

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

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

- 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.**

Our schools have robust Response to Intervention Committees that meet weekly to discuss the needs of our neediest students, academically, behaviorally, and social emotionally. Through our RTI process, students can receive academic support through AIS or counseling with our school social workers, guidance counselors, and school psychologists. Student progress reports, parent teacher conferences, data gained from student and parent surveys, and all of the classroom interaction that happens between students and teachers, and teachers and parents, are significant contributing factors to our being able to successfully support student success. The District will use funds from CRRSA grant for the implementation of Panorama Education Equity Survey. his Sense of Belonging Survey will help inform the Diversity, Equity, and Inclusion Committees work in addressing the needs of our diverse student population. The district recognizes that students have been historically marginalized due to inequities associated with aspects of their identities and their contexts, including, but not limited to, race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression). In order to get a good gauge of the work that needs to be done, the district would like to survey students in grades 6-12 on their sense of belonging in school. The results of the above activities will help us identify student's needs both academically and emotionally. We will use those results to design additional invention methods to address areas of concern as well continue to maintain close communications between students, parents and teachers. Additionally, students who have failed 2 or more classes and were unable to make up the credits during summer school will participate in the Credit Recovery program. This will give students the opportunity to complete the work necessary to earn full credit for their courses during the school year. Coordinating with the use of CRSSA to provide chrome books for all students, any student required to quarantine for 3 days of more will receive remote instruction for 1 to 2 hours per day. Work packets and Google Classroom assignments will be given to students, as much as is practicable to prevent the student from falling behind.

- 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.**

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Summer Learning and Enrichment Activities	146,000	<input 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>The Spackenkill Union Free School District developed a K-5 academic and social/emotional academy.</p> <p>The Summer Academy was designed to help remediate and prevent regression of skills for elementary students as a result of the inconsistency of instruction experienced as a result of COVID-19.</p> <p>The District focused on remediation of students at the elementary level as younger students are learning about and developing foundational skills that last a lifetime, such as spelling and reading.</p> <p>Students were selected for the Summer Academy by analyzing assessment data, teacher recommendations, and parent feedback.</p> <p>The Summer Academy is a 3-hour per day, 3-week program.</p> <p>Each class is staffed by a teacher, teaching assistant, and a school social worker who pushed into the classrooms and taught social/emotional lessons.</p> <p>Students who did not formally attend the Summer Academy could sign up for social/emotional games and activities, also led by a school social worker.</p>
High Dosage Tutoring Programs	126,000	<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>The elementary afterschool program will provide additional support for those students in grades 2-5 who need or want extra instructional time. The program will run 3 days per week for up to 2 hours per day. Students may be recommended for the program by their parents or teachers for additional help in one or multiple academic areas.</p>
Summer	25,998	<input type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students	<p>The secondary summer program will provide</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Learning and Enrichment Activities		<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<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>additional support for those students in grades 6-12 who need or want extra instructional time. The program will run for 2 weeks during the summer for students who need to repeat a class or prepare to take summer regents exams.</p> <p>The funds designated here are to cover the excess cost of the program not covered by the 1% Summer Enrichment Grant .</p>
Comprehensive After School Programming	201,998	<input 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	<p>The Secondary Quarantine Program is designed to keep students in grades 6-12 up to speed with their school work if they are forced to quarantine. This program is held in the high school library from 3-5pm.</p> <p>The Elementary Quarantine Program will provide students with one hour/day of home tutoring. Work packets and Google Classroom assignments will be given to students, as much as is practicable. On Day 4 of an extended quarantine, the teacher should begin providing the after-school tutoring session remotely using Google Classroom.</p> <p>The Afterschool Credit recovery for grades 9-12 will run after school from 3-5 pm during the second 5 weeks of the first semester. This will service students who failed more than 2 classes which could not all be recovered during the summer school program.</p>