IDEA funding sources. The ARP-ESSER and ARP funds will be utilized to pay the after-school salaries for staff to deliver high dose tutoring utilizing these programs. Building Fact fluency was selected, as fact fluency was determined to be a weakness according to student performance data and data common interim assessments. Handwriting without Tears was selected utilizing available literature that was reviewed by the District's Occupational Therapy department. Fine Motor skills and Handwriting was determined to be a deficit based upon referral data to the Occupational Therapy department. The needs assessment identified that virtual learning and reliance on technology for the past 1.5 years has contributed to these deficits. Title I, IDEA and ARP funds have been utilized to both purchase kits and pay for the 1.5 hour virtual training session for the intervention.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	499,996	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students	The elementary school will provide instructional coaching based upon the Jim Knight model. Coaching will be available for all teachers K-8 in Anita Archer's Explicit Instruction model. The Explicit Instruction coach will also support the implementation of Phonics First, Handwriting without Tears, Words Their Way and Building Fact Fluency.

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	

**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 process began with a needs assessment facilitated by the Assistant Superintendent and the Director of District Data and Assessment. The stakeholder group encompassed the curriculum leaders throughout the grade spans and content areas. The needs assessment was then used to drive the activities funded with ESSER. Collaboration among a diverse group of stakeholders occurs when allocating resources to those aligned activities. The committee analysed 3-8 data, data from students requiring academic intervention services, classroom performance data and attendance data. Due to the middle and elementary schools switching between hybrid, remote and full in-person learning this year, data was interpreted with caution. The building's academic intervention services were delivered in a manner not consistent with past years. Additionally, to accommodate students accessing remote learning, some academic intervention providers taught remote section or delivered services in a remote fashion. The needs assessment identified needs around ELA/math proficiency rates, student attendance and social/emotional needs.

A review a attendance data reveals a decrease in attance to 93.99 in the elementary school with the largest percentage of absences at the Kindergarten level. The middle school saw a decrease to 93.47. The buildings had a combined 96.4% the previous school year. A review of the 3-8 ELA assessment data reveals the largest gap to the region at 3rd grade with that gap decreasing upwards, with 8th grade seeing an average above the region. The 3-8 Math assessment data reflects the same pattern. Aimsweb data reveals the following percentage of students requireing Tier II and Tier III reading intervention: Kindergraten 65% (up from 62%), First Grade 50% (down from 51%), Second Grade 38% (down from 44%), Third Grade 44% (up from 40%), Fourth Grade 20% (down from 37%), Fifth Grade 19% (down from 30%). According to this data, 4/6 grade levels met the established goal. Progress toward the learning standards are communicated to parents at least three times per year through the school report card at the elementary level and four times per year at the middle school level. Aimsweb , SRI and Read 180 are utilized to monitor continious progress of students. This system allows teachers to make diagnostic placement decisions, increase individual attention and generate detailed reports that can be used in conference and other communication to parents. The benchmark and interim assessments are completed every 6-10 week. They are printed in hard copy form and communicated with parents in face to face conference, allowing teachers to answer questions about the data. The diagnostic tools utilized allow teachers and parents to understand areas of student weakness and direction for instruction. Analysis of the district's ENL population shows continued increases year to year.

Moving forward district will review the plan for a need for changes in January 2022. The distirct will revise the plan in July 2022 based upon a comprehensive needs assessment. A diverse stakeholder group will utilize the needs assessment information, along with progress on the current plan to make revisions. The needs assessment with follow the format used to identify the original needs. Revisions to the plan will be communicated at BOE meetings, PTSA meeting, on the district website and through voice/email communication.

**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.

**ARP-ESSER Application: State Reserves - ARP State Reserves**

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

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Page Last Modified: 02/15/2022

- 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	499996
Anticipated Number of Students Served	1303
Anticipated Number of Schools Served	3

- 5. **Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding. The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.**

ARP-ESSER Reserve Learning Loss FS-10.pdf

- 6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

Budget\_Narrative ARP-ESSER Reserve Learning Loss.docx

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

Page Last Modified: 02/15/2022

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

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

- 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.**

The process began with a needs assessment facilitated by the Assistant Superintendent and the Director of District Data and Assessment. The stakeholder group encompasses the curriculum leaders throughout the grade spans and content areas. The needs assessment was then used to drive the activities funded through ESSER.. Collaboration among a diverse group of stakeholders occurs when allocating resources to those aligned activities. The committee analysed 3-8 data, data from students requiring academic intervention services, classroom performance data and attendance data. Due to the middle and elementary schools switching between hybrid, remote and full in-person learning this year, data was interpreted with caution. The building's academic intervention services were delivered in a manner not consistent with past years. Additionally, to accommodate students accessing remote learning, some academic intervention providers taught remote section or delivered services in a remote fashion. The needs assessment identified needs around ELA/math proficiency rates, student attendance and social/emotional needs.

A review a attendance data reveals a decrease in attance to 93.99 in the elementary school with the largest percentage of absences at the Kindergarten level. The middle school saw a decrease to 93.47. The buildings had a combined 96.4% the previous school year. A review of the 3-8 ELA assessment data reveals the largest gap to the region at 3rd grade with that gap decreasing upwards, with 8th grade seeing an average above the region. The 3-8 Math assessment data reflects the same pattern. Aimsweb data reveals the following percentage of students requiring Tier II and Tier III reading intervention: Kindergarten 65% (up from 62%), First Grade 50% (down from 51%), Second Grade 38% (down from 44%), Third Grade 44% (up from 40%), Fourth Grade 20% (down from 37%), Fifth Grade 19% (down from 30%). According to this data, 4/6 grade levels met the established goal. Progress toward the learning standards are communicated to parents at least three times per year through the school report card at the elementary level and four times per year at the middle school level. Aimsweb , SRI and Read 180 are utilized to monitor continuous progress of students. This system allows teachers to make diagnostic placement decisions, increase individual attention and generate detailed reports that can be used in conference and other communication to parents. The benchmark and interim assessments are completed every 6-10 week. They are printed in hard copy form and communicated with parents in face to face conference, allowing teachers to answer questions about the data. The diagnostic tools utilized allow teachers and parents to understand areas of student weakness and direction for instruction. Analysis of the district's ENL population shows continued increases year to year.

The district has contracted with an education consultant to help match student needs with evidence-based interventions. The district reviewed research on phonological awareness, fluency and decoding. These were identified deficits in students utilizing multiple data points using Aimsweb, running records, Fontas and Pinnel assessments and teacher input. In concert with the consultant and reviewing available literature, the district purchased Haggarty Phonological Awareness intervention, Phonics First for decoding and Read Naturally for fluency. These were all purchases using Title I and IDEA funding sources. The ARP-ESSER and ARP funds will be utilized to pay the after-school salaries for staff to deliver high dose tutoring utilizing these programs. Building Fact fluency was selected, as fact fluency was determined to be a weakness according to student performance data and data common interim assessments. Handwriting without Tears was selected utilizing available literature that was reviewed by the District's Occupational Therapy department. Fine Motor skills and Handwriting was determined to be a deficit based upon referral data to the Occupational Therapy department. The needs assessment identified that virtual learning and reliance on technology for the past 1.5 years has contributed to these deficits. Title I, IDEA and ARP funds have been utilized to both purchase kits and pay for the 1.5 hour virtual training session for the intervention. All three buildings will implement high dose tutoring after school. Interventions utilized will be Read 180, System 44, Phonics First & Building Fact Fluency. The funds are braided with Title I Funds and Mentor Teacher Intern Program grant funds, which will support materials purchase and training.

- 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,**

**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Comprehensive After School

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**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	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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The elementary school will identify students for high dose tutoring through multiple measures. The math intervention will be Building Math Fluency and for reading the intervention will be Phonics First. The Middle School will utilize multiple measures to identify students requiring high dose tutoring. The intervention will be Read 180 or System 44. The high school will utilize multiple measures to identify students requiring high dose tutoring in the four content areas. The intervention will utilize content knowledge strategies.

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 progress monitor students utilizing Aimsweb, math benchmarking, Scholastic Reading Inventory, interim assessments, classroom performance and NYSED assessments, as well as social/emotional data. The district will utilize a diverse stakeholder group to analyze the data to determine whether the program is meeting its target of closing the learning gap and accelerating learning for all. Changes to the plan will occur during the summer of 2022. Changes will be communicated at BOE meetings, PTSA meetings, district newsletters, posted on the district's website and through text/email communication.

**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.**

**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Comprehensive After School

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	Amount
LEA Allocation	100002
Anticipated Number of Students Served	1303
Anticipated Number of Schools Served	3

- 5. **Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

**The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.**

ARP-ESSER Reserve After School FS-10.pdf

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

Budget\_Narrative ARP-ESSER Reserve After School.docx



**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/16/2022

**1% State-Level Reserve - Summer Learning and Enrichment: Program Design**

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

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

The district will implement two summer learning strategies. The first will be enrichment. Students that do not meet the eligibility criteria for academic intervention will be eligible for summer enrichment classes. Students in K-8 will be provided the opportunity to enroll in math and science enrichment for 3 hours per day for four days per week. The program will run for 6 weeks. Students in grade 9-12 will have the opportunity to take two classes (health and parenting) as new classes. This is designed to free up opportunities in the academic school year for advanced level coursework or vocational training.

Additionally, the district will be utilizing funds for a remedial summer school. Students identified through multiple measures as not meeting or at risk for not meeting the NYS Learning standards will be eligible to attend. Students in 9-12 will have the opportunity to recover credits that they did not earn during the academic school year. The summer program will focus on foundational skills as identified by the multiple measures.

The district will braid funding sources to pay for summer school salaries. Summer school speech therapy, occupational therapy and physical therapy will be funded through ISED. ARP-ESSER 2 and ARP-ESSER State Reserve funds will be used to pay for summer school staff salaries. The district's Title III funds will be utilized to deliver ENL specific summer school sections.

- 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
Curriculum-Aligned Enrichment Activities	9,647	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students	During the summer school program. Each building will hold sections for enrichment. The activities will be extensions to the curriculum. All students that do not need to attend the high dosage tutoring sections will be able to attend the enrichment. There will be a STEM focus to the enrichment in K-8. Grade 9-12 will have the opportunity to take credits in health and parenting.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	
High Dosage Tutoring Programs	90,355	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	High dosage tutoring will occur during the summer school program. All three buildings will provide summer learning opportunities for all. Enrichment will be offered to students that do not require academic intervention. Students requiring academic intervention will be identified utilizing multiple measures. Summer school sessions for academic intervention will be 3.5 hours per day, four days per week for 6 weeks. Benchmarking post summer school will be utilized to measure efficiency and progress.

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 progress monitor students utilizing Aimsweb, math benchmarking, Scholastic Reading Inventory, interim assessments, classroom performance and NYSED assessments, as well as social/emotional data. The district will utilize a diverse stakeholder group to analyze the data to determine whether the program is meeting its target of closing the learning gap and accelerating learning for all. Changes to the plan will occur during the summer of 2022. Changes will be communicated at BOE meetings, PTSA meetings, district newsletters, posted on the district's website and through text/email communication.

**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

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4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	1303

**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Page Last Modified: 02/16/2022

	Amount
Anticipated Number of Schools Served	3

- 5. **Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**  
**The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.**

ARP-ESSER Reserve Summer FS-10.pdf

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

Budget\_Narrative ARP-ESSER Reserve Summer.docx