

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

Introduction/Instructions - Background Information

---

Page Last Modified: 11/23/2021

**Background Information**

MORAVIA CSD - 051301040000

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

---

Page Last Modified: 11/23/2021

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

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

---

Page Last Modified: 11/23/2021

standards with reservations. The studies use large, multi-site samples. No 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 that 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 the 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 to 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

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

Introduction/Instructions - Background Information

---

Page Last Modified: 11/23/2021

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.

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

Introduction/Instructions - Submission Instructions

---

Page Last Modified: 11/23/2021

**Submission Instructions**

MORAVIA CSD - 051301040000

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.

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

---

Page Last Modified: 11/23/2021

**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.

## ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

---

Page Last Modified: 11/23/2021

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.
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.

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

---

Page Last Modified: 11/23/2021

**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.**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.



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

---

Page Last Modified: 11/23/2021

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

---

Page Last Modified: 12/29/2021

**ARP-ESSER State Reserves: Intent to Apply**

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov 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	Jeff Lawrence	jlawrence@moraviaschool.org	12/29/2021
LEA Board President	Terry Thompson	tthompson@moraviaschool.org	12/29/2021

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

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

Page Last Modified: 02/07/2022

**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.**

As a district, we always value community feedback and engagement as reflected in our adopted Strategic Plan priority to “collaborate with parents and community.” The initial step that we took as a district was to send out a community survey to all stakeholders including: parents, staff and community members via social media, website and school messenger. In the survey we reviewed the purpose of the funding and solicited feedback about how to prioritize the spending. We then reviewed the survey 123 responses at a public board meeting and asked for additional feedback guidance during this meeting. Finally, we provided the board leadership with the outlined spending plan that was the result of the recommendations from the overall vetting process. We will continue to engage our stakeholders throughout the implementation of the funds in the following ways: additional surveys, public board meetings, and in a detailed update provided in our spring newsletter.

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.moraviaschool.org/domain/18>

This link represents the district's business office page and will have the required documentation post once this plan is approved.

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

---

Page Last Modified: 02/07/2022

- 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 engage in ongoing communication with parents and families specific to the academic needs of their students. The process will begin with benchmark screening using AIMSweb in both ELA and Math. Student academic performance will be communicated to families with interventions identified to support student achievement. This universal screening will be done three times per year. In addition, students receiving learning loss interventions will be progress monitored every two weeks using the AIMSweb assessment system. As students make progress, that information will be communicated with families. Specifically the initiation or discontinuation of interventions will be communicated in written form.

School-based at-risk teams, consisting of school and district administrators, special education director, teachers, principals, counselors, psychologists, school staff and union representation will meet weekly to review academic progress and effectiveness of identified interventions.

Students that need additional support will be pre-selected for the after-school program funded through the ARP Comprehensive After School reserve funds. The At-Risk team will coordinate services of Special Education (IDEA), Title I, and English Language Learners (ENL teacher).

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

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

---

Page Last Modified: 12/23/2021

**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.**

\*AIMSweb and BIMAS-2

The district is using universal screening assessments to determine student needs. Academics is measured by the AIMSweb assessment and the Social-Emotional and Mental Health is measured by the BIMAS-2 assessment. Using the MTSS process, students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students are supported through a tiered system of interventions model.

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

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

---

Page Last Modified: 02/14/2022

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

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

---

Page Last Modified: 02/14/2022

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

The district uses a universal screening assessment in Math and ELA for students in grades K-8 three times per year. This AIMSweb assessment is used to identify student academic interventions following the Multi-tiered System of Supports (MTSS) framework. Interventions are matched to the identified student learning need through additional diagnostic assessments, (i.e. ORF, PAST). The process the District has used to select evidence-based interventions has been thorough school-based data meetings reviewing student academic needs and matching those needs with research-based high impact programs. Student reading interventions are informed by the science of reading research: <https://www.thereadingleague.org/what-is-the-science-of-reading/> Our reading teachers and some of our Elementary teachers have been trained in LETRS: <https://www.lexialearning.com/letrs> The Math Instructional Coach, hired through the ARP ESSER 3, has attended the National Conference for Math teachers: <https://www.nctm.org/events/> Through the Math instructional coach, the District is re-aligning the math interventions with research-based strategies that have a high impact on student learning. Overall, the District uses the What Works Clearinghouse to validate effectiveness of interventions. <https://ies.ed.gov/ncee/wwc/>

Current interventions used include:

- Raz Kids
- Lalilo
- Nessy
- Fluency Friends
- iXL
- EPIC
- Florida Center for Reading Research
- CKLA Assessment and Remediation Guide
- SPIRE
- Patricia Cunningham Word Building
- Phonemic Awareness Jen Jones activities
- Frax
- Reflex Math
- Zearn

Students receiving reading and math interventions are progress monitored bi-weekly using AIMSweb. Interventions will be modified to address student needs.

School-based at-risk teams, consisting of school and district administrators, special education director, teachers, principals, counselors, psychologists, school staff and union representation will meet weekly to review academic progress and effectiveness of identified interventions. This process will coordinate services that students receive through Special Education (IDEA), Title I, and the ARP Comprehensive After School Reserve Funds. The At-Risk team will coordinate services of Special Education (IDEA), Title I, and English

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/14/2022

Language Learners (ENL teacher).

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	300,000	<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	PLC / RTI at Work Establishing Professional Learning Communities, strengthening core curriculum, and creating common formative assessments (CFA) will build a foundation for teachers to work collaboratively to identify student learning needs and effective instructional practices for all students.. Professional Learning Communities are a New York State Education Department "State-Supported Evidence-Based Strategy" as listed on: <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> The District will be sending a team of teacher leaders and administrators to the Professional Learning Conference at work institute to be trained in best practices and implementation strategies to implement a professional learning community in our District. Following the training, the turn-key leaders will facilitate the work in our District of ensuring every student has access to a guaranteed viable curriculum. This guaranteed viable curriculum will be consistent with every teacher across each grade level. Ensuring every student receives on-grade level instruction and teacher teams meet to review student work and collaboratively plan Tier I interventions in the classroom. Establishing a guaranteed viable curriculum is the key piece to addressing learning loss. The school-



ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/14/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>based at-risk teams will review student data and the teacher professional learning teams along with the literacy and Math coach will look at student work and evidence of learning to identify areas of student need and develop instructional plans to address the learning need. The at-risk team will determine from the list of evidence-based interventions and coordinate services across Special Education (IDEA), English as a New Language, and ARP Comprehensive After School program.</p> <p>Developing a District-wide MTSS model using both common formative assessments and universal screening to ensure students receive Tier 1, 2, and 3 interventions as needed. Student progress will be monitored using assessment data and responsive school practices are established.</p>
<p>Other Evidence-Based Intervention (Tier I, II, III, or IV)</p>	<p>100,000</p>	<p><input checked="" type="checkbox"/> Primary Elementary School <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School</p>	<p><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</p>	<p>LETRS Training Reading League</p> <p>The LETRS training is training for PK-6 classroom teachers in the research of how children learn to read and the most effective strategies at each step of reading development. This training will increase the use of evidence-based reading instruction in the classroom. This is based on the Science of Reading: <a href="https://www.thereadingleague.org/what-is-the-science-of-reading/">https://www.thereadingleague.org/what-is-the-science-of-reading/</a></p> <p>The District will train PK-6 teachers in the 2022-2023 school year in the science of reading practices and will ensure that every student receives targeted instruction to develop both code-based and meaning-based reading comprehension. The teacher grade-level teams will collaboratively plan Tier 1 interventions to re-teach and support every student to achieve proficiency at the priority standards using the PLC/RTI model above.</p>
	<p>467,988</p>			

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/14/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)		<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input 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	<p>Reading Interventionist and Speech Therapist</p> <p>To deliver Tier 3 interventions, the District will be hiring an additional speech therapist and an additional reading interventionist. Currently the District only has one speech therapist that carries a caseload of 74 contacts per week. The New York State recommended contacts per week is 65 for speech therapists. Hiring an additional speech therapist will allow for more intense speech interventions for students who have learning loss in speaking. Research has shown that students at the PK-5 level who are identified for speech therapy would benefit from additional support in <u>phonological and phonemic awareness</u>.</p> <p>The District currently employs two reading teachers at the PK-5 level. In the Fall of 2021 71% of the District's first-graders were at or below the 25th percentile in reading on the AIMSweb assessment. These two teachers are currently unable to provide interventions to every student who needs it at the PK-5 level. An additional reading teacher will enable the District to provide evidence-based intensive interventions to students at the dosage (time) required by the research-based intervention to be effective. Overall, the District uses the What Works Clearinghouse to validate effectiveness of interventions. WWC   Find What Works!</p>

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

---

Page Last Modified: 02/14/2022

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

The District plans to monitor the effectiveness of the social emotional and academic interventions by using universal screening assessments - AIMSweb in ELA and Math and the BIMAS-2 in SEL. Students receiving Tier 3 interventions will be progress monitored bi-weekly. Interventions will be modified to address student needs. Our reading specialists and math coach hold data meetings three times per year with classroom teachers to review student needs and make adjustments for classroom instruction, Tier 2 interventions, and Tier 3 interventions. Families are notified as their student is moved into and out of Tier 3 interventions. Through the SEL screener, counselors are communicating with families to share areas of concern and SEL interventions provided through the school as well as connecting families with community resources.

The District plans to monitor the effectiveness of the social emotional and academic interventions by using universal screening assessments - AIMSweb in ELA and Math and the BIMAS-2 in SEL. Students receiving Tier 3 interventions will be progress monitored bi-weekly. Interventions will be modified to address student needs. Our reading specialists and math coach hold data meetings three times per year with classroom teachers to review student needs and make adjustments for classroom instruction, Tier 2 interventions, and Tier 3 interventions. Families are notified as their student is moved into and out of Tier 3 interventions. Through the SEL screener, counselors are communicating with families to share areas of concern and SEL interventions provided through the school as well as connecting families with community resources.

The District will monitor the effectiveness of the additional reading teacher and speech teacher through the use of student data trackers that will include both the AIMSweb and BIMAS-2 data with formative assessments that are aligned with the Science of Reading. The LETRS training and PLC training and conference effectiveness will be monitored through the use of AIMSweb universal screening in reading in addition to the progress that students make on the essential standards and common formative assessments. Evidence that teacher teams are working collaboratively to track student progress on essential standards as evidenced by common formative assessments and student work samples. The District will be putting in a What I Need (WIN) block of time at the Elementary School level for grade-level teams to respond to student learning needs as trained through the process of PLCs using interventions and instructional strategies that are aligned with the Science of Reading as learned through the LETRS training.

Changes in student programming will be communicated to families through teacher-parent email and phone communication, conferences, and progress and report cards.

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

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

---

Page Last Modified: 02/14/2022

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

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

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

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

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

4.

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

	Amount
LEA Allocation	867988
Anticipated Number of Students Served	950
Anticipated Number of Schools Served	2

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 - 5 - Lost Instructional Time 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 5 - Lost Instructional Time - Updated.docx

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

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/14/2022

**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.

- 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 will create an after-school virtual tutoring program to build on and provide additional time with identified Tier 2 and Tier 3 interventions that align with the core curriculum. Teachers in the after-school tutoring program will align interventions with student learning needs as trained through the process of PLCs using interventions and instructional strategies that are aligned with the Science of Reading as learned through the LETRS training.

Using the PLC and Science of Reading models identified above, the after-school program will be an extension of the school day. Families will meet with the tutor every 10 weeks to build strong school-to-home connections. This coincides with the other stimulus packages because it is a continuation of the work that we do on a daily basis to build a cohesive district educational plan, aligning all school buildings PK-12.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	173,603	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High	<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	Students identified for afterschool programming will receive Math and ELA interventions that are aligned with the science of reading and evidenced-based math practices. Interventions that the District plans to use are: <ul style="list-style-type: none"> <li>• Raz Kids</li> </ul>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/14/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School	<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	<ul style="list-style-type: none"> <li>• Lalilo</li> <li>• Nessy</li> <li>• Fluency Friends</li> <li>• iXL</li> <li>• EPIC</li> <li>• Florida Center for Reading Research</li> <li>• CKLA Assessment and Remediation Guide</li> <li>• SPIRE</li> <li>• Patricia Cunningham Word Building</li> <li>• Phonemic Awareness Jen Jones activities</li> <li>• Frax</li> <li>• Reflex Math</li> <li>• Zearn</li> </ul>

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 plans to monitor the effectiveness of the after school interventions by progress monitoring students bi-weekly. Each 10 weeks a data team will review student progress and effectiveness of current interventions using the AIMSweb universal screening and progress monitoring. Changes in interventions will be communicated with families as well as school-based intervention teams and counselors. Changes to the program plan will be communicated to stakeholders by the LEA superintendent and building administration through email, meetings, and weekly all-call messaging system.

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

ARP-ESSER State Reserves - Comprehensive After School

---

Page Last Modified: 02/14/2022

**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.**

	Amount
LEA Allocation	173603
Anticipated Number of Students Served	950
Anticipated Number of Schools Served	2

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 - 1 - 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 1 - After School.docx

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

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/14/2022

**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.**

Integrated summer programs will utilize evidence-based interventions and enrichment to ensure all students have access to hands-on activities involving problem-solving and higher order thinking skills. The District will create opportunities for students to participate in academic workshops specific to high interest areas that support Tier 1 standards-aligned instruction. Teachers in the summer learning program will select and align enrichment and intervention activities with student learning needs as evidenced by formative assessment data. This coincides with the other stimulus packages because it is a continuation of the work that we do on a daily basis to build a cohesive district educational plan, aligning all school buildings PK-12

- 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	173,603	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness	Detailed Description of Planned Intervention Students will be selected to attend summer school programs based on triangulated students data collected throughout the school year. Additionally, enrichment opportunities will be extended to



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

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/14/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input checked="" type="checkbox"/> High School	<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	students who also fit the data criteria set forth by each building.

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 plans to monitor the effectiveness of the summer interventions and enrichment by using a pre-participation assessment baseline and post-participation assessment. Summer programming and any changes will be communicated with families and participants.

**1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information**

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

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

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

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

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

	Amount
LEA Allocation	173603
Anticipated Number of Students Served	950
Anticipated Number of Schools Served	

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

ARP-ESSER State Reserves - Summer Learning and Enrichment

---

Page Last Modified: 02/14/2022

	Amount
	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.**

ARP - 1 Percent - Summer Enrichment Budget - Updated.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 1 - Summer - Updated.docx