

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

SANDY CREEK CSD - 461901040000

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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	Shelley Fitzpatrick	sfitz@scs.cnyric.org	12/9/2021
LEA Board President	John Shelmidine	john.shelmidine@scs.cnyric.org	12/9/2021

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ARP-ESSER State Reserve: Consultation

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

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

The Sandy Creek Central School District uses a Comprehensive District Education Plan (CDEP) process to establish annual district and building goals. The CDEP Committee composed of key stakeholders includes the following representation:

- Superintendent
- Elementary Building Principal (homeschool coordinator and shared coordination of homeless liaison role)
- Middle/High School Building Principal (DASA coordinator and shared coordination of homeless liaison role)
- Business Administrator (also coordinator of foster care)
- Director of Curriculum and Instruction (also District Data Coordinator, Title I Coordinator, Migrant liaison, and English Language Learner (ELL) Coordinator)
- Board of Education Members
- Parent Members
- PreK-12 Department Coordinators (Classroom Teachers: ELA, Math, Science, Social Studies, and Special Areas)
- Elementary Teacher Representative
- Secondary Teacher Representative
- School Library Media Specialist
- PreK-12 Special Education Coordinator/CSE Chairperson
- Sandy Creek Teachers' Association SCTA Union President and other representative
- Elementary Instructional Coach
- Student meetings with representatives from CDEP steering committee

This same committee and stakeholders have and will continue to engage in meaningful consultation regarding this plan. Additionally, we will continue to welcome feedback and/or input from the public regarding this plan.

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

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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.

Sandy Creek CSD Website - plan for using State-Level Reserve funds will be posted: <https://www.sandycreekcscd.org/>

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 Sandy Creek Central School District will continue to support ongoing engagement with parents and families, including engagement related to student needs, progress, and available assistance through the following:

- ParentSquare group posts and/or individual messages (accessible by all staff and parents) with updates and offerings: Includes administrator and staff correspondence with parents (and secondary students) to support individual student needs Individual attendance letters for those students at-risk of being considered chronically absent School or district offerings (such as requesting/scheduling a parent teacher conference when needed at any grade level) Hour of Code to promote both student and parent engagement Vaccination clinics Sports related events School related activities (school pictures, senior trip, concerts, honor society opportunities, Battle of the Books, etc...)
- Phone calls by administrators and staff to contact or engage parents about gains, needs, and/or available assistance
- PreK-12 School Tool Parent Portal Parents and guardians at grades 6-12 can see attendance, grades, assignments, and other information
- Google Classroom access for parents and guardians to view student status and assignments
- PreK-5 School-Based Intervention Team Meeting: Parent invites to address at-risk students with behavioral, academic, and/or social issues, along with available services and supports in place to meet student needs.
- K-8 Parent Teacher Conferences
- Grades 6-12: 5 week progress reports for all students
- Academic Intervention Services (AIS)/Response to Intervention (RtI) Parent Notification for those students identified as being at-risk and/or performing below grade level 5 week progress reports
- Offer K-12 parents/guardians of at-risk students and/or those quarantined and missing core instruction, extended day and year programming to address learning loss
- To meet the individual needs of struggling families, the school social workers will continue to work with families to refer and/or collaborate with human service organizations and other needed providers.
- Meeting the basic needs of students and families by continuing to work with local businesses and non for profit agencies to provide available assistance for struggling families Backpack program – United Methodist Church Local friendship shop Local food pantry Monthly fresh food and produce distributions Thanksgiving food baskets Adopt a child or family for Christmas (Local Community Organizations and Businesses: Angel Tree, Sportsman Club, Exelon, etc...) Partner with Caring Hearts Thrift Store – Pulaski Wesleyan Church

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

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

The Sandy Creek Central School District uses an annual Comprehensive District Education Plan (CDEP) process to establish annual district and building goals. The CDEP Committee composed of key stakeholders (including a wide-range of instructional staff, parents, board members, and administrative staff) completes a needs assessment which drives annual plan revisions. This comprehensive annual needs assessment is also aligned with Title I School wide requirements and all other district initiatives such as CARES, CRRSA, IDEA or other funding sources. Data, including but not limited to NYS assessments, Regents results, graduation rates, attendance, poverty indicators, accountability measures, and benchmark assessments, is used to determine barriers that impact student achievement at all levels. Department coordinators (members of CDEP full committee) meet with K-12 department members and use the needs assessment data to revise content area SMART goals, strategies, and student outcomes.

In addition to the annual CDEP needs assessment, the Director of Curriculum, Instruction, and Data also conducts an annual accountability audit as part of the annual Consolidated Grant Application Level 1 Building Addendum Surveys. This work is completed by a subcommittee of CDEP. As part of the review, the team focuses on accountability measures, applicable subgroups, and progress made annually (when data is available). This data is also shared with the CDEP Committee to ensure that we are monitoring the needs of all subgroups.

Sandy Creek CSD At-Risk Subgroup Breakdown:

- Economically disadvantaged - typically over 50% (2018-19 SY - district was designated as Community Eligibility Provision (CEP) School due to poverty percentatge
- Students with disabilities - between 11% - 13% of students

The rest of our at-risk subgroups (ELLs, homeless, migratory, students of colors, foster, etc..) are very small in size, typically 2-6 students on average.

The Sandy Creek Central School District is located on one campus with three separate grade spans. While the CDEP committee consists of representatives that span the entire district, there are also building or grade span systems in place to help with the determination of student needs across all subgroups. Due to this configuration, the teams listed below monitor the needs of all students, including our at-risk smaller subgroups, to ensure that all needs are being met. These supports include:

- PreK-12 Counseling Team: Comprised of administrators, two guidance counselors, two social workers, two psychologists, and two nurses. This team works with teachers and parents in identifying and reviewing the social, emotional, and mental health needs of all our students.
- PreK-5 SBIT (School-Based Intervention Team): Comprised of Administrators, Nurses, Social Worker, Instructional Coaches, and classroom teacher representation – meets bi-weekly to review data, look at individual student needs, and communicate these needs to other teachers and parents as needed.
- Elementary Leadership Team: Comprised of Administrators, Social Worker, Instructional Coach, and Teacher Representatives
- Gr. 6-12: Grade level Team: Meets to review and monitor student progress

The configuration of the district, along with shared staff across grade spans, provides opportunities for these systems to work together in consistently identifying, reviewing, and communicating about evolving student needs. As part of the end of the year reflection, the CDEP committee, along with content area departments, revisits established annual goals and reviews student success.

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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.**

The Sandy Creek Central School District uses a Comprehensive District Education Plan (CDEP) process to establish annual district and building goals. The CDEP Committee composed of key stakeholders (including a wide-range of instructional staff, parents, board members, and administrative staff) completes a needs assessment which drives annual plan revisions. This comprehensive annual needs assessment is also aligned with Title I School wide requirements and all other district initiatives such as CARES, CRRSA, IDEA or other funding sources. Data, including but not limited to NYS assessments, Regents results, graduation rates, attendance, poverty indicators, and benchmark assessments, is used to determine barriers that impact student achievement at all levels. As part of the end of the year reflection, the committee, along with content area departments, revisits established annual goals and reviews student success. The planned use of state reserve funds for after school programming that will address the impact of lost instructional time is directly aligned with the district comprehensive CDEP plan.

Due to the impact of the COVID-19 pandemic and other factors relating to learning loss, many of our students are reading below grade level, lacking math foundation skills, and still need to fulfill graduation requirements. In addition to being at-risk academically, many of our students are also grappling with finding social emotional balance during these difficult times. Over the past two years, our students have missed critical in-person core instruction. During the 2020-2021 school year, 25.7% of our students were considered chronically absent as compared to 12.5% during 2019-2020. Additionally, the district had periods of entirely remote instruction dating back to March 2019, and grades 7-12 followed a hybrid model from September 2020 – March 2021. While we now have students onsite for the 2021-2022 school year, along with reinstating our Universal PreK program, we are continuing to deal with a high percentage of positive cases and quarantined students. This lack of consistent core instruction has and is impacting our current student learning and performance. The district did not have a Universal PreK program in place for the 2020-2021 school year as a result of COVID-19. Many parents and guardians were concerned about their child's safety. Due to this, the district did not have enough students to hold the program that annually runs at full capacity (40/40 slots). The loss of this instruction has contributed to incoming Kindergarten's overall school readiness, including speech-language development. On the Kindergarten screening assessments administered by the school speech-language teacher and counselors, 36% (20 of 56 students) performed below the benchmark on the speech screening assessment and need services. At grade 1, 26% (12 of 46) grade 1 students are also receiving speech improvement services. The trend of increasing speech needs at the primary levels is also apparent in our current PreK program with 18% (7 of 40) of students needing language services and support. Addressing the speech-language needs at the primary level has also been identified as a priority need.

Through evidence-based programming and supports that are part of the school day, the Sandy Creek Central School District will respond to and address individual learning loss or instructional gaps of students, including at-risk subgroups, caused or exacerbated by the COVID-19 pandemic. In addition to providing a primary speech-language intervention, the plan will also address math performance. On the NYS 2021 Math 3-5 assessments, 49% of students performed below proficiency. Additionally, 45% of students in grades 2-5 were below the 40th percentile on the STAR Math benchmark assessment. While the Sandy Creek Elementary School has followed an RTI model and utilizes Title I Reading Teachers to address student needs during the pandemic, Math interventions have not been in place. To accommodate the increasing numbers of students missing math core instruction and/or lacking foundational skills at the

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elementary level due to the impact of COVID, the district will implement an evidence-based mathematics intervention. Additionally, other required services, such as the increasing number of students requiring speech-language services at the elementary level due to the impact of remote instruction and lack of a universal PreK program for the 2020-2021 school year will also be addressed to support evidence-based literacy practices.

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)	433,960	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Elementary Math Intervention The design of this Tier 4 (demonstrates a rationale) intervention is aligned with evidence-based research available through the What Works Clearinghouse (WWC). A panel of experts, including researchers and practitioners, developed this guide using studies based on meeting the criteria of WWC. "Each recommendation receives a rating based on the strength of the research evidence that has shown effectiveness of a recommendation" (p. 1) – strong, moderate, or low. While this review, "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools," conducted by the Washington, DC: National Center for Evaluation and Regional Assistance, Institute of Education Science (IES), and United States Department of Education did not meet the Tier I-III requirements due to the design of the study, the goal of this review is to "formulate specific and coherent evidence-based recommendations for use by educators addressing the challenge of reducing the number of children who struggle with mathematics by using 'response to intervention' (RtI) as a means of both identifying students who need more help and providing these students with high-

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>quality interventions" (p. 2).</p> <p>The first recommendation by this review (panel of experts) based on moderate evidence is to set up a screening system to identify those at risk for potential mathematical difficulties and provide interventions to those students identified as at risk (p. 14). Additionally, the review also includes that in addition to screening measures, districts should also include regular progress monitoring, and when needed, diagnostic as part of the assessment system. To avoid a potential roadblock, the experts also stress the importance of assessing all students, even those not at risk, on a regular basis (p. 16). To support and strengthen the RtI assessment system, including literacy as related to math, one certified general aide will administer screening and progress monitoring assessments in addition to providing general math classroom support based on identified math intervention needs.</p> <p>Screening assessment system will include (but not limited to):</p> <ul style="list-style-type: none"> • STAR Early Literacy (includes basic literacy and early numeracy) at K & 1 both screening 3X each year and ongoing progress monitoring (frequency depending on intervention tier) • aimswebPlus Early Numeracy and Early Literacy both screening 3X each year and ongoing progress monitoring (frequency depending on intervention tier) • STAR Reading and Math both screening 3X each year and ongoing progress monitoring (frequency depending on intervention tier) <p>Using these data results, along with historical data, the math interventionist, along with the general classroom aide, will work with a second math specialist hired with ARP-ESSER funds. The team</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>will implement the following recommendation of the study based on strong evidence in providing “explicit and systematic instruction” that includes “providing models of proficiency in problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review” (p. 6). Using this data and instructional approach, the math interventionists will use NYS Great Minds Math Modules and other supplemental materials to address comprehensive and individualized learning loss.</p> <p>The math intervention program will span the entire school year. The two math interventionists will each work with 3 grade levels so that all students are covered K-5 and vertical alignment is in place. As part of the same panel review in recommending systematic and explicit instruction from WWC (based on the review of 6 studies), “interventionists should also have hands-on experience, teaching the lessons to each other and practicing with students” (p. 24) to be the most effective in providing interventions. Both interventionists will be experienced math teachers with at least 12-15 years of experience, along with possessing a solid knowledge of the NYS Learning Standards, vertical alignment, and NYS Great Minds Math modules.</p> <p>Measureable Student Outcomes:</p> <ul style="list-style-type: none"> • To improve math classroom and assessment performance (on NYS or local screening depending on grade level) by addressing individual and/or grade level instructional needs caused or exacerbated by the pandemic through the math intervention program and supports. <p>Specific activities that will be implemented:</p> <ul style="list-style-type: none"> • Designate coordination responsibilities for ongoing programming, data, and fiscal review of

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>this intervention</p> <ul style="list-style-type: none"> • Train staff to administer assessments as part of the assessment system • Administer screening measures to all grade levels • Identify at-risk students, along with differentiation needed to meet student needs (identifying missing pre-requisite skills) • Build schedule (allow for both daily and once a 4 day cycle interventions) based on student needs • Provide this additional systematic and explicit instruction to address loss of learning Tier I – additional time to conduct spiral reviews – all students Tier 2 and 3 – individual and/or small group targeted instruction • Document services provided to students at Tier 2 and 3 as part of current RtI model based on individual student action plans, along with progress monitoring • Meetings to review data and adjust instruction, along with opportunities for interventionists to align instruction with classroom core teachers <p>The outcome of this program and the purpose behind ESSER funds is to address the students' social, emotional, mental health, and academic needs due to the impact of COVID-19. Students, due to a variety of factors, have responded disproportionately to the impact of the pandemic. Through the implementation of the Tier 4 Math intervention that will be part of the existing RtI school system, and based on components already in place such as the system of assessments and same NYS Math curriculum (Great Minds), interventionists will be able to quickly adapt and address student needs.</p>
Other Evidence-Based	301,038	<input type="checkbox"/> Primary <input type="checkbox"/>	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities	Grades 6-9 Math Intervention The design of this Tier 4 (demonstrates a rationale)

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Intervention (Tier I, II, III, or IV)		Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>intervention is aligned with evidence-based research available through the What Works Clearinghouse (WWC). A panel of experts, including researchers and practitioners, developed this guide using studies based on meeting the criteria of WWC. "Each recommendation receives a rating based on the strength of the research evidence that has shown effectiveness of a recommendation" (p. 1) – strong, moderate, or low. While the study review, "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools," conducted by the Washington, DC: National Center for Evaluation and Regional Assistance, Institute of Education Science (IES), and United States Department of Education did not meet the Tier I-III requirements due to the design of the study, the goal of this review is to "formulate specific and coherent evidence-based recommendations for use by educators addressing the challenge of reducing the number of children who struggle with mathematics by using 'response to intervention' (RtI) as a means of both identifying students who need more help and providing these students with high-quality interventions" (p. 2).</p> <p>The first recommendation by this review (panel of experts) based on moderate evidence is to screen all students to identify those at risk for potential mathematical difficulties and provide interventions to students identified as at risk. In addition to Gr. 6-8 STAR Math assessments administered by classroom teachers, the math interventionist will also administer STAR Math Algebra assessments to identify math needs for those students who have not passed the Integrated Algebra Regents (and/or met exemption guidelines), along with progress monitoring as needed. Using these results, the math</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>interventionist will implement the following recommendation of the study based on strong evidence in providing “explicit and systematic instruction” that includes “providing models of proficiency problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review” (p. 6). Using this data and instructional approach, the math interventionist will use NYS standards aligned and supplemental materials to address comprehensive and individualized learning loss.</p> <p>The math intervention program will span the entire school year. The math interventionist will work with at-risk students at grades 6-8, along with students struggling to successfully learn or apply the Integrated Algebra content. The math interventionist will also work with grade level math teachers to align classroom content with the systematic and explicit instruction of these additional interventions that will target student learning loss and existing gaps.</p> <p>Measureable Student Outcomes:</p> <ul style="list-style-type: none"> • To improve math classroom and assessment performance (on NYS 6-8, local screening or NYS Regents exams depending on grade level) by addressing individual and/or math grade level instructional needs caused or exacerbated by the pandemic through the math intervention program. <p>Specific activities that will be implemented:</p> <ul style="list-style-type: none"> • Designate coordination responsibilities for ongoing programming, data, and fiscal review of this intervention • Administer screening measures • Identify at-risk students, along with differentiation needed to meet student needs • Build schedule (allow for both daily and once a 4

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>day cycle interventions) based on student needs</p> <ul style="list-style-type: none"> • Provide this additional systematic and explicit instruction to address loss of learning • Document services provided to students as part of current AIS (Rtl) model based on individual student action plans • Meetings to review data and adjust instruction, along with opportunities for interventionists to align instruction with math classroom teachers <p>The outcome of this program and the purpose behind ESSER funds is to address the students' social, emotional, mental health, and academic needs due to the impact of COVID-19. Students, due to a variety of factors, have responded disproportionately to the impact of the pandemic. Through the implementation of the Tier 4 Math intervention that will be part of the existing AIS (Rtl) school system, and based on components already in place such as the system of assessments and NYS Standards aligned materials, the interventionist will be able to quickly adapt and address student needs.</p>
Other Evidence-Based Intervention (Tier I, II, III, or IV)	119,792	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Speech-Language Intervention</p> <p>The design of this Tier 4 (demonstrates a rationale) intervention is based on the rationale that systematic and explicit language services, grounded with elements such as phonological awareness and vocabulary, will accelerate language growth to strengthen skills most critical to academic success. Many peer reviewed journal articles and studies support this finding in demonstrating that speech-language services, especially at the primary level, can strengthen oral, reading, and writing skills. One such article, "Predictors of Language Gains Among School-Age Children with Language Impairment in the Public Schools, was published by the Journal of Speech, Language, and Hearing Research (June</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>2017, p, 1590-1605) is based on a larger study titled, "Speech-Therapy Experiences in the Public Schools." The sample of this larger study included 272 kindergarteners and first-graders with language impairment or deficiencies enrolled in public schools. According to the U.S. Department of Education, language impairment (LI) is one of the most common developmental disabilities in which children receive specialized services in the early primary grades (2015). "Services for LI are provided within the public schools via federal funding sources because of the well-demonstrated adverse effects of LI on a variety of key educational outcomes, including children's social relationships with peers and their reading and mathematics skills" (p.1590). Results of the study also concluded that phonological awareness and vocabulary skill related to greater gains in language skills. "Put simply, children who have relatively high levels of oral-language skill, on the basis of their proficiency on phonological awareness and vocabulary assessments implemented in the fall of the year, made the greatest gain over the academic year" (p. 1601). It is for these evidence-based reasons that students struggling with language deficiencies or impairment need speech-language services as part of the school day to address learning loss caused or exacerbated by the pandemic.</p> <p>Measureable Student Outcome:</p> <p>Decrease the number of students, at the primary level, requiring speech services as a result or exacerbated by the pandemic through early intervention services.</p> <p>Specific activities that will be implemented:</p> <ul style="list-style-type: none"> • Designate coordination responsibilities for programming, data, and fiscal review of this

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>intervention</p> <ul style="list-style-type: none"> Newly hired speech pathologist will work with the speech pathologist already on staff, along with CSE chair and administrators to review and balance speech-language needs and services. PreK-5 currently has 55 students needing speech services (not part of an IEP), plus 34 students at K-11 with IEPs that include speech services. The two speech pathologists, along with administrators, will create a speech intervention schedule dividing these students based on intensity of student services needed. This addition of a second speech teacher, along with the flexibility of both providing services, will allow for the speech-languages needs of the primary grades to be addressed. The two teachers will also set individual student outcomes and monitor progress. The two speech pathologists will also be part of the RtI process in assessing future referrals.
Comprehensive After School Programming	24,639	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Middle and High after School Program - Grade 6 Teacher only (other staff is included as part of State Reserves - Comprehensive After School Program Intervention)</p> <p>The after school program will target students at grades 6-12 that are considered academically at risk based on data sources such as attendance, course grades, state assessments, graduation requirements, and other measures. While the social, emotional, and mental health of our students is critical to student success, the district has addressed this in hiring a full-time social worker at the secondary level. With two full-time guidance counselors, a secondary level school psychologist, and this new social worker, the district is able to</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>provide a large number of counseling opportunities at grades 6-12 during the regular school day. According to a recent research study of secondary students in the <i>Canadian Journal of School Psychology</i>, "results indicate that, as predicted, lower depression and higher psychosocial well-being were consistently associated with better academic performance and education behaviors (fewer classes skipped, days missed, and lower frequency of incomplete homework)." Since the design of the regular school day addresses the social and emotional well-being, the district needs to ensure that the academic needs are also met to maintain this balance.</p> <p>The design of this Tier 4 (demonstrates a rationale) after school intervention will address the academic needs, or side, of our at-risk students. A panel of experts in OST and research methods developed this guide using studies based on meeting the criteria of WWC. "As with all WWC practice guides, the recommendations in this guide are derived from and supported by rigorous evidence" (p. 1). The judging panel of experts referenced this review also concluded that there is a moderate level of evidence supporting this targeted instruction (or tutoring) program recommendation. Instruction is also aligned academically with the school day. While the study, "Structuring Out-of-School Time to Improve Academic Improvement," conducted by the Washington, DC: National Center for Evaluation and Regional Assistance, Institute of Education Science (IES), and United States Department of Education did not meet the Tier I-III requirements due to the design of the study, the rationale behind the recommendations are based on research and intended to help district and school administrators</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>design out-of-school programs that will be the most effective in meeting student needs.</p> <p>The core of this after school Tier 4 intervention will be based on the strategy that instruction (tutoring) is adapted based on individual and/or small group needs, as well as being aligned academically with the school day. According to this guide that also was based on a middle school population, out-of-school or "OST is an opportunity to supplement learning from the school day and to provide targeted assistance to students whose needs extend beyond what they can receive in the classroom" (p. 24).</p> <p>While this study is pre-pandemic, the recommendations and evidence based on 22 studies are even more fitting in addressing the past and ongoing learning loss at any grade level. To make up for missed core instruction or foundational skills, and learning loss due to COVID-19, after school teachers and support staff will use NYS Standards aligned materials, along with supplemental program resources, to address gaps in learning based on student needs.</p> <p>The after school program will span the entire school year and be offered twice a week for 90 minutes (funded out of learning loss budget) at grades 6-12 and additionally once a week for 180 minutes (funded out of comprehensive after school program) for high school students. This scheduling allows students the flexibility to attend from as little as 90 to 360 minutes each week. Students, based on the following data sources of attendance (regular daily and/or remote for COVID related reasons), classroom social and academic progress indicators, STAR assessment data, and teacher referrals, will be recommended to attend this program. To promote student engagement and ownership of</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>learning at the secondary level, students can also request to be part of this program. Classroom teachers that are familiar with both the content and students will provide this extended day individualized and/or small group instruction (tutoring) based on student needs. Another key component of this program based on the study is to continually assess program performance and use the results to improve the quality of the program.</p> <p>Measureable Student Outcomes:</p> <ul style="list-style-type: none"> • To improve course grades and student achievement scores on state or local benchmark assessments (depending on grade level), while meeting the social-emotional needs of students through specific activities. <p>Specific activities that will be implemented:</p> <ul style="list-style-type: none"> • Designate coordination responsibilities for ongoing programming, data, and fiscal review of this intervention • Ongoing review of all relevant data sources coordinated by administrators and classroom teachers to determine best candidates, along with student input • Core content area small group instruction (tutoring) – review of core area content to address learning loss or gaps, along with identifying missing pre-requisite skills • Individual support and/or review of core content material (based on priority standards) • Ongoing attendance and progress program review <p>The overall outcome of this program and the purpose behind ESSER funds is to address the students' social, emotional, mental health, and academic needs due to the impact of COVID-19.</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				Students, due to a variety of factors, have responded disproportionately to the impact of the pandemic. To address this wide range of needs, the after school program enrollment will be long term and/or flexible based on student needs. In order to serve all students, including those most at risk, funds will be used to provide transportation home from this program. Administrators and school staff will coordinate with both parents and students to determine periods of enrollment. To ensure that the program is meeting the needs of students, the middle and high principal, along with classroom teachers, after school program staff, counselors, and grade level teams will continue to monitor the key data sources to identify at-risk students.
Comprehensive After School Programming	10,114	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Comprehensive Elementary After School Program - Social Worker hours only (other staff is included as part of State Reserves - Comprehensive After School Program Intervention)</p> <p>To address students' social, emotional, mental health, and academic needs due the impact of COVID-19, the district will create a comprehensive Elementary After School Program that is available to all students, including at-risk subgroups. The design of this Tier 4 (demonstrates a rationale) intervention is aligned with evidence-based research available through the What Works Clearinghouse (WWC). A panel of experts in OST and research methods developed this guide using studies based on meeting the criteria of WWC. "As with all WWC practice guides, the recommendations in this guide are derived from and supported by rigorous evidence" (p. 1). While the study, "Structuring Out-of-School Time (OST) to Improve Academic Improvement," conducted by the Washington, DC:</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>National Center for Evaluation and Regional Assistance, Institute of Education Science (IES), and United States Department of Education did not meet the Tier I-III requirements due to the design of the guide, the rationale behind the recommendations are based on research and intended to help district and school administrators design out-of-school programs that will be the most effective in meeting student needs.</p> <p>The core of the after school Tier 4 intervention, along with this guide based on 22 studies that included an elementary population, is based on the strategy that instruction (tutoring) is adapted and based on individualized and/or small group needs. The judging panel of this study reviewed by the WWC also concluded that there is a moderate level of evidence supporting this targeted instruction program recommendation. Instruction is also aligned academically with the school day. According to this study, out-of-school or "OST is an opportunity to supplement learning from the school day and to provide targeted assistance to students whose needs extend beyond what they can receive in the classroom" (p. 24). While this study review is pre-pandemic, the recommendations and evidence are applicable to our current situation. As part of the regular school day, research-based programs such as Core Knowledge English Language Arts and Great Minds (previously Eureka Math) are the basis of core instruction and are aligned with the NYS Learning Standards. To make up for missed core instruction or foundational skills, and learning loss due to COVID-19, after school teachers and support staff will use these same resources, along with supplemental program materials, to provide enrichment and/or address gaps in learning based</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>on student needs.</p> <p>The after school program will span the entire school year and be offered twice a week for 90 minutes (funded out of learning loss budget) at grades 6-12 and additionally once a week for 180 minutes (funded out of comprehensive after school program) for high school students. Students, based on the following data sources of attendance (regular daily and/or remote for COVID related reasons), classroom social and academic progress indicators, STAR assessment data, and School-Based Intervention Team (SBIT) referrals, will be recommended to attend this program. Classroom teachers, counseling staff, and support staff that are familiar with both the content and students will provide this extended day individualized and/or small group instruction (tutoring) based on student needs.</p> <p>Measureable Student Outcomes:</p> <ul style="list-style-type: none"> • To improve classroom grades and student achievement scores on state or local benchmark assessments (depending on grade level), while meeting the social-emotional needs of students through specific activities. <p>Specific activities that will be implemented:</p> <ul style="list-style-type: none"> • Designate coordination responsibilities for ongoing programming, data, and fiscal review of this intervention • Ongoing review of all relevant data sources coordinated by administrators and interventionists to determine best candidates • Provide small group targeted instruction (tutoring) based on core content areas – enrichment and/or intervention depending on student needs • Review of core content materials, along with

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>identifying missing pre-requisite skills and current grade level instructional needs (priority standards) to drive programming instruction</p> <ul style="list-style-type: none"> • Design instruction to also include critical thinking skills, especially when based on near or grade level material • Individualized and/or integrated counseling opportunities • Ongoing attendance and progress program review • Provide transportation (out of addressing learning loss funds) to support economically disadvantaged and increase participation for all students <p>Another key component of this intervention based on the WWC evidence-based study is to continually assess program performance and use the results to improve the quality of the program. To ensure that the program is meeting the needs of students, the elementary principal, along with classroom teachers, after school program staff, and the SBIT team will continue to monitor the key data sources to identify at-risk students. The comprehensive program will include the following centers or activities: enrichment of math and literacy, review and application of core instruction, academic intervention services to address learning loss, and both individualized and integrated counseling to address the whole student and the impact of COVID 19.</p> <p>The outcome of this program and the purpose behind ESSER funds is to address the students' social, emotional, mental health, and academic needs due to the impact of COVID-19. Students, due to a variety of factors, have responded disproportionately to the impact of the pandemic. To address this wide range, the after school program</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				enrollment will be long term and/or flexible based on student needs. In order to serve all students, including those most at risk, funds will be used to provide transportation home from this program. Administrators and school staff will coordinate with parents to determine periods of enrollment and program focus through building configurations already in place such as SBIT, grade level team meetings, and CDEP planning.

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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 CDEP committee, along with the following building level teams, will continue to review the data sources below to ensure that the comprehensive after school program is targeting the correct students and proving to be effective in responding to students' social, emotional, mental health, and academic needs.

CDEP (Comprehensive District Education Plan) Committee composed of key stakeholders (including a wide-range of instructional staff, parents, board members, and administrative staff) will continue to meet monthly to evaluate and monitor the overall effectiveness of this program. Members of the CDEP Committee are also part of the building level teams below. These representatives, such as building level administrators, instructional coaches, department coordinators, others, will share the results of ongoing building level meetings and reviews with the CDEP team.

- PreK-5 School-Based Intervention Team (SBIT): Comprised of Administrators, Nurses, Social Worker, Instructional Coaches, and classroom teacher representation – meets bi-weekly to review data, look at individual student needs, and communicate these needs to other teachers and parents as needed.
- Gr. 6-12: Grade level Team Meetings: Meet to review and monitor student progress, along with surveying participating students about the effectiveness of the program.

Data Sources:**K-12 Assessments: School-wide benchmarks & progress monitoring as needed to identify academically at-risk students**

- K & 1 STAR Early Literacy
- K-3 aimswebPlus Literacy Measures
- K & 1 aimswebPlus Math Measures
- Gr. 2 – 12 STAR Reading
- Gr. 2-9 STAR Math
- Individualized Course formative and summative assessments

Speech-language Assessments

- Preschool Language Scale Screening tool (ages 3-6)
- Fluhart Articulation Screener (PreK & Kindergarten)
- Goldman Firstoe Test of Articulation assessment (older students)

Grades 6-12: Course and Progress Report Checks

- Continual review of marking period and progress reports to identify academically at-risk students

K-12 Ongoing Attendance and/or Remote Days Review

- Principals and teachers will review this information throughout the school year to determine chronically absent students, along with those quarantined (remote) learning, to identify and monitor candidates for the after school programs.

Social Emotion Monitoring: To address the impact of COVID 19, the district had hired a social worker for Gr. 6-12 and school psychologist for grades K-5 so that all grade spans are now covered. These specialists will continue to work with classroom teachers, support staff, and parents to respond to students' social, emotional, mental health, and academic needs. When students need support beyond the school day, they are recommended for the after school program. Updates are then shared with the team and parents as needed.

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

Page Last Modified: 12/15/2021

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	889543
Anticipated Number of Students Served	502
Anticipated Number of Schools Served	3

5. **Please upload a completed copy of the *FS-10* budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

Sandy Creek CSD ARP-ESSER State Reserves Addressing the Impact of Lost Instructional Time Budget.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.**

Sandy Creek CSD ARP-ESSER State Reserves Addressing the Impact of Lost Instructional Time.pdf

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

Page Last Modified: 01/27/2022

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

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

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

The Sandy Creek Central School District uses a Comprehensive District Education Plan (CDEP) process to establish annual district and building goals. The CDEP Committee composed of key stakeholders (including a wide-range of instructional staff, parents, board members, and administrative staff) completes a needs assessment which drives annual plan revisions. This comprehensive annual needs assessment is also aligned with Title I School wide requirements and all other district initiatives such as CARES, CRRSA, IDEA or other funding sources. Data, including but not limited to NYS assessments, Regents results, graduation rates, attendance, poverty indicators, and benchmark assessments, is used to determine barriers that impact student achievement at all levels. As part of the end of the year reflection, the committee, along with content area departments, revisits established annual goals and reviews student success. The planned use of state reserve funds for after school programming that will address the impact of lost instructional time is directly aligned with the district comprehensive CDEP plan.

Due to the impact of the COVID-19 pandemic and other factors relating to learning loss, many of our students are reading below grade level, lacking math foundation skills, and still need to fulfill graduation requirements. In addition to being at risk academically, many of our students are also grappling with finding social emotional balance during these difficult times. Over the past two years, our students have missed critical in-person core instruction. During the 2020-2021 school year, 25.7% of our students were considered chronically absent as compared to 12.5% during 2019-2020. Additionally, the district had periods of entirely remote instruction dating back to March 2019, and grades 7-12 followed a hybrid model from September 2020 – March 2021. While we now have students onsite for the 2021-2022 school year, along with reinstating our Universal PreK program, we are continuing to deal with a high percentage of positive cases and quarantined students. This lack of consistent core instruction has and is impacting our current student learning and performance.

Through evidence-based comprehensive after school programming that is an extension of the school day, the Sandy Creek Central School District will respond to and address individual learning loss or instructional gaps of students, including at-risk subgroups, caused or exacerbated by the COVID-19 pandemic. Students identified as lacking foundational skills or needing academic supports based on benchmark and progress monitoring assessments, along with students previously out on quarantine or other absences, will be invited to attend these programs. The evidence supported elementary program will include core content area instruction, along with differentiation for students needing additional support and/or enrichment. Students will also have extended day access to the building social worker.

The middle and high school evidence supported program will primarily focus on students needing core instruction, along with academic intervention services, to successfully meet course learning targets, along with fulfilling graduation requirements.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 01/27/2022

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)	51,178	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Elementary After School Program</p> <p>To address students' social, emotional, mental health, and academic needs due the impact of COVID-19, the district will create a comprehensive Elementary After School Program that is available to all students, including at-risk subgroups. The design of this Tier 4 (demonstrates a rationale) intervention is aligned with evidence-based research available through the What Works Clearinghouse (WWC). A panel of experts in OST and research methods developed this guide using studies based on meeting the criteria of WWC. "As with all WWC practice guides, the recommendations in this guide are derived from and supported by rigorous evidence" (p. 1). While the study, "Structuring Out-of-School Time (OST) to Improve Academic Improvement," conducted by the Washington, DC: National Center for Evaluation and Regional Assistance, Institute of Education Science (IES), and United States Department of Education did not meet the Tier I-III requirements due to the design of the guide, the rationale behind the recommendations are based on research and intended to help district and school administrators design out-of-school programs that will be the most effective in meeting student needs.</p> <p>The core of the after school Tier 4 intervention, along with this guide based on 22 studies that included an elementary population, is based on the</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>strategy that instruction (tutoring) is adapted and based on individualized and/or small group needs. The judging panel of this study reviewed by the WWC also concluded that there is a moderate level of evidence supporting this targeted instruction program recommendation. Instruction is also aligned academically with the school day. According to this study, out-of-school or "OST is an opportunity to supplement learning from the school day and to provide targeted assistance to students whose needs extend beyond what they can receive in the classroom" (p. 24). While this study review is pre-pandemic, the recommendations and evidence are applicable to our current situation. As part of the regular school day, research-based programs such as Core Knowledge English Language Arts and Great Minds (previously Eureka Math) are the basis of core instruction and are aligned with the NYS Learning Standards. To make up for missed core instruction or foundational skills, and learning loss due to COVID-19, after school teachers and support staff will use these same resources, along with supplemental program materials, to provide enrichment and/or address gaps in learning based on student needs.</p> <p>The after school program will span the entire school year and be offered twice a week for 90 minutes. Students, based on the following data sources of attendance (regular daily and/or remote for COVID related reasons), classroom social and academic progress indicators, STAR assessment data, and School-Based Intervention Team (SBIT) referrals, will be recommended to attend this program. Classroom teachers, counseling staff, and support staff that are familiar with both the content and students will provide this extended day individualized</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>and/or small group instruction (tutoring) based on student needs.</p> <p>Measureable Student Outcomes:</p> <ul style="list-style-type: none"> • To improve classroom grades and student achievement scores on state or local benchmark assessments (depending on grade level), while meeting the social-emotional needs of students through specific activities. <p>Specific activities that will be implemented:</p> <ul style="list-style-type: none"> • Designate coordination responsibilities for ongoing programming, data, and fiscal review of this intervention • Ongoing review of all relevant data sources coordinated by administrators and interventionists to determine best candidates • Provide small group targeted instruction (tutoring) based on core content areas – enrichment and/or intervention depending on student needs • Review of core content materials, along with identifying missing pre-requisite skills and current grade level instructional needs (priority standards) to drive programming instruction • Design instruction to also include critical thinking skills, especially when based on near or grade level material • Individualized and/or integrated counseling opportunities (counseling hours funded in State Reserves: Addressing Learning Loss funding) • Ongoing attendance and progress program review • Provide transportation (out of addressing learning loss funds) to support economically disadvantaged and increase participation for all students

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>Another key component of this intervention based on the WWC evidence-based study is to continually assess program performance and use the results to improve the quality of the program. To ensure that the program is meeting the needs of students, the elementary principal, along with classroom teachers, after school program staff, and the SBIT team will continue to monitor the key data sources to identify at-risk students. The comprehensive program will include the following centers or activities: enrichment of math and literacy, review and application of core instruction, academic intervention services to address learning loss, and both individualized and integrated counseling to address the whole student and the impact of COVID 19.</p> <p>The outcome of this program and the purpose behind ESSER funds is to address the students' social, emotional, mental health, and academic needs due to the impact of COVID-19. Students, due to a variety of factors, have responded disproportionately to the impact of the pandemic. To address this wide range, the after school program enrollment will be long term and/or flexible based on student needs. In order to serve all students, including those most at risk, funds will be used to provide transportation home from this program. Administrators and school staff will coordinate with parents to determine periods of enrollment and program focus through building configurations already in place such as SBIT, grade level team meetings, and CDEP planning.</p>
Other Evidence-Based Intervention (Tier I, II, III, or IV)	126,735	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness	<p>Middle and High after School Program Intervention</p> <p>The after school program will target students at grades 6-12 that are considered academically at risk based on data sources such as attendance, course</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 checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> Students in Foster Care <input checked="" 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>grades, state assessments, graduation requirements, and other measures. While the social, emotional, and mental health of our students is critical to student success, the district has addressed this in hiring a full-time social worker at the secondary level. With two full-time guidance counselors, a secondary level school psychologist, and this new social worker, the district is able to provide a large number of counseling opportunities at grades 6-12 during the regular school day. According to a recent research study of secondary students in the <i>Canadian Journal of School Psychology</i>, "results indicate that, as predicted, lower depression and higher psychosocial well-being were consistently associated with better academic performance and education behaviors (fewer classes skipped, days missed, and lower frequency of incomplete homework)." Since the design of the regular school day addresses the social and emotional well-being, the district needs to ensure that the academic needs are also met to maintain this balance.</p> <p>The design of this Tier 4 (demonstrates a rationale) after school intervention will address the academic needs, or side, of our at-risk students. A panel of experts in OST and research methods developed this guide using studies based on meeting the criteria of WWC. "As with all WWC practice guides, the recommendations in this guide are derived from and supported by rigorous evidence" (p. 1). The judging panel of experts referenced this review also concluded that there is a moderate level of evidence supporting this targeted instruction (or tutoring) program recommendation. Instruction is also aligned academically with the school day. While the study, "Structuring Out-of-School Time to Improve</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 01/27/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>Academic Improvement,” conducted by the Washington, DC: National Center for Evaluation and Regional Assistance, Institute of Education Science (IES), and United States Department of Education did not meet the Tier I-III requirements due to the design of the study, the rationale behind the recommendations are based on research and intended to help district and school administrators design out-of-school programs that will be the most effective in meeting student needs.</p> <p>The core of this after school Tier 4 intervention will be based on the strategy that instruction (tutoring) is adapted based on individual and/or small group needs, as well as being aligned academically with the school day. According to this guide that also was based on a middle school population, out-of-school or “OST is an opportunity to supplement learning from the school day and to provide targeted assistance to students whose needs extend beyond what they can receive in the classroom” (p. 24).</p> <p>While this study is pre-pandemic, the recommendations and evidence based on 22 studies are even more fitting in addressing the past and ongoing learning loss at any grade level. To make up for missed core instruction or foundational skills, and learning loss due to COVID-19, after school teachers and support staff will use NYS Standards aligned materials, along with supplemental program resources, to address gaps in learning based on student needs.</p> <p>The after school program will span the entire school year and be offered twice a week for 90 minutes for students in grades 6-12 and once a week for 180 minutes for students at grades 9-12. This scheduling allows students the flexibility to attend from as little as 90 to 360 minutes each week. Students, based</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 01/27/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>on the following data sources of attendance (regular daily and/or remote for COVID related reasons), classroom social and academic progress indicators, STAR assessment data, and teacher referrals, will be recommended to attend this program. To promote student engagement and ownership of learning at the secondary level, students can also request to be part of this program. Classroom teachers that are familiar with both the content and students will provide this extended day individualized and/or small group instruction (tutoring) based on student needs. Another key component of this program based on the study is to continually assess program performance and use the results to improve the quality of the program.</p> <p>Measureable Student Outcomes:</p> <ul style="list-style-type: none"> • To improve course grades and student achievement scores on state or local benchmark assessments (depending on grade level), while meeting the social-emotional needs of students through specific activities. <p>Specific activities that will be implemented:</p> <ul style="list-style-type: none"> • Designate coordination responsibilities for ongoing programming, data, and fiscal review of this intervention • Ongoing review of all relevant data sources coordinated by administrators and classroom teachers to determine best candidates, along with student input • Core content area small group instruction (tutoring) – review of core area content to address learning loss or gaps, along with identifying missing pre-requisite skills • Individual support and/or review of core content material (based on priority standards)

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
				<ul style="list-style-type: none">• Ongoing attendance and progress program review• Provide transportation (out of addressing learning loss funds) to support economically disadvantaged and increase participation for all students <p>The overall outcome of this program and the purpose behind ESSER funds is to address the students' social, emotional, mental health, and academic needs due to the impact of COVID-19. Students, due to a variety of factors, have responded disproportionately to the impact of the pandemic. To address this wide range of needs, the after school program enrollment will be long term and/or flexible based on student needs. In order to serve all students, including those most at risk, funds will be used to provide transportation home from this program. Administrators and school staff will coordinate with both parents and students to determine periods of enrollment. To ensure that the program is meeting the needs of students, the middle and high principal, along with classroom teachers, after school program staff, counselors, and grade level teams will continue to monitor the key data sources to identify at-risk students.</p>

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

Page Last Modified: 01/27/2022

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.

The CDEP committee, along with the following building level teams, will continue to review the data sources below to ensure that the comprehensive after school program is targeting the correct students and proving to be effective in responding to students' social, emotional, mental health, and academic needs.

CDEP (Comprehensive District Education Plan) Committee comprised of key stakeholders (including a wide-range of instructional staff, parents, board members, and administrative staff) will continue to meet monthly to evaluate and monitor the overall effectiveness of this program. Members of the CDEP Committee are also part of the building level teams below. These representatives, such as building level administrators, instructional coaches, department coordinators, others, will share the results of ongoing building level meetings and reviews with the CDEP team.

- PreK-5 School-Based Intervention Team: Comprised of Administrators, Nurses, Social Worker, Instructional Coaches, and classroom teacher representation – meets bi-weekly to review data, look at individual student needs, and communicate these needs to other teachers and parents as needed.
- Gr. 6-12: Grade level Team Meetings: Meet to review and monitor student progress, along with surveying participating students about the effectiveness of the program.

Data Sources:**K-12 Assessments: School-wide benchmarks & progress monitoring as needed to identify academically at-risk students**

- K & 1 STAR Early Literacy
- K-3 aimswebPlus Literacy Measures
- K & 1 aimswebPlus Math Measures
- Gr. 2 – 12 STAR Reading
- Gr. 2-9 STAR Math
- Individualized Course formative and summative assessments

Grades 6-12: Course and Progress Report Checks

- Continual review of marking period and progress reports to identify academically at-risk students

K-12 Ongoing Attendance and/or Remote Days Review

- Principals and teachers will review this information throughout the school year to determine chronically absent students, along with those quarantined (remote) learning, to identify and monitor candidates for the after school programs.

Social Emotion Monitoring: To address the impact of COVID 19, the district had hired a social worker for Gr. 6-12 and school psychologist for grades K-5 so that all grade spans are now covered. These specialists will continue to work with classroom teachers, support staff, and parents to respond to students' social, emotional, mental health, and academic needs. When students need support beyond the school day, they are recommended for the after school program. Updates are then shared with the team and parents as needed.

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

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1% State-Level Reserve - Comprehensive After School: 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: 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	177913
Anticipated Number of Students Served	215
Anticipated Number of Schools Served	3

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

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

Revised Sandy_Creek_CSD_ARP-ESSER_State_Reserves_Comprehensive_After_School_Budget.pdf

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

Revised Sandy Creek CSD ARP-ESSER State Reserves - Comprehension After School Budget Narrative.pdf

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

Page Last Modified: 01/27/2022

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.

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

Page Last Modified: 01/27/2022

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 Sandy Creek Central School District uses a Comprehensive District Education Plan (CDEP) process to establish annual district and building goals. The CDEP Committee composed of key stakeholders (including a wide-range of instructional staff, parents, board members, and administrative staff) completes a needs assessment which drives annual plan revisions. This comprehensive annual needs assessment is also aligned with Title I School wide requirements and all other district initiatives such as CARES, CRRSA, IDEA or other funding sources. Data, including but not limited to NYS assessments, Regents results, graduation rates, attendance, poverty indicators, and benchmark assessments, is used to determine barriers that impact student achievement at all levels. As part of the end of the year reflection, the committee, along with content area departments, revisits established annual goals and reviews student success. The planned use of state reserve funds for after school programming that will address the impact of lost instructional time is directly aligned with the district comprehensive CDEP plan.

Due to the impact of the COVID-19 pandemic and other factors relating to learning loss, many of our students are reading below grade level, lacking math foundation skills, and still need to fulfill graduation requirements. In addition to being at risk academically, many of our students are also grappling with finding social emotional balance during these difficult times. Over the past two years, our students have missed critical in-person core instruction. During the 2020-2021 school year, 25.7% of our students were considered chronically absent as compared to 12.5% during 2019-2020. Additionally, the district had periods of entirely remote instruction dating back to March 2019, and grades 7-12 followed a hybrid model from September 2020 – March 2021. While we now have students onsite for the 2021-2022 school year, along with reinstating our Universal PreK program, we are continuing to deal with a high percentage of positive cases and quarantined students. This lack of consistent core instruction has and is impacting our current student learning and performance.

Through evidence-based summer learning that is an extension of the school year, the Sandy Creek Central School District will respond to and address individual learning loss or instructional gaps of students, including at-risk subgroups, caused or exacerbated by the COVID-19 pandemic. Students identified as lacking foundational skills or needing academic supports based on benchmark and progress monitoring assessments, along with students previously out on quarantine or other absences, will be invited to attend these programs.

Elementary Grades (K-7): summer learning will include core content area instruction, along with differentiation for students needing additional support and/or enrichment. Students will also have extended year access to counseling services.

High School Grades (9-12): summer learning will include individualized and/or small group mentoring (tutoring) to prepare students for assessments (NYS Regents) required for graduation

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

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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)	145,002	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Elementary and Middle School Summer Learning Program <p>To address students' social, emotional, mental health, and academic needs due the impact of COVID-19, the district will implement an Elementary Summer Learning Program that is available to all students, including at-risk subgroups. The design of this Tier 4 (demonstrates a rationale) intervention is aligned with evidence-based research available through the What Works Clearinghouse (WWC). A panel of experts in OST and research methods developed this guide using studies based on meeting the criteria of WWC. "As with all WWC practice guides, the recommendations in this guide are derived from and supported by rigorous evidence" (p. 1). While the study, "Structuring Out-of-School Time to Improve Academic Improvement," conducted by the Washington, DC: National Center for Evaluation and Regional Assistance, Institute of Education Science (IES), and United States Department of Education did not meet the Tier I-III requirements due to the design of the study, the rationale behind the recommendations are based on research and intended to help district and school administrators design out-of-school programs, including summer learning, that will be the most effective in meeting student needs.</p> <p>The core of the summer learning Tier 4 intervention, along with this guide based on 22 studies that included elementary and middle school populations, is based on the strategy that instruction (tutoring) is adapted and based on individualized and/or small group needs. The judging panel of this study reviewed by the WWC also concluded that there is a moderate level of evidence supporting this targeted instruction program recommendation. Instruction is</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>also aligned academically with the school day or year. "Academically oriented out-of-school programs and services are promising because students spend twice as much of their waking hours outside of the classroom as in, and OST periods, especially summer breaks, are the times when the achievement gap widens" (p. 5). According to this study, out-of-school or "OST is an opportunity to supplement learning from the school day and to provide targeted assistance to students whose needs extend beyond what they can receive in the classroom" (p. 24). While this study review is pre-pandemic, the recommendations and evidence are applicable to our current situation. As part of the regular school day, research-based programs such as Core Knowledge English Language Arts and Great Minds (previously Eureka Math) are the basis of core instruction and are aligned with the NYS Learning Standards. To make up for missed core instruction or foundational skills, and learning loss due to COVID-19, summer learning teachers and support staff will use these same resources, along with supplemental program materials, to provide enrichment and/or address gaps in learning based on student needs.</p> <p>The summer learning intervention will consist of 20 sessions that last 3 hours. Students, based on the following school year data sources of attendance, classroom social and academic progress indicators, STAR assessment data, and School-Based Intervention Team (SBIT) referrals, will be recommended to attend this extended year program. Classroom teachers, counseling staff, and support staff that are familiar with both the content and students will provide this extended year individualized and/or small group instruction</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>(tutoring) based on student needs. In order to serve all students, including those most at risk, funds will be used to provide transportation to and from this summer program.</p> <p>Measureable Student Outcomes:</p> <ul style="list-style-type: none"> • Improving student achievement scores on state or local benchmark assessments (depending on grade level) by providing summer learning that will address learning loss while meeting the social-emotional needs of students through specific activities. <p>Specific activities that will be implemented:</p> <ul style="list-style-type: none"> • Designate coordination responsibilities for ongoing programming, data, and fiscal review of this intervention • Ongoing review of all relevant data sources coordinated by administrators and interventionists to determine best candidates • Center or small group targeted instruction based on core content areas – enrichment and/or intervention depending on student needs • Review of core content materials, along with identifying missing pre-requisite skills and current grade level instructional needs (priority standards) • Individualized and/or integrated counseling opportunities • Ongoing attendance and progress program review <p>Another key component of this intervention based on the WWC evidence-based study is to continually assess program performance and use the results to improve the quality of the program. To ensure that the program is meeting the needs of students, the elementary principal, along with classroom teachers, after school program staff, and the SBIT team will</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				continue to monitor the key data sources to identify at-risk students. The comprehensive program will include the following centers or activities: enrichment of math and literacy, review and application of core instruction, academic intervention services to address learning loss, and both individualized and integrated counseling to address the whole student and the impact of COVID 19.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	32,911	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	High School Summer Learning The summer mentoring program will target students at grades 9-12 that are considered academically at risk based on meeting graduation requirements such as passing the NYS Regents exams (or meeting exemption guidelines). The design of this Tier 4 (demonstrates a rationale) summer learning intervention will address the academic needs of at-risk students. A panel of experts in OST and research methods developed this guide using studies based on meeting the criteria of WWC. "As with all WWC practice guides, the recommendations in this guide are derived from and supported by rigorous evidence" (p. 1). The judging panel of experts referenced in this review also concluded that there is a moderate level of evidence supporting this targeted instruction (or tutoring) program recommendation. While the study, "Structuring Out-of-School Time to Improve Academic Improvement," conducted by the Washington, DC: National Center for Evaluation and Regional Assistance, Institute of Education Science (IES), and United States Department of Education did not meet the Tier I-III requirements due to the design of the study, the rationale behind the recommendations are based on research and intended to help district and school administrators design out-of-school programs, including summer learning, that will be the most

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>effective in meeting student needs.</p> <p>The core of this after school Tier 4 intervention will be based on the strategy that instruction (tutoring) is adapted based on individual and/or small group needs. According to this guide, "OST is an opportunity to supplement learning from the school day and to provide targeted assistance to students whose needs extend beyond what they can receive in the classroom" (p. 24). While this study is pre-pandemic, the recommendations and evidence based on 22 studies are even more fitting in addressing the past and ongoing learning loss at any grade level. To make up for missed core instruction or foundational skills, and learning loss due to COVID-19, summer mentor teachers will use NYS Standards aligned materials, along with supplemental program resources, to address gaps in learning based on student needs.</p> <p>The summer learning program will consist of 20 hours over a 4 week period that will be scheduled to best meet the needs of students at grades 9-12. This scheduling allows students the flexibility to attend traditional summer school through the local BOCES during the morning, work, and/or play summer sports. Students, based on the following data sources of attendance, course grades, course performance, and past assessment scores, will be able to attend this program. To promote student engagement and ownership of learning at the secondary level, students, even those looking to improve their past score(s), can also request to be part of this program. Classroom teachers that are familiar with both the content and students will provide this extended year individualized and/or small group instruction (tutoring) based on student needs. Another key component of this program</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>based on the study is to continually assess program performance and use the results to improve the quality of the program.</p> <p>Measureable Student Outcomes:</p> <ul style="list-style-type: none"> • To increase proficiency on NYS Regents assessments (or meeting exemption guidelines) by providing individual and/or small group targeted instruction through the summer learning program. <p>Specific activities that will be implemented:</p> <ul style="list-style-type: none"> • Designate coordination responsibilities for ongoing programming, data, and fiscal review of this intervention • Ongoing review of all relevant data sources coordinated by administrators and classroom teachers to determine best candidates, along with student input • Core content area small group instruction (tutoring) or individualized mentoring – review of core area content annually assessed on NYS Regents exams (Algebra, Algebra II, Chemistry, Earth Science, ELA, Geometry, Global, Living Environment, Physics, U.S. History) • Identify missing pre-requisite skills and content (based on priority standards) • Ongoing attendance and progress program review <p>The overall outcome of this program and the purpose behind ESSER funds is to address the students' social, emotional, mental health, and academic needs due to the impact of COVID-19. Students, due to a variety of factors, have responded disproportionately to the impact of the pandemic. The high school principal, along with school year course instructors, summer learning program staff (mentors), and guidance counselors</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				will monitor the key data sources to identify at-risk students or those that will benefit from this summer program. Administrators and school staff will coordinate with both parents and students to then determine summer schedules (hours). To ensure that the program is meeting the needs of students, the high school principal, along with school year course instructors, summer mentoring program staff (mentors), and guidance counselors will monitor attendance, participation, and overall performance or success of the program.

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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 CDEP committee, along with the following building level teams, will continue to review the data sources below to ensure that the comprehensive after school program is targeting the correct students and proving to be effective in responding to students' social, emotional, mental health, and academic needs.

CDEP (Comprehensive District Education Plan) Committee composed of key stakeholders (including a wide-range of instructional staff, parents, board members, and administrative staff) will continue to meet monthly to evaluate and monitor the overall effectiveness of this intervention. Members of the CDEP Committee are also part of the building level teams below. These representatives, such as building level administrators, instructional coaches, department coordinators, others, will share the results of ongoing building level meetings and reviews with the CDEP team.

- PreK-5 School-Based Intervention Team: Comprised of Administrators, Nurses, Social Worker, Instructional Coaches, and classroom teacher representation – meets bi-weekly to review data, look at individual student needs, and communicate these needs to other teachers and parents as needed.
- Gr. 6-12: Grade level Team Meetings: Meet to review and monitor student progress, along with surveying participating students about the effectiveness of the program.

Data Sources:**K-12 Assessments: School-wide benchmarks & progress monitoring as needed to identify academically at-risk students**

- K & 1 STAR Early Literacy
- K-3 aimswebPlus Literacy Measures
- K & 1 aimswebPlus Math Measures
- Gr. 2 – 12 STAR Reading
- Gr. 2-9 STAR Math
- Individualized Course formative and summative assessments

Grades 6-12: Course and Progress Report Checks

- Continual review of marking period and progress reports to identify academically at-risk students

K-12 Ongoing Attendance and/or Remote Days Review

- Principals and teachers will review this information throughout the school year to determine chronically absent students, along with those quarantined (remote) learning, to identify and monitor candidates for the after school programs.

Social Emotion Monitoring: To address the impact of COVID 19, the district had hired a social worker for Gr. 6-12 and school psychologist for grades K-5 so that all grade spans are now covered. These specialists will continue to work with classroom teachers, support staff, and parents to respond to students' social, emotional, mental health, and academic needs. When students need support beyond the school day, they are recommended for the after school program. Updates are then shared with the team and parents as needed.

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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	177913
Anticipated Number of Students Served	90
Anticipated Number of Schools Served	3

5. **Please upload a completed and signed copy of the *FS-10 Budget* the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

Revised Sandy_Creek_CSD_ARP-ESSER_State_Reserves_Summer_Learning_and_Enrichment_Budget.pdf

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

Revised Sandy Creek CSD ARP-ESSER State Reserves Summer Learning and Enrichment.pdf