

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

EVANS-BRANT CSD (LAKE SHORE) - 141401060000

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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

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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

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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.

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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.

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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.

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15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.

☒ YES, the LEA provides the above assurance.

16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

☒ YES, the LEA provides the above assurance.

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

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ARP-ESSER State Reserves: Intent to Apply

If an eligible school district does not 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	Daniel Pacos	daniel.pacos@lscsd.org	12/20/2021
LEA Board President	Jennifer Michalec	jennifer.michalec@lscsd.org	12/20/2021

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

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

The LEA has used two main modes of meaningful consultation with stakeholders and for public input. A survey was distributed to community, parents, students and staff in order to assist the district in prioritizing the needs of our school district. The LEA also meets with a tri-district committee bi-weekly to collaborate with the Seneca Nation and other schools that serve our Seneca Nation students to determine priorities.

In the survey and in the meetings, the following patterns and trends were noted:

Topic/Trend/Needs	Notes	Plan implementation Ideas
Technology	We need to have technology for the kids. We have to have enough hotspots.	Smart Schools Bond Act 1:1 6-12 September 2021 1:1 K-5 Spring 2022
Social Emotional Needs	Bring in outside services Additional social worker/counselor Mental Health Screenings SEL Trauma Mentions of home life and what kids have gone through Resources for parents Teacher's emotional needs Staff mindset, school spirit, team spirit Staff teambuilding Normalcy Students seem happy when back in school Health modules that focus on stress, places for resources, clubs, mindfulness and master of their lives	Compeer 6-12 Second Step K-8 SEL Committees by building to address student and staff needs Summer School – full-time counselor, social workers Supper Club reinstated (Fall 2022) Social Worker #SameHere School Counselor 9-12 Hallway Intervention

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Instructional Model	<ul style="list-style-type: none"> Five full days/open No packets Structure Organization/routine Consistency and leniency for working families No option for full remote Hybrid (or variation) Full remote teachers 	Five Days K-12
Academics	<ul style="list-style-type: none"> Ease them in, not set high expectations right away Build momentum for engagement Clear expectations Summer school with full-time counselor Reteach/slower pace Address cognitive needs Academic support More intervention Appropriate support Small tight knit groups Decrease student: teacher ratio Small class sizes Target instructional needs Additional services AIS Review Specialized reading Special Ed more time 	<ul style="list-style-type: none"> Small class sizes K-4 (additional teacher at AJS 4, HLD 4, HLD K, AJS K, AJS 2) K-1 Initiative Small group instruction (2 teachers/teaching assistants) Art teacher – 1 Science – 2.4 Instructional Implementational Leader 9-12 providing academic support Increase 1.5 Physical Education
Safety	<ul style="list-style-type: none"> Lessen restrictions No masks Get rid of health survey Ventilation Cleaning Require masks Washing hands Plan was safe and effective No sports due to spread of corona No vaccination requirement 	<ul style="list-style-type: none"> Follow NYS, County Public Health Guidelines Hire RN Hire LPN

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Extracurricular or other items mentioned to support return to school	Open field house	Sports	Implement full K-12 program with field trips, sports, intramurals, clubs, afterschool review
	Girls on the Run	Lunch outside	
	Freshman Seminar	Fun	
	CSV	Field trips	
	Playground	Lunch – no barriers	
	Recess	No barriers	
	Return to school	Clubs	
	Before returning to school social events (playground, fun nights, kickball)	Socialization	
		Afterschool skills and activities	
	Social events	Tutors	
		Afterschool transportation	

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.lakeshorecsd.org/>

For those who request a copy of the plan, they should contact district office at 716-926-2202.

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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.

Ongoing engagement with parents and families	Engagement related to identified student needs	Areas of student gains	Available assistance to families that will support student success
Each building will be developing a family engagement plan according to the work of Steven M. Constantino, <u>Engage Every Family</u> . Each building will host events that invites families in virtually, via phone and in-person.	Each building has a Response to Intervention team that includes academic support specialists, school counselors, content experts, social workers, and administrators that meet on a regular basis to determine student success, support and needs. The information for these meetings is provided by both general and special education teachers, academic support staff through classroom evaluation, assessment and observation. Services are determined for students as well as referral to the Special Education team for further evaluation.	Families are provided progress and report cards, NYSED assessment data, diagnostic screening results, attendance data and information on classroom performance throughout the year and have scheduled Parent/Teacher conferences. Parents can also request individual conferences anytime during the school year. There is a Response to Intervention Team that provides additional information to parents for the students they serve.	Family Support Center; K-12 School Counseling Team; UPK; K-12 Social Workers; K-12 Native American Academic Support and Home School Liaisons; Proud partnership with the Seneca Nation Education Department; Partnerships with outside agencies providing on-site parent workshops, family counseling and individual counseling

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

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

1. In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Student Need	Determination
Social, Emotional, Mental Health	#samehere training for students and staff grades 9-12 and use of app for students 9-12 addressing mental health; K-12 Social Emotional Committees to address needs of student and staff; and the use of the Panorama survey grades 4-12 to assess SEL needs for students; restorative circles; family communication K-5 about important topics each month to address SEL at home (i.e. breathing, messaging); InFocus K-5; Attendance Data Behavior/Discipline Data
Academic	Progress Reports, Report Cards; Rtl Teams (monthly meetings); IXL, STAR, State Assessment Results Tracking systems for patterns in attendance, assignment completion, and grades
Other	McKinney-Vento and Foster Care Liaison ELL support Erie 2 BOCES ELL professional development Erie 1 BOCES Surveys to families to assess current mindset and visions for next steps Personal outreach to families including flexible communication modes (i.e. email, in-person meetings, virtual meetings, phone calls, home visits)
Data Review Monthly by building	In many cases the data will be disaggregated by reporting groups to ensure the analysis of data for 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.

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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

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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.

Interventions and Innovative Approaches to accelerate learning	Evidence-Based Interventions	Coordination with other plans and fund sources
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Class size reduction grades K-4	<p>Achilles, C. M. (2012). Class-size policy: The STAR experiment and related class-size studies. The STAR research shows that small classes (15-17 pupils) in kindergarten through third grade (K-3) provide short- and long-term benefits for students, teachers, and society at large. Although all students benefit; poor, minority, and male students reap extra benefits in terms of improved test outcomes, school engagement, and reduced grade retention and dropout; Tier I and II instruction</p>	<p>It has been determined through academic data from progress and report cards, NYS Assessment data, benchmark and diagnostic testing that students are suffering learning loss in several areas. Many of our students were affected by poor attendance in both remote, hybrid and in-person learning. The addition of five elementary teachers for the purpose of class size reduction will allow for short- and long-term academic benefits for students, teachers and society at large.</p> <p>ESSER 2 funding includes other class size reduction in High School electives, Elementary and High School Physical Education, and K-12 art. This reduction in class sizes allows for students to have more opportunities for electives and physical activity K-12 which greatly impacts student motivation and greater well-being.</p> <p>Combined with a robust social emotional plan and resources to support that in Title funding, Title VI funding, the general fund, and My Brother's Keeper grant goals, this class size reduction intervention aligns with our goals and vision for our plan.</p> <p>We are hosting a robust tutoring program for our Native American students through our Title VI funding. We have three full-time Johnson O'Malley teachers funded by the Seneca Nation Education Department that work in our classrooms during the school day. We have three Native American Support Teaching Assistants that work with Native Americans during the school day.</p>
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ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

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High School Interventionist	<p>Self-study guide for implementing high school academic interventions</p> <p>A plan was developed and implemented to identify and serve struggling students with timely academic interventions. A schedule was created and implemented to ensure that struggling students receive academic interventions in a timely (in close proximity to the students' first day of school) manner. A plan was developed and implemented for academic interventions that reflects instructional practices empirically shown to increase student achievement.</p> <p>The school schedule has allocated sufficient and consistent instructional time to facilitate academic interventions and meet students' instructional needs.</p> <p>The school has established a schedule that delivers academic interventions with the appropriate frequency, consistency, and duration to meet students' instructional needs.</p> <p>A plan is developed and implemented to identify or hire school faculty and staff who will deliver academic interventions to students daily or nearly daily in small groups. The individuals delivering interventions should be able to teach academic literacy or math skills in an engaging manner to students during classroom intervention or content area instruction.</p> <p>A healthy and safe learning environment is established that is conducive to student engagement, student productivity, and intensive instruction.</p>	<p>It has been determined through academic data from progress and report cards, NYS Assessment data, benchmark and diagnostic testing that students are suffering learning loss in several areas. Many of our students were affected by poor attendance in both remote, hybrid and in-person learning. The addition of a high school interventionist will provide additional direct and supplemental instruction for students in the core content areas. The teacher will work with existing staff to expand the number of students who can be served using existing programming and support.</p> <p>ESSER 2 funding includes Social Emotional programming and staff. Combined with a robust social emotional plan and resources to support that in Title funding, Title VI funding, the general fund, and My Brother's Keeper grant goals, this class size reduction intervention aligns with our goals and vision for our plan.</p> <p>We are hosting a robust tutoring program for our Native American students through our Title VI funding. We have three full-time Johnson O'Malley teachers funded by the Seneca Nation Education Department that work in our classrooms during the school day. We have three Native American Support Teaching Assistants that work with Native Americans during the school day.</p>
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ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 12/17/2021

Elementary Interventionist	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades	<p>It has been determined through academic data from progress and report cards, NYS Assessment data, benchmark and diagnostic testing that students are suffering learning loss in several areas. Many of our students were affected by poor attendance in both remote, hybrid and in-person learning. The addition of two interventionist provide additional direct and supplemental instruction for students in the core content areas. The teacher will work with existing staff to expand the number of students who can be served using existing programming and support.</p> <p>ESSER 2 funding includes Social Emotional programming and staff. Combined with a robust social emotional plan and resources to support that in Title funding, Title VI funding, the general fund, and My Brother's Keeper grant goals, this class size reduction intervention aligns with our goals and vision for our plan.</p> <p>We are hosting a robust tutoring program for our Native American students through our Title VI funding. We have three full-time Johnson O'Malley teachers funded by the Seneca Nation Education Department that work in our classrooms during the school day. We have three Native American Support Teaching Assistants that work with Native Americans during the school day.</p>
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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.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	266,650	<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	Class size reduction - Class sizes had been reduced across the district in grades k, 2 and 4. This team of new instructional staff will be providing a guaranteed Tier 1 curriculum, Tier 2 small group instruction and collecting data to monitor student progress. We also added a 1st grade for class size reduction.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	79,969	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input 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	<p>High School Interventionist - A plan was developed and implemented to identify and serve struggling students with timely academic interventions.</p> <p>The school schedule has allocated sufficient and consistent instructional time to facilitate academic interventions and meet students' instructional needs.</p> <p>A healthy and safe learning environment is established that is conducive to student engagement, student productivity, and intensive instruction.</p> <p>A high school teacher will collaborate with teams of teachers and the Academic Learning Center to support students 9-12 to meet the learning standards and graduate on time.</p>
Other Evidence-Based Intervention (Tier I, II, III, or IV)	83,727	<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	<p>Elementary Interventionist - A plan was developed and implemented to identify and serve struggling students with timely academic interventions through small group instruction focusing on phonics, phonemic awareness, math fluency and guided reading.</p> <p>The school schedule has allocated sufficient and consistent instructional time to facilitate academic interventions and meet students' instructional needs.</p> <p>A healthy and safe learning environment is</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	established that is conducive to student engagement, student productivity, and intensive instruction.
Curriculum-Aligned Enrichment Activities	69,650	<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	Employee Benefits

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.

Intervention	How the LEA will monitor and evaluate the effectiveness of the selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs	Communication to stakeholders
Class Size Reduction (5)	Reports Cards, STAR, classroom performance, behavior referrals, attendance Panorama Survey Grades 3-5	https://www.lakeshorecsd.org/ District newsletter Social media – Facebook, Twitter Superintendent's News and Notes
High School Interventionist	#samehere app Reports Cards, STAR, classroom performance, behavior referrals, attendance Panorama Survey	
Elementary Interventionists (2)	Reports Cards, STAR, classroom performance, behavior referrals, attendance Panorama Survey Grades 3-5	

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

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5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal InformationLEAs 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	499,996
Anticipated Number of Students Served	2084
Anticipated Number of Schools Served	5

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.

Addressing the Impact of Lost Instructional Time - 5 Reserve.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 - Addressing the Impact of Lost Instructional Time.docx

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

Page Last Modified: 02/17/2022

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.

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

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

Evidence Based Intervention	Rationale - 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.	Coordination with other funding
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ARP-ESSER Application: State Reserves - ARP State ReservesARP-ESSER State Reserves - Comprehensive After School

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Boys and Girls Club Middle School programming for students in grades 6-8 - allows for socialization and is specific to their interests	A 2009 study of 322 7th and 8th grade students at Boys & Girls Club for 30 months found that those attending afterschool programs skipped school fewer times, increased school effort and gained academic confidence. The first two indicators increased with the number of days attending afterschool programs. The Public/Private Ventures study focused on 10 clubs across the country. (Arbreton, Amy et al, Making Every Day Count: Boys & Girls Clubs' Role in Promoting Positive Outcomes for Teens, May 2009)	ESSER 2 funding includes Social Emotional programming and staff. Combined with a robust social emotional plan and resources to support that in Title funding, Title VI funding, the general fund, and My Brother's Keeper grant goals, this Boys and Girls programming intervention aligns with our goals and vision for our plan to provide students an afterschool option that is off-site, allows for socialization and is specific to their interests. We are also hosting a robust tutoring program for our Native American students through our Title VI funding. We have three full-time Johnson O'Malley teachers funded by the Seneca Nation Education Department that work in our classrooms during the school day. We have three Native American Support Teaching Assistants that work with Native Americans during the school day.
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ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Intramurals K-6	How Good Afterschool Programs Improve School-day Attendance It goes without saying that poor school attendance can lead to academic failure. The opposite is also true: students struggling academically often disengage from school and start skipping classes because they don't see an avenue to success. Research shows that good afterschool programs can not only improve academic performance but also influence school-day attendance, even when most don't appear to make it an intentional goal. They accomplish this by: Providing socialization and peer attention in a supervised venue. Re-establishing the link between effort and results—first in a non-school activity. Engaging students in challenging activities that help them develop persistence, a trait critical to later success in school and life. Providing consistent contact with caring, stable adults. Increasing the sense of belonging at school.	Combined with a full list of 6-12 clubs, this expands the opportunity for our elementary students to participate in physical activity, academic clubs, and enrichment opportunities. We offer some intramural programming through our general fund but this will allow for us to expand that, buy supplies to support that work and pay employee stipends.
After School Review (Regents Courses/AP)– Grades 9-12	High School Diploma and graduating on time <u>Dropout prevention</u> Increased attendance Increased academic support in small groups	We offer some afterschool review through our general fund but this will allow for us to expand that and pay employee stipends.
After School Support – Grades K-12	High School Diploma and graduating on time <u>Dropout prevention</u> Increased attendance Increased academic support in small groups	This will expand our current 8-12 after school review that includes AP and Regents Level courses only. This will allow for us to expand to other content areas by providing small group instruction and pay employee stipends.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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After School Enrichment K-12	How Good Afterschool Programs Improve School-day Attendance It goes without saying that poor school attendance can lead to academic failure. The opposite is also true: students struggling academically often disengage from school and start skipping classes because they don't see an avenue to success. Research shows that good afterschool programs can not only improve academic performance but also influence school-day attendance, even when most don't appear to make it an intentional goal. They accomplish this by: Providing socialization and peer attention in a supervised venue. Re-establishing the link between effort and results—first in a non-school activity. Engaging students in challenging activities that help them develop persistence, a trait critical to later success in school and life. Providing consistent contact with caring, stable adults. Increasing the sense of belonging at school.	Combined with a full list of 6-12 clubs, this expands the opportunity for all students to participate in physical activity, academic clubs, and enrichment opportunities. This will allow for us to expand to other areas, pay employee stipends, and to provide transportation.
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2. In the chart below, please provide additional information about the planned evidence-interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	3,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input 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	Boys and Girls Club collaboration - Middle School Students will attend our Boys and Girls Club and programming will be designed specifically for that student population.

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
		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	
Curriculum-Aligned Enrichment Activities	12,000	<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 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>K-6 Enrichment (We call it intramurals in our district for grades K-6 because we can't use "clubs.") - Teachers will submit proposals to create after school (or before school) programming for our elementary K-6) students to participate in physical activity, academic challenges, and enrichment opportunities. These activities are typically 30 minutes at a time and parents will provide transportation. This is necessary because it responds to our parents' requests in the survey that we offer extracurricular activities for all kids K-12, hosting after school programs and socialization activities. This is reasonable as this will allow for healthy activities that feed the social emotional needs of the kids. Our data continually suggests that our kids want to be in school and want peer engagement. This is aligned with the grant because the grant asks us to conduct a comprehensive needs assessment, which we are doing with parents and through student survey. The results indicate a request and need for this work.</p>
Tailored/Individualized Acceleration	5,000	<input type="checkbox"/> Primary <input 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	<p>After School Review in preparation for regents and AP exams - Teachers will submit dates and times to create after school (or before school) review for our secondary students to participate in academic review programs which will allow tailored support for students that include differentiated instruction, one-to-one, multiple sessions and</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
			<input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	
Curriculum-Aligned Enrichment Activities	5,000	<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	K-12 Academic Support - Teachers will submit dates and times to create after school (or before school) programs for our students to participate in academic support. Academic support would be provided to students who are at risk for not meeting the NYS Learning Standards, for students who would like to further their grades, for students who would like to ask questions for homework or in preparation for a test, for students who would like to get some review in a particular content area.
Curriculum-Aligned Enrichment Activities	25,000	<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	Enrichment K-12 -Teachers will submit dates and times to create after school (or before school) enrichment for our students to participate in enrichment programs that are of high interests to kids.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	50,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Transportation for enrichment over three years

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

Page Last Modified: 02/17/2022

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.

Intervention	How the LEA will monitor and evaluate the effectiveness of the selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs	Communication to stakeholders
Boys and Girls Club Middle School	Reports Cards, STAR, classroom performance, behavior referrals, attendance Increased attendance/participation in other after school activities Panorama Survey Grades 6-8	https://www.lakeshorecsd.org/ District newsletter Social media – Facebook, Twitter Superintendent's News and Notes
Intramurals K-6	#samehere app (9-12)	
After School Review (Regents Courses)– Grades 9-12	Reports Cards, STAR, classroom performance, behavior referrals, attendance	
After School Support – Grades K-12	Panorama Survey Grades 3-12	
After School Enrichment K-12		

1% State-Level Reserve - Comprehensive After School: Fiscal Information

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

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

4.

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

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

Page Last Modified: 02/17/2022

	Amount
LEA Allocation	100,002
Anticipated Number of Students Served	2084
Anticipated Number of Schools Served	5

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.

Comprehensive After School Signed - February 2022.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_-_Comprehensive_After_School.docx

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.

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

The LEA has identified gaps in reading and math for grades K-3 due to the loss of instructional time. The LEA researched the website – WWC – What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/> for evidence-based instruction that we can embed in a 6-week summer program where we serve about 300 students in grades K-8. During the summer program, we will embed physical education, field trips, technology classes, scientific discovery, and play(<https://ies.ed.gov/ncee/edlabs/regions/midwest/videos/integrating-play-into-literacy.aspx>).

We would also embed three hours of math/reading instruction as per the research https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

This funding will be coordinated with our community education program that includes funding that is self-generated as well as funding from our town. This funding will also be coordinated so that this program aligns with summer school programming and allows for enrichment and an opportunity for all kids to attend K-8. This is a voluntary program and kids will be encouraged to attend. K-3 students will be the primary audience for the math/reading incorporation/grant funding, but coordinators will use data to determine needs beyond third grade and serve those students with funding from our town, grant money and program funding generated from other sources.

- 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.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/17/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	100,002	<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 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	6-week summer program Grades K-8 with an ELA and Math research-based intervention for K-3 Embed physical education, field trips, technology classes, scientific discovery, and play(https://ies.ed.gov/ncee/edlabs/regions/midwest/videos/integrating-play-into-literacy.aspx). Embed three hours of math/reading instruction as per the research https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

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.

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	Communication to stakeholders
Reports Cards, STAR, classroom performance, behavior referrals, attendance Panorama Survey Grades 3-12 #samehere app	https://www.lakeshorecsd.org/ District newsletter Social media – Facebook, Twitter Superintendent's News and Notes

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment**

Page Last Modified: 02/17/2022

1% State-Level Reserve - Summer Learning and Enrichment: Fiscal InformationLEAs 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	100,002
Anticipated Number of Students Served	2502
Anticipated Number of Schools Served	4

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.

Summer Learning and Enrichment.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 - Summer Learning and Enrichment.docx