

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

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Background Information

CLYDE-SAVANNAH CSD - 650301040000

Summary and Background Information

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

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

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

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

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

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

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

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

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other studies show that this strategy negatively impacts an outcome.

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

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

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

If an eligible school district does not 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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Submission Instructions

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Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

The ARP-ESSER Application – State Reserves is due by November 30, 2021.

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Assurances - Assurances

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ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.

YES, the LEA provides the above assurance.

2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:

1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
3. LEA uses of funds to sustain and support access to early childhood education programs;
4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

YES, the LEA provides the above assurance.

3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

YES, the LEA provides the above assurance.

4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

YES, the LEA provides the above assurance.

5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

YES, the LEA provides the above assurance.

6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

YES, the LEA provides the above assurance.

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Assurances - Assurances

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7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- YES, the LEA provides the above assurance.
12. The LEA assures that:
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
 4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
 5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
- YES, the LEA provides the above assurance.

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Assurances - Assurances

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13. The LEA assures that:
1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- YES, the LEA provides the above assurance.
14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- YES, the LEA provides the above assurance.
15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.
- YES, the LEA provides the above assurance.
16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- YES, the LEA provides the above assurance.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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ARP-ESSER State Reserves: Intent to Apply

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

- 1. Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

- 2. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

- 3. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

- 4. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Susan Gray	Susan.Gray@clydesavannah.org	12/17/2021
LEA Board President	Richard Drahms	Richard.Drahms@clydesavannah.org	12/17/2021

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ARP-ESSER State Reserve: Consultation

1. **An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**

In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.

On or about May 1, 2021, a notification was placed on the school District's website and social media accounts that a zoom meeting would be held on May 24, 2021 to discuss plans for all ARP ESSER funds, including the State Reserves. Participation was encouraged and all interested parties were invited to attend. The day of the meeting, participants included students, parents, community members, and members of the school District's staff, Administration, and Board of Education. Keeping with the District's mission, "to educate, inspire, and empower our learners to unlock their potential in order to meet the challenges in an ever-changing world," attendees thoughtfully shared ideas and suggestions. From this meaningful consultation, lists and plans were developed which were categorized into several different areas for which the funds may be used.

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://www.clydesavannah.org/domain/72>

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 regular updates on our webpage regarding the programs and interventions taking place with the use of these funds. Data will be shared regarding student needs and gains. As part of the interventions, regular communication with families will take place regarding assistance available and will be communicated via social media, the school website, the school newsletter, and notes/letters home. Our plans include family engagement as part of the program. In addition, periodic reports during public Board of Education meetings, at least once annually, will detail the data related to student success and the available assistance to families.

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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.**

We will conduct regular review of student achievement data in grades PK-12, inclusive of academic, behavioral, and social-emotional data to deploy evidence-based academic, behavioral, and social-emotional Tiered Supports. Regular data review is conducted on an individual, grade level, building, and District level. Individual data is reviewed by a comprehensive team of professionals bi-monthly. Grade level data is reviewed by grade-level teams in addition to interventionists quarterly. Building and District-wide data is reviewed by stakeholders on a yearly basis in reflection of Tiered practices via a Tiered Fidelity Inventory protocol. Present levels of academic performance as indicated by the above data review protocols indicate that many students are below grade level expectations in literacy skills, math and reading comprehension as indicated by evidence-based Tier 1 Screeners. Present levels of social-emotional and behavioral need as indicated by the data, also show that a significant number of students District-wide have been identified as needing behavioral and/or social-emotional support, including students with disabilities, English learners, students experiencing homelessness, foster students, and economically disadvantaged.

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

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

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

The District has determined interventions and personalized learning plans for students based on data using high-quality assessments, such as diagnostic and formative assessments that provide timely information to help educators know where to focus for particular students. These include STAR at the Jr/Sr High School for ELA monitoring, iReady at Gr 1 - 8 for ELA and Math, Fontas & Pinell and Sight Words for Gr K-5, HMM Mathematics Assessments for K - 12. We will also use the results from the NYS 3-8 ELA and Mathematics Assessments, 4/5/8 Science Assessments, and Regents results. Additionally, we will be following our RTI plan for every 2-5 tiered monitoring of students for Tier 1-3 Intervention supports. The interventions will be aligned with other initiatives including the State Reserves for Comprehensive After School and Summer Learning and Enrichment, along with the 90% ARP ESSER allocation, CRRSA and our Community Schools funding. The funding for the programs will be braided with the other funding sources to provide a complete and continuous response to address the impacts of lost instructional time for the next three years.

- 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
Community Schools Model Programming	886,812	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The Clyde-Savannah Central School District is a high-needs, rural District. This intervention will usher in high quality services in core academic areas such as reading and literacy, mathematics and science, through tutoring, individualized lessons, interactive reading and career pathway exploration. It will also offer enrichment and youth development activities such as nutrition, health, art, music, technology and recreation through high interest workshops, personalized learning, student led activities, equity and exploration trips, and healthy lifestyle activities. We will also establish and maintain partnerships within the community that increase collaboration in planning and implementing the programs. Our objective is for students to show continuous improvement in achievement through measures such as test scores, grades, teacher reports, and other formal data metrics along with improvements in attendance and decreased disciplinary actions. The program will be for all students, especially focusing on students with disabilities, English learners, students who are

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>economically disadvantaged, in foster care, or are experiencing homelessness. We will also target and specifically invite students with demonstrated need with assessments from Fontas and Pinnell, iReady Reading and Math, Sight Words, and teacher anecdotal records. Braided with the Full-Service Community Schools Grant and other Stimulus Funds, we will use this program to journey towards culturally responsive, trauma informed, community schools that provide a continuum of evidence-based and restorative practices organized by a Multi-Tiered System of Supports. This funding will also be used to continue the Comprehensive After School and Summer Learning and Enrichment Programs when their State Reserve funding is exhausted.</p> <p>One evidence-based practice we will be using is student goal setting and progress monitoring (https://eric.ed.gov/?=student+goal+setting&id=ED589978). For behavior, we will use the PBIS Model (https://link.springer.com/content/pdf/10.1007/s11121-012-0343-9.pdf) and Check In Check Out (https://eric.ed.gov/?id=EJ1047942). For Literacy, we will be using Leveled Literacy Intervention (https://ies.ed.gov/ncee/wwc/Intervention/1287), Literacy Footprints, (https://www.literacyfootprints.com/literacy-footprints-a-research-based-guided-reading-system), and Personalized Learning (https://www.rand.org/pubs/research_reports/RR1365.html). For Mathematics, we will use HMH Into Math (https://www.edreports.org/reports/overview/hmh-into-math-2020), Math Expressions (https://www.edreports.org/reports/overview/math-expressions-2018) and Personalized Learning. For our secondary students we will also be using the Functional Behavioral Assessment-based Interventions Check In Check Out (http://libres.uncg.edu/ir/uncc/f/Toms_unc_0694D_10309.pdf), Project RENEW (https://K12engagement.unl.edu) and peer tutoring (https://ies.ed.gov/ncee/wwc/Intervention/247).</p> <p>In 2020, the Rand Corporation published: Illustrating the Promise of Community Schools: An Assessment of the Impact of the NYS Community Schools Initiative, where they insist that "There is a growing body of research suggesting that community school interventions are a promising strategy to improve student outcomes through coordinated services and</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>collaborative leadership practices (Maier et al., 2017). The community school strategy entails an integrated focus on academics, youth development, family support, health and social services, and community development with strategic partnerships among the school and local organizations and community members (Blank, Melaville, and Jacobson, 2012). Community schools are experiencing a dramatic expansion across the country, with more than 5,000 such schools in place nationwide (Blank and Villarreal, 2015; National Center for Community Schools, undated). This expansion is linked to a broader movement of place-based, comprehensive interventions that endeavor to strengthen and organize disparate agencies and institutions in an effort to mitigate the harmful effects of poverty." (Rand, 2020)</p> <p>Community Schools presses on environmental concerns. The idea is that singular evidence-based interventions need a research supported context to operate within. Our Life Guards and staff must be trained in Check In/Check Out and provide support. We also link to the resilience model found in trauma-informed research—developing Competency, in activities like swimming, martial arts and other non-academic tasks can build awareness of self-efficacy and result in young people who believe that their choices matter. Developing non-academic competencies and relationships builds the capacity to regulate strong emotions and persist through frustration which benefits academic learning. Our Community Schools Program ties to the holistic model endorsed by NYS TEACHS (technical assistance for M. Vento Youth) and comes from the Trauma Learning Policy Institute in Massachusetts (www.traumasensitiveschools.org). Research into the ARC model is well-known in healing centered and resilience based work and has been broadened to for use in environmental planning for classrooms and school buildings and district supports by Lesley University.</p> <p>All our expenses in our application are directly related to implementation of an evidence-based intervention and prevent or address learning loss for our student population. For each of the listed strategies, programs and positions listed below, the positions of the data coordinator and the</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>employment of Evalumetrics, the program's evaluator will track each strategy and the data that it provides to measure its impact on addressing learning loss for students. The following positions and professional development are grounded in evidence as follows:</p> <p>Trauma Informed and Restorative Practices Training – Our program specifically is designed to target youth who are at-risk due to their inordinate exposure to trauma. ___% of our youth have two or more ACES. Research has shown repeatedly that trauma significantly causes learning loss to occur and without intervention the loss gains momentum and depth over time. By providing professional development to our staff in the research-based strategies that minimize the impact of trauma for youth (ie, Restorative Practices, Community Circles, Check-In/Check-Out, etc..), we greatly increase the chances for youth to overcome the social/emotional obstacles they face that interfere with their learning. In addition, this training assists educators to embed strategies in such evidenced based practices such as Personalized Learning, Mentoring, and the Six Classroom Practices supported by the Midwest PBIS Network (Physical Environments, Classroom Teaching Matrix, Active Supervision, Encouraging Appropriate Behavior, Continuum of Response Strategies for Inappropriate Behaviors and Engagement and multiple Opportunities to Respond), all of which meet the criteria for “Tier 1 Strong Evidence” practices as described by the ARP ESSER. The evidence of the impact of this training and reduction of learning loss will be measured by Evalumetrics and in coordination with the data coordinator.</p> <p>Anti-Racism Training – When youth are excluded from learning opportunities or are ostracized due to race the impact on learning loss is significant. Whether implicit or explicit, such practices need to be removed from the learning environment in order to establish a safe place for students of color to learn. Strategies that promote Diversity, Equity and Inclusion minimize gaps in learning, engage learners and promote empathy in the learner's environment. Anti-Racism training has been shown repeatedly through many studies to reduce learning gaps that occur between students of color and their peers by</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>increasing staff's understanding of how elements such as implicit bias, white fragility and exclusive curricula negatively impact the youth they are trying to reach. By providing this training, students of color will be afforded the same opportunities to reduce their learning loss and the barrier to learning of prejudice will be removed from the learning environment. The evidence of the impact of this training and reduction of learning loss will be measured by Evalumetrics and in coordination with the data coordinator.</p> <p>Peer Tutoring Coordinators by MOST- GRASP Peer Tutoring is an evidenced based program to equip high school youth as tutoring partners for students their age or younger within a school district. More than homework help, Peer Tutoring gives schools an added resource to support at-risk students while providing leadership, career exploration, and volunteer opportunities for youth. Throughout the process, we build a strong partnership with the in-school Advisor to customize and help ensure success. Peer tutoring not only helps students receive 1:1 academic assistance to move forward, but it also helps them build resiliency to trauma that has caused their learning loss by building attachment to a positive role model. Evidence on this practice is collected weekly through the use of rating scales and goal attainment, a practice well established as a method to address learning loss. Coordinators are needed to help monitor the evidence provided by students and their tutors, supporting tutors with the resources to reduce learning loss, work individually with at risk students and their families when learning loss increases and modify and adjust the program's methods based upon the evidence that is being collected on a regular basis. This is done on a regular and continual basis in collaboration with the data clerk and evaluator.</p> <p>Optimal Health Coordinators by Wayne County Action Program – Our program is based upon the implementation of a highly researched model that addresses learning loss incurred by trauma. It is based upon the understanding that to reduce learning loss, educators must support youth to become resilient to the impacts of trauma through the implementation of evidence-based strategies</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>that build Attachment, Regulation, Competency and Health (Physical, Emotional and Social). We refer to this model as the ARCH. Optimal Health is essential to learning. It is rooted in the most basic research that has stood for decades such as Maslow’s Hierarchy of learning and Vgotsky’s Zone of Proximal Development. If students’ health is being impacted, they will incur learning loss which will only progress unless they feel safe, are well fed, are physically healthy and are free from such elements as bullying and isolation. This also includes ongoing physical activity to fight obesity and drug and alcohol prevention, both of which cause significant learning loss in their own right. When student learning loss occurs due to negative impacts upon their health in one or more of these ways, Optimal Health Coordinators step in and using our Community Schools Model bring a wealth of supports and services to support youth. Our area has significant resources provided by non-profit and county agencies but access to those services, especially for at-risk youth and their families can be daunting. Optimal Health Coordinators bring the resources to the youth at the school setting, enable agency coordination and collaboration to occur and work directly with youth and their families to ensure that reduction in learning loss occurs by increasing students’ ability to grow and thrive physically. The evidence of the impact of the practices provided by Optimal Health Coordinators on the reduction of learning loss will be measured by Evalumetrics and in coordination with the data coordinator.</p> <p>Lifeguards – Lifeguards fall into both the Attachment and Health categories of our Community Schools ARCH Model. They not only ensure that as students engage in physical activity that promotes a healthy lifestyle that provides enrichment and engagement is done safely, but they also provide mentoring services to youth in our program. They assist youth in their social and emotional challenges and can provide problem solving and assistance when youth are in trouble. Learning loss is diminished when youth build attachment to adults they can trust and when they can do this in a safe manner. Some lifeguards are also able to participate in Check-In/Check-Out, a “Tier I Strong Evidence” practice that helps youth monitor their own behavior and achieve goals, assisting to reduce</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>learning loss. The evidence of the impact of these practices on the reduction of learning loss will be measured by Evalumetrics and in coordination with the data coordinator.</p> <p>Directors of Instructional Technology – Our Directors of Technology are an essential component of our implementation of Personalized Learning. Personalized Learning is a thoroughbred strategy that we employ to promote learning that is driven by student interest, led by students and produces a continual stream of evidence of student promotion in quantifiable and qualifiable forms. Using technology we are able to allow youth to learn in a flexible format and to progress at their own self-driven pace. The use of this position is essential to assist students directly with their use of the multiple platforms, teach students new digital literacy skills and maintain a network that provides youth with access to learning resources 24 hours a day, 7 days a week. This evidence-based method that reduces learning loss is measured through data collection that the Directors supervise and work with the data clerk and the Evaluator to monitor the strategy's progress.</p> <p>Program Directors, Site Coordinators and Principals - Our Community Schools ARCH Model requires significant coordination to achieve its main goal of reducing learning loss for students. By bringing programs, services, and professionals to schools, rather than requiring youth and their families to travel long distances to multiple locations to receive these practices, we increase the access to program and services, enabling learning loss to decrease. Program Directors and Principals develop networks of support that address academic, social, emotional, and physical health for youth and schedules, timelines, procedures, policies, and systems for youth to gain access to them. Site Coordinators, the “boots on the ground supervisors”, assist with the direct gathering of evidence to ensure that there is both quantifiable and qualifiable data to measure the success of each service, program, and strategy. They support the implementation of an MTSS infrastructure to make sure that targeted services are reaching individual students when needed in order to reduce learning loss. Program Directors, Site Coordinators and Principals also work</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>with individual youth and families of our most at-risk youth using the “Tier I -Strong Evidence” practice of RENEW which provides intense case management and goal attainment for youth requiring individualized services and multi-agency support.</p> <p>Our Community Schools ARCH Model implements a variety of programs that provides evidence linked to addressing learning loss in the following ways:</p> <p><u>Volunteers Recruitment by Literacy Volunteers</u> – Our Community Schools Model is based upon the foundation that sometimes our best resources can be found in our own backyard for our most needy students. Literacy Volunteers will engage in a process where they not only recruit volunteers from our community b they will provide training on how to conduct interactive reading activities, engage in family literacy and community literacy nights ad provide one on one assistance to youth who struggle with reading. The main purpose of this expenditure is to reduce learning loss by providing additional literacy supports to youth through the implementation of evidence-based practices using volunteers directly from the community where the students live.</p> <p><u>Martial Arts Classes by The Space Martial Arts</u> – Martial Arts Classes provided by Space Martial Arts is much more of a service than teaching the art of self-defense. A significant contributor to learning loss for youth exposed to trauma is high reduction in their feeling of competency, ability to self-regulate their emotions and their lack of attachment to trusted adults. The lack of these elements makes them more pervious to the negative impacts of trauma which have cognitive, social, emotional and physical consequences, all of which lead to learning loss.</p>
<p>Summer Learning and Enrichment Activities</p>	<p>83,814</p>	<p><input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School</p>	<p><input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved</p>	<p>This intervention will encompass the third year of Summer Learning and Enrichment after the State Reserve allocation has been exhausted. This intervention will continue high quality services in core academic areas such as reading and literacy, mathematics and science, through tutoring, individualized lessons, interactive reading and career pathway exploration. It will also offer enrichment and youth development activities such as nutrition, health, art, music, technology and</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			Students <input type="checkbox"/> None of the Above	<p>recreation through high interest workshops, personalized learning, student led activities, equity and exploration trips, and healthy lifestyle activities. We will also establish and maintain partnerships within the community that increase collaboration in planning and implementing the programs. Our objective is for students to show continuous improvement in achievement through measures such as test scores, grades, teacher reports, and other formal data metrics along with improvements in attendance and decreased disciplinary actions. The program will be for all students, especially focusing on students with disabilities, English learners, students who are economically disadvantaged, in foster care, or are experiencing homelessness. We will also target and specifically invite students with demonstrated need with assessments from Fontas and Pinnell, iReady Reading and Math, Sight Words, and teacher anecdotal records. Braided with the Full-Service Community Schools Grant and other Stimulus Funds, we will use this program to journey towards culturally responsive, trauma informed, community schools that provide a continuum of evidence-based and restorative practices organized by a Multi-Tiered System of Supports.</p> <p>One evidence-based practice we will be using is student goal setting and progress monitoring (https://eric.ed.gov/?=student+goal+setting&id=ED589978). For behavior, we will use the PBIS Model (https://link.springer.com/content/pdf/10.1007/s11121-012-0343-9.pdf) and Check In Check Out (https://eric.ed.gov/?id=EJ1047942). For Literacy, we will be using Leveled Literacy Intervention (https://ies.ed.gov/ncee/wwc/Intervention/1287), Literacy Footprints, (https://www.literacyfootprints.com/literacy-footprints-a-research-based-guided-reading-system), and Personalized Learning (https://www.rand.org/pubs/research_reports/RR1365.html). For Mathematics, we will use HMH Into Math (https://www.edreports.org/reports/overview/hmh-into-math-2020), Math Expressions (https://www.edreports.org/reports/overview/math-expressions-2018) and Personalized Learning. The summer program will mirror the school year Out of School Time program. Some students will be strongly encouraged to attend specific intervention programming. Our program runs for at least 5</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>weeks and we are looking to expand program if we can find staffing to support those needs. Just like during the school year, students will Check In with a caring adult, track their progress through the day, and Check Out at the end of the day. All staff, including lifeguards and support staff, will be trained to support youth. We are looking to address root causes for our community which include Low Neighborhood Attachment, Lack of Prosocial Opportunities in the community, low family attachment and we are looking to build on the strengths of strong school attachment.</p> <p>The Community Schools Model is an endorsed NYS model that opens schools to community and programming beyond the school day and school year. The broad approach requires a holistic effort. Because our program is focused on engagement for at-risk learners, we have a series of highly engaging enrichment and academic activities for youth to participate in. These include but are not limited to: Interactive Reading provided by Literacy Volunteers, Peer Assisted Learning, High Interest Workshops in art, music, drama, technology based on student interest and skills, Equity Trips to NYS Parks (Susan B. Anthony, Frederick Douglass, etc....), physical recreation, nature walks, swimming, martial arts, and nutrition classes. In addition, to support social/emotional learning we provide evidenced based activities such as 2nd Step, Safe Dates, Love Notes, Community Circles, and mentoring using the evidence-based NYS Mentoring Program.</p>
<p>Other Evidence-Based Intervention (Tier I, II, III, or IV)</p>	<p>30,250</p>	<p><input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School</p>	<p><input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above</p>	<p>According to our data, literacy skills were affected by the learning loss associated with COVID-19. We plan to purchase and use the Amplify Reading program (https://amplify.com/insight/the-missing-link-in-reading-comprehension), (https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf) to improve literacy at the Primary and Elementary level. Our elementary teachers will be trained in its use and will integrate the program in the day to day strategies used with all students, including students with disabilities, English learners, students experiencing homelessness, students in foster care, migratory students, and economically disadvantaged students.</p> <p>This amount only partially funds the program with the rest coming from other ARP ESSER allocations.</p>

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- 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.**

We will collect and monitor quarterly MTSS/RTI intervention data along with report card and attendance data to ensure student growth and improvement in identified areas of need. We will also monitor data from the same assessments we used to choose the interventions: STAR at the Jr/Sr High School for ELA monitoring, iReady at Gr 1 - 8 for ELA and Math, Fontas & Pinell and Sight Words for Gr K-5, HMH Mathematics Assessments for K - 12. We will also use the results from the NYS 3-8 ELA and Mathematics Assessments, 4/5/8 Science Assessments, and Regents results.

Should we need to change the program plan, we will update stakeholders with our quarterly status report on the website, mailings, and the District newsletters. We will ensure the plan posted on our website is current and that any changes are clear.

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.

- 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	\$1,000,876
Anticipated Number of Students Served	775
Anticipated Number of Schools Served	3

- 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 5 Learning Loss.pdf

- 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 5 LL.pdf

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

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

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

The District has determined interventions and personalized learning plans for students based on data using high-quality assessments, such as diagnostic and formative assessments that provide timely information to help educators know where to focus for particular students. These include STAR at the Jr/Sr High School for ELA monitoring, iReady at Gr 1 - 8 for ELA and Math, Fontas & Pinell and Sight Words for Gr K-5, HMM Mathematics Assessments for K - 12. We will also use the results from the NYS 3-8 ELA and Mathematics Assessments, 4/5/8 Science Assessments, and Regents results. Additionally, we will be following our RTI plan for every 2-5 tiered monitoring of students for Tier 1-3 Intervention supports. The interventions will be aligned with other initiatives including the State Reserves for Lost Instructional Time and/or Summer Learning and Enrichment, along with the 90% ARP ESSER allocation, CRRSA and our Community Schools funding. The funding for the programs will be braided with the other funding sources to provide a complete and continuous response to address the impacts of lost instructional time for the next three years.

- 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
Community Schools Model Programming	200,181	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The Clyde-Savannah Central School District is a high-needs, rural District. This intervention will usher in high quality services in core academic areas such as reading and literacy, mathematics and science, through tutoring, individualized lessons, interactive reading and career pathway exploration. It will also offer enrichment and youth development activities such as nutrition, health, art, music, technology and recreation through high interest workshops, personalized learning, student led activities, equity and exploration trips, and healthy lifestyle activities. We will also establish and maintain partnerships within the community that increase collaboration in planning and implementing the programs. Our objective is for students to show continuous improvement in achievement through measures such as test scores, grades, teacher

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>reports, and other formal data metrics along with improvements in attendance and decreased disciplinary actions. The program will be for all students, especially focusing on students with disabilities, English learners, students who are economically disadvantaged, in foster care, or are experiencing homelessness. We will also target and specifically invite students with demonstrated need with assessments from Fontas and Pinnell, iReady Reading and Math, Sight Words, and teacher anecdotal records. Braided with the Full-Service Community Schools Grant and other Stimulus Funds, we will use this program to journey towards culturally responsive, trauma informed, community schools that provide a continuum of evidence-based and restorative practices organized by a Multi-Tiered System of Supports.</p> <p>One evidence-based practice we will be using is student goal setting and progress monitoring (https://eric.ed.gov/?=student+goal+setting&id=ED589978). For behavior, we will use the PBIS Model (https://link.springer.com/content/pdf/10.1007/s11121-012-0343-9.pdf) and Check In Check Out (https://eric.ed.gov/?id=EJ1047942). For Literacy, we will be using Leveled Literacy Intervention (https://ies.ed.gov/ncee/wwc/Intervention/1287), Literacy Footprints, (https://www.literacyfootprints.com/literacy-footprints-a-research-based-guided-reading-system), and Personalized Learning (https://www.rand.org/pubs/research_reports/RR1365.html). For Mathematics, we will use HMH Into Math (https://www.edreports.org/reports/overview/hmh-into-math-2020), Math Expressions (https://www.edreports.org/reports/overview/math-expressions-2018) and Personalized Learning. For our secondary students we will also be using the Functional Behavioral Assessment-based Interventions Check In Check Out (http://libres.uncg.edu/ir/uncc/f/Toms_unc_0694D_10309.pdf), Project RENEW (https://K12engagement.unl.edu) and peer tutoring (https://ies.ed.gov/ncee/wwc/Intervention/247).</p> <p>The program will run at least 9 hours per week afterschool, and ideally 15 hours per week. Students will not be required to participate, in part because demand usually exceeds our ability to provide program Recruitment: During the school</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>day, students complete surveys and provide input on their program ideas. A program menu highlights student input. Recruitment methods are based on research and strong program reputation. Clyde-Savannah has a Public Relations staff person from BOCES to support communication efforts. Families typically ask when enrollment will start. We enlist help from program participants because they are often our best ambassadors. Proposal offerings match the interest of student focus groups and encourage program sampling. Leadership opportunities, cultural enrichment, health and wellness activities, career exploration, and days of service all build attachment to school, community, and peers. Family activities encourage intergenerational bonding, and link families to our community. Resilience is embedded through the Collaboration ARCH and young people’s expressed needs for attachment, coping, learning and wellness are intentionally met. We maintain a waitlist and monitor our Average Daily Attendance carefully to serve as many students as possible.</p> <p>Integration and holistic whole child thinking are evident in our scheduling and align with the ARCH resilience model to meet the needs of our economically disadvantaged population. Community Circles start the day; we model listening first. Student voice is a daily first, not a last-minute thought. The attachment that is formed through circle gives our staff a chance to teach SEL skill groups that boost self-regulation by building specific coping skills. We align our program with the academic skills students need, and our time looks different than the school day—it is hands-on and busy. There are blocks, costumes, tools, music, drama and movement. We are not still while we build skill. Students demonstrate Competence and that boosts their confidence and self-efficacy. Students learn that measuring isn’t just math—it is cooking and construction and coding.[1] All this learning can be frustrating at times; learning hard material requires failure so our staff expect strong emotions to bubble up and are ready to teach SEL skills as we go through the day. Evidence-based workshops (Second Step/Why Try) provide SEL instruction for managing emotion, and situations to practice SEL skills happen as part of program (e.g. navigating an Orienteering course). Technology supports Personalized Learning and devices are</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>used to boost student choice and increase access to support. Our Superintendent and BOE used Community Schools thinking in the design of our school capital project. The cafeteria now has a café for student performances and our 21st CCLC groups can host families for shows we develop and we can serve nutritious meals and snacks and provide health education. Health and wellness are supported with increased physical activity spaces, a new pool, and intentional partnerships. The workout facilities at the school are open to families, and we can offer families, “Family Workout” sessions. Individual student success is promoted by a Community Schools model: “Using schools as hubs, community schools bring educators, families, and community partners together to offer a range of opportunities, supports, and services to children, as well as their families and communities.”[2] Our approach is a Whole Child effort organized through the through the FLX Community Schools model, the <u>Collaboration ARCH- (Attachment/self-Regulation/Competence/Health)</u>. Resilience is built by recognizing the connection between the domains of development(social, emotional, cognitive, & physical) and using one domain to improve all of the domains over time. The National Child Traumatic Stress Network and Lesley University offer the research base. Our approach is proven to work nationally and locally. Our SEL Instruction ties to PBIS expectations and lessons in our school day. PBIS creates a data informed tiered approach in our program; we look at what supports all students need, additional support for groups of students and robust individual support to meet unique needs. Our academic enrichment is drawn from rigorous NYS standards and supported by school day practices that work—in 2018-19, working with school day staff we reduced the percentage of of students two or more reading levels behind from 47% to 15% from fall to spring[3]. Individual goal setting and peer to peer learning are research-based high leverage strategies that successful schools and programs use to close learning deficits and build self-efficacy.[4] Academic achievement flows from engagement, support and skill building. Annual needs assessment accompanies the bi-annual QSA program review so that overall program improvement is interwoven with our objective data monitoring. Program shifts to meet student needs</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>each quarter and each year. Because our project ties to a tiered approach with school day data accessible via our Program Director (PD) and Educational Liaison, we are always ready to adjust to meet the needs of participants, <i>including the structure and content of our summer program</i>. Based on data, we ask what do <i>all</i> participants need, what additional supports do <i>some groups need</i> and what intensive supports a few <i>individual</i> participants need? Our objective data scan looks at academic performance, behavior reports and attendance rates. We use school climate surveys, self-efficacy surveys (CAMI) and the Evalumetrics Youth Survey (EYS) data to identify root causes like low neighborhood attachment. Over 50% of students are failing math in JR/SR high in quarter 1 right now, and SEL needs are observable through absenteeism and office referrals. Our program staff are responsive to those needs and we will continue to use iReady benchmarking and academic report cards, office referrals and attendance data to formulate program. Our MTSS Teams will use the data dashboard Panorama to look at the student data enrolled at each site. At a glance, color coded reports track students' skill sets to show deficits. We can also use the data to build on strengths and help participants make strides to achieve their own goals.</p> <p>Our After School Program is designed to engage students, especially those from low-income families, students of color, English learners, children with disabilities, and students experiencing homelessness. With a rich combination of both engagement and enrichment activities that promote social and emotional growth and academic supports to increase achievement, our program will help accelerate learning and attachment while meeting the requirements put forth by the ARP ESSER State Plan. As indicated above, a series of "Tier 1 Strong Evidence" evidenced based programs will be implemented to achieve the goals outlined above. For student participants, teachers provide weekly 1:1 goal setting and progress monitoring interventions. With the assistance of teachers, students generate goals they wish to reach, a timeline to do it and the resources that they will need to move forward. Progress monitoring occurs both daily and weekly to help youth achieve these SMART goals. Both teacher and student provide ratings on how well the student is progressing towards reaching their goals,</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>which provides an evidence based, quantitative data analysis that engages both educator and student on a regular basis. PBIS is implemented in our program using a tiered approach under a Multi-Tiered System of Supports. Best research-based practices are provided to all students engaged in the program including restorative practices, community circles, culturally informed and trauma informed practices, etc... For youth who do not respond to these strategies, we use small group interventions such as social skills education, social group discussion and restorative circles. For youth who do not respond to these Tier II interventions we use Check-In/Check Out, FBAs or engage a team of teachers and professionals to implement RENEW, an intensive case management practice that uses data and evidenced based practices at an individual level to support student achievement. For Academics we will again use an MTSS structure where research-based practices are provided to all students. All students in our program are provided with Personalized Learning, a well-documented, evidenced-based strategy that enables students to learn in a manner that is flexible, focused on their individual interests and uses ongoing data to support their learning. While all students engage daily in these practices, for students who do not respond to these strategies small group interventions such as Leveled Literacy Intervention, Literacy Footprints, HMH Into Math, and Math Expressions. For students who require additional support, Teacher Assistants, Teachers, and volunteers will provide one on one tutoring and mentoring to assist youth in achieving their academic goals in a daily basis.</p> <p>[1] Sheninger, Eric C. Uncommon Learning: Creating Schools That Work for Kids. Thousand Oaks, CA, Corwin, 2016.</p> <p>[2] http://www.communityschools.org/aboutschools/faqs.aspx#FAQ1</p> <p>[3] BOE Presentation, Clyde-Savannah CSD Sarah Marchitell Educational Liaison</p> <p>[4] Hattie, John. Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. Taylor & Francis Ltd, 2008</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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- 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 collect and monitor quarterly MTSS/RTI intervention data along with report card and attendance data to ensure student growth and improvement in identified areas of need. We will also monitor data from the same assessments we used to choose the interventions: STAR at the Jr/Sr High School for ELA monitoring, iReady at Gr 1 - 8 for ELA and Math, Fontas & Pinell and Sight Words for Gr K-5, HMH Mathematics Assessments for K - 12. We will also use the results from the NYS 3-8 ELA and Mathematics Assessments, 4/5/8 Science Assessments, and Regents results.

Should we need to change the program plan, we will update stakeholders with our quarterly status report on the website, mailings, and the District newsletters. We will ensure the plan posted on our website is current and that any changes are clear.

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.

- Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

	Amount
LEA Allocation	\$200,181
Anticipated Number of Students Served	775
Anticipated Number of Schools Served	3

- 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 1 After School.pdf

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

Budget Narrative 1 After School.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

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

The District has determined interventions and personalized learning plans for students based on data using high-quality assessments, such as diagnostic and formative assessments that provide timely information to help educators know where to focus for particular students. These include iReady at Gr 1 - 8 for ELA and Math, Fontas & Pinell and Sight Words for Gr K-5, HMH Mathematics Assessments for K - 8. We will also use the results from the NYS 3-8 ELA and Mathematics Assessments, 4/5/8 Science Assessments, and Regents results. Additionally, we will be following our RTI plan for every 2-5 tiered monitoring of students for Tier 1-3 Intervention supports.

The interventions will be aligned with other initiatives including the State Reserves for Comprehensive After School and 5% Reserve for Lost Instructional Time, along with the 90% ARP ESSER allocation, CRRSA and our Community Schools funding. The funding for the programs will be braided with the other funding sources to provide a complete and continuous response to address the impacts of lost instructional time for the next three years.

- 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
Community Schools Model Programming	200,181	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The Clyde-Savannah Central School District is a high-needs, rural District. This intervention will usher in high quality services in core academic areas such as reading and literacy, mathematics and science, through tutoring, individualized lessons, interactive reading and career pathway exploration. It will also offer enrichment and youth development activities such as nutrition, health, art, music, technology and recreation through high interest workshops, personalized learning, student led activities, equity and exploration trips, and healthy lifestyle activities. We will also establish and maintain partnerships within the community that

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>increase collaboration in planning and implementing the programs. Our objective is for students to show continuous improvement in achievement through measures such as test scores, grades, teacher reports, and other formal data metrics along with improvements in attendance and decreased disciplinary actions. The program will be for all students, especially focusing on students with disabilities, English learners, students who are economically disadvantaged, in foster care, or are experiencing homelessness. We will also target and specifically invite students with demonstrated need with assessments from Fontas and Pinnell, iReady Reading and Math, Sight Words, and teacher anecdotal records. Braided with the Full-Service Community Schools Grant and other Stimulus Funds, we will use this program to journey towards culturally responsive, trauma informed, community schools that provide a continuum of evidence-based and restorative practices organized by a Multi-Tiered System of Supports.</p> <p>One evidence-based practice we will be using is student goal setting and progress monitoring (https://eric.ed.gov/?=student+goal+setting&id=ED589978). For behavior, we will use the PBIS Model (https://link.springer.com/content/pdf/10.1007/s11121-012-0343-9.pdf) and Check In Check Out (https://eric.ed.gov/?id=EJ1047942). For Literacy, we will be using Leveled Literacy Intervention (https://ies.ed.gov/ncee/wwc/Intervention/1287), Literacy Footprints, (https://www.literacyfootprints.com/literacy-footprints-a-research-based-guided-reading-system), and Personalized Learning (https://www.rand.org/pubs/research_reports/RR1365.html). For Mathematics, we will use HMH Into Math (https://www.edreports.org/reports/overview/hmh-into-math-2020), Math Expressions (https://www.edreports.org/reports/overview/math-expressions-2018) and Personalized Learning. The summer program will mirror the school year Out of School Time program. Some students will be strongly encouraged to attend specific intervention programming. Our program runs for at least 5 weeks and we are looking to expand program if we can find staffing to support those needs. Just like during the school year, students will Check In with a caring adult, track their progress through</p>

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ARP-ESSER State Reserves - Summer Learning and Enrichment

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>the day, and Check Out at the end of the day. All staff, including lifeguards and support staff, will be trained to support youth. We are looking to address root causes for our community which include Low Neighborhood Attachment, Lack of Prosocial Opportunities in the community, low family attachment and we are looking to build on the strengths of strong school attachment.</p> <p>The Community Schools Model is an endorsed NYS model that opens schools to community and programming beyond the school day and school year. The broad approach requires a holistic effort. Because our program is focused on engagement for at-risk learners, we have a series of highly engaging enrichment and academic activities for youth to participate in. These include but are not limited to: Interactive Reading provided by Literacy Volunteers, Peer Assisted Learning, High Interest Workshops in art, music, drama, technology based on student interest and skills, Equity Trips to NYS Parks (Susan B. Anthony, Frederick Douglass, etc....), physical recreation, nature walks, swimming, martial arts, and nutrition classes. In addition, to support social/emotional learning we provide evidenced based activities such as 2nd Step, Safe Dates, Love Notes, Community Circles, and mentoring using the evidence-based NYS Mentoring Program.</p>

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 collect and monitor quarterly MTSS/RTI intervention data along with report card and attendance data to ensure student growth and improvement in identified areas of need. We will also monitor data from the same assessments we used to choose the interventions: iReady at Gr 1 - 8 for ELA and Math, Fontas & Pinell and Sight Words for Gr K-5, HMH Mathematics Assessments for K - 8. We will also use the results from the NYS 3-8 ELA and Mathematics Assessments, 4/5/8 Science Assessments, and Regents results.

Should we need to change the program plan, we will update stakeholders with our quarterly status report on the website, mailings, and the District newsletters. We will ensure the plan posted on our website is current and that any changes are clear.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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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	\$200,181
Anticipated Number of Students Served	537
Anticipated Number of Schools Served	2

- 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.

FS-10 1 Summer.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 1 Summer.pdf