

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

LYNCOURT UFSD - 421504020000

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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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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.

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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	Cathryn Marchese	cmarchese@lyncourtschool.org	9/14/2021
LEA Board President	Lawrence Salamino	lsalamino@twcny.rr.com	9/14/2021

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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 Lyncourt Union Free School District initially engaged the community and sought input at a public hearing held in person in the school district auditorium on May 11, 2021 . The school district also provided a copy of the presentation and American Rescue Plan on our website, along with an introductory letter from the Superintendent and a link to an American Rescue Plan Stakeholder Survey. Community members were encouraged to call or email the School Superintendent directly with any questions or concerns. In May 2021, the District then distributed a survey to all instructional staff, both teachers and paraprofessionals, to gain their input and suggestions for how best to utilize these funds. Instructional staff were asked for their insight into curriculum, enrichment, remediation, before and after school programming, summer school options, as well as academic and social-emotional long-range planning. All of these stakeholders' feedback, input, and collaboration was used to formulate our American Rescue Plan Funds Plan. Finally, before the end of the 2020-21 school year, our middle school students were given a survey to collect their feedback and opinions on the best ways to support their full return to in-person learning in fall 2021, as well as the academic, social-emotional and mental health supports they would benefit from. The information and responses gathered from this process were all integral to the creation of this plan. A representative cross-section of school and community stakeholders all contributed their input and guidance, including, our Building Principal, Superintendent, Director of Special Education, School Business Administrator, District Data and Curriculum Coordinator, School Social Worker, School Counselor, Teachers, Lyncourt Teachers' Association Co-Presidents, Paraprofessionals, Lyncourt Parents, students, representatives from the SEIU, including Food Service, Clerical, and Custodial staff, and Board of Education Members. Additionally, we sought input and expertise from our partners in higher-education and non-profit, community, and county agencies, including, The Reading League, OCM BOCES/RBERN, Onondaga County, ARISE, ACCESS, SUNY Oswego, and Syracuse University.

2. **In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds is/will be publicly posted.**
For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

<https://www.lyncourtschool.org/districtpage.cfm?pageid=68>

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- 3. In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.**

Ongoing collaboration and review of this plan is essential to its success. We continue to update our community and stakeholders on the data we routinely collect and analyze. We present our data to all stakeholders on a regular basis through public meetings, individual parent and student conferences, Professional Learning Community meetings, grade level data planning sessions, and during administrator review meetings. The continuous review of our progress monitoring data and consistent communication with our school community and stakeholders is a vital component of this plan.

The summer of 2021, the district purchased the communication platform, Parent Square, which enables our district to provide ongoing and consistent communication with our parents and families, in their language of choice. Teachers and administrators are able to have ongoing, 2-way communication with parents and families via direct messaging and email through Parent Square. We also use this platform to regularly schedule parent-student-family conferences, both in-person and virtually. In addition to messaging and email, we regularly call our parents and families to discuss student successes, accomplishments and gains in both academic and social-emotional learning. Our School Social Worker, Counselor, and Psychologist, also regularly message and call parents and families to update them on student successes, challenges, and available assistance to them within our school and with our partner community agencies. Our English Language Learner Teachers also help facilitate this process with our immigrant families. We subscribe to the translator service, Lexikeet, in order to provide individualized translation services as needed. In addition to regular conversations, student progress monitoring and assessment data is available to parents and families to demonstrate their student's growth and learning in various academic and social-emotional areas.

Specific to parents and families with identified student needs, progress monitoring data is generated every 2 weeks. Students are monitored on a regular basis in reading, math, and social-emotional skills as appropriate. This information is shared with parents and families in the method(s) that work best for them. This communication may include, sending of reports through Parent Square, direct email, hard copy of reports sent home, and/or individual phone calls. Students also receive quarterly report cards, progress reports, ELL progress updates, and individualized assessment reports as appropriate.

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

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

The Lyncourt Union Free School District determines specific academic, social-emotional, and mental health needs of our students through multiple, ongoing assessment measures through our Comprehensive Needs Assessment and Title I Plan. Through our Multi-Tier System of Supports, we routinely collect data on the academic performance, social-emotional skills, and mental health status of our students. As data is collected, we have regular Professional Learning Community meetings to analyze the data collected and evaluate the effectiveness of our plan. Our Title I and MTSS team also meets regularly to review our plans, interventions, and programs and evaluate the effectiveness for individual subgroups, as well. In particular, we have looked at the social-emotional, academic, and mental health data from students from low-income families, students of color, English Language learners, students with disabilities, students experiencing homeless, and our students in foster care. We look at the data collectively and then break down information by sub-group, to identify where district resources, interventions, and staffing should be targeted. We identify student strengths and areas of needed improvement and then work in our PLC teams (MTSS, Title I, grade level, and departments) to develop intervention plans based on the best evidence-based instruction possible. The Lyncourt Union Free School District has specific collection, analysis and decision-making protocols using the following data sources:

1. AIMS Web Plus UPK-8 Reading Benchmark Assessments
2. AIMS Web Plus UPK-8 Mathematics Benchmark Assessments
3. AIMS Web Plus UPK-8 Reading & Math Progress Monitoring Assessments
4. Brigance Early Childhood Developmental Screening
5. Devereux Student Strengths Assessment and Early Childhood Assessment
6. Core Knowledge Language Arts UPK-5th grade Assessments
7. Discipline and Behavior data reporting through our Student Management System
8. Results of Staff Surveys regarding intervention programs and student needs
9. Results of Student Surveys (grades 5-8)
10. Results of Parent Surveys and feedback regarding our academic and social-emotional programs
11. Results of NYSITELL Testing data
12. Quick Phonics Screener II (QPS)
13. Phonological Awareness Screening Test (PAST)
14. Results of NYSESLAT performance scores and proficiency levels
15. Results of NYS 3-8 ELA, Math, and Science assessments
16. Results of the Behavior Intervention Monitoring Assessment System (*BIMAS-2™*)
17. SIRS Reasonableness and Program Reports
18. Free and Reduced Lunch Data

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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 Lyncourt Union Free School District, in partnership with our Title I Team, Professional Learning Community teams, and other key stakeholders, have developed an innovative plan to address the impact of lost instructional time. Our program was collaboratively designed to meet the academic and social-emotional needs of our students. In particular, we feel a strong commitment to programming for our most at-risk learners, including, those from low-income backgrounds, minority students, English Language Learners, students with disabilities, and those with the greatest pandemic-related learning loss. The Lyncourt Plan to address the impact of lost instructional time. provides individualized and tailored instruction, while also giving students enrichment opportunities they would typically not have access to.

Regarding the four sections of our plan below, collaboratively, our teams selected evidence-based interventions to address our students' needs, based on the research provided by the *Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time* from the Federal Department of Education, What Works Clearinghouse, *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs* guide from the Federal Department of Education, and ESSA Evidence Ratings. We also have adopted elements of Delaware's Strategy to Accelerate Learning to address our students disrupted learning through the following:

- Adopting and using high-quality instructional materials (Part 4: Other Evidence-based Interventions-Math and Science)
- Providing necessary professional learning for teachers and educators (Part 3: Integrated Social Emotional Learning and Part 4: Other Evidence-based Interventions)
- Ensuring all students have access to grade-level instruction (Part 1: Tailored/Individualized Acceleration and Part 2: Curriculum-Aligned Enrichment)
- Reexamining and creating support structures to accelerate learning. (Part 1: Tailored/Individualized Acceleration, Part 3: Integrated Social Emotional Learning)

Using these tools, we developed a comprehensive plan that includes professional development for teachers and reading, math, and social-emotional support, as well as enrichment, for our students. In addition, we have outlined how we will involve, engage, and communicate with parents, families, and the community regarding the plan and any necessary future changes.

Part 1: Tailored/Individualized Acceleration

This funding has allowed us to hire additional intervention staff. Students who are identified as benefiting from additional small group intensive reading intervention due to loss of instructional time, may be provided support from a reading paraprofessional. We have invested in developing the knowledge base and skills of a reading paraprofessional to give more students access to individualized learning pathways and get them back to grade level performance as fast as possible. The reading paraprofessional is overseen by our Reading Intervention Teachers and our Instructional Coach from the Reading League. Together, they plan evidence-based instruction and ensure the goals and interventions are aligned with our MTSS and Title I programs.

Part 2: Curriculum-Aligned Enrichment

The Lyncourt Plan also includes specific enrichment supports for all our students, but with special attention to our students with

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disabilities and English Language Learners. These two populations faced increased challenges prior to the pandemic and both groups are being given specific priority in our plan now as well. We are ensuring our students with disabilities and English Language Learners have access to updated Chromebooks and adaptive technology. We provide our students access to these devices and Kajeet hotspots in their homes as well. The district issued Chromebooks allow these students the ability to fully participate in the general education curriculum, while being given the interventions and supports they specifically need to overcome gaps due to loss of instructional time. These students also are given priority for special field trips in the community and continued learning outside of the school building as well. All students are also given the opportunity to join Enrichment based clubs and activities which provide experiences many of them would never be able to afford. This clubs are connected to various curriculum and standards, including STEAM. Our clubs include a focus on the Arts, Robotics, Drones, Mental Health and Wellness, Yoga, and Ecology.

Part 3: Integrated Social-Emotional Learning

The Lyncourt Union Free School District has expanded our staff to include a full-time school social worker and part-time Student Engagement Specialist through Onondaga County. These positions allow us to provide mental health services and supports for students, their families, teachers, and staff who are experiencing COVID-19 pandemic-related trauma. We are also focusing on students who were experiencing trauma prior to the pandemic that may have been worsened by the pandemic. Our Plan to address the impact of lost instructional time also includes professional development and training to increase awareness of mental health research and strategies for teachers and staff. This and our MTSS Plan integrate mental health strategies and interventions for classrooms (What Works Clearing House- Teach and reinforce new skills to increase appropriate behavior and preserve a positive Classroom Climate- Strong Evidence). Part of our Program and also our MTSS Plan, includes ongoing assessment and progress monitoring of student behavior. Part of the funding of the 5% state reserve allows for purchase of this behavior intervention monitoring system and a PBIS reward system. This system gives us the ability to assess whether school-wide behavior problems warrant adopting school-wide strategies and, if so, implement ones shown to reduce negative and foster positive interactions (What Works Clearing House- Reducing Behavior Problems in the Elementary School Classroom, Moderate Evidence)

Part 4: Other-Evidence Based Intervention

The Lyncourt Union Free School District is using a variety of evidence-based practices to reengage students and address the varied impacts of lost instructional time. We are striving to personalize both reading and math instruction to meet students' individual needs, without lowering our expectations for their long-term achievement. However, in order for this approach to be successful, we first identified the core and foundational content our students need to know to be prepared for the next level. In Mathematics we have identified foundational gaps in number sense, subitizing, cardinal principle, and conceptual mathematical knowledge. We established a baseline and are using ongoing data-based decision making to inform lesson plans and academic progression. Through our MTSS team, we have developed a plan to build our own knowledge base through on going professional development and trainings. Specifically, in math, we are implementing intensive professional development in the research behind how the brain learns mathematics and neurocognitive research on learning. We are also researching and looking for an evidence-based math curriculum for future adoption. This will allow us to align our math program with Next Generation Learning Standards and best practices for ELL and students with disabilities. We are also working to update our science curriculum and materials, in order to focus specifically on the critically important skills for our students to learn and master. Gaps in science knowledge and skills have been identified through New York State science and district curriculum assessments.

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**

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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
Tailored/Individualized Acceleration	122,082	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Reading Paraprofessional to give additional small group and individualized reading intervention to Tier 2 and 3 at-risk students, with priority given to students with gaps in skills to pandemic-related loss of instructional time.
Curriculum-Aligned Enrichment Activities	15,097	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	1. Individualized Technology and Chromebooks; priority given to Students with Special Needs and English Language Learners 2. Enrichment Clubs and Activities: After-school enrichment clubs and activities. are focused on advanced learning in science, robotics, art, fitness, and literature. As part of this intervention, students are invited to participate in field trips, community engagements, and cultural experiences. 3. Field Trips, Community Engagements and Cultural Experiences
Integrated Social Emotional Learning	258,250	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System	1. Full-time Social Worker to provide individual, small group and classroom interventions to address students' social-emotional, mental health and loss of skills due to loss of instructional time. 2. Part-time Student Engagement Specialist to work on improving students' connections to school, increase parent-family-school communication and collaboration, and better engage parents and families in the learning process.

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	3. Behavior Intervention Monitoring System-BIMAS for ongoing screening and progress monitoring of social-emotional skills. 4. PBIS Reward System to implement building-wide positive behavior supports, interventions and to improve student behavior and social skills.. 5. Social Emotional and Mental Health Professional Development for Staff in trauma-informed and restorative practices. 6. Motivational Speakers for Staff and Students to increase engagement and address social-emotional challenges due to the pandemic and pandemic-related issues.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	104,567	<input checked="" type="checkbox"/> Primary Elementary School <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	1. Science Curriculum Upgrades to address gaps in science content, knowledge, vocabulary, and skills due to pandemic-related learning loss. 2. Math Professional Development to improve the knowledge of staff in evidence-based mathematical practices, interventions, and research. 3. Evidence-based Math Curriculum and training to better align our math program with updated Next Generation Learning Standards, evidence-based practices, improved math vocabulary and language componenets for ELL and students with disabilities, and to improve instructional outcomes for all students, particularly those with pandemic-related loss of learning.

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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 above plan was collaboratively developed with various stakeholders who ensured its alignment with our Title I Program, MTSS Plan, ESSER and IDEA funding, and district initiatives. In order to implement and maintain a highly effective program, we developed an ongoing monitoring plan to evaluate its effectiveness and to ensure cohesion across district initiatives and other funding programs. For example, our Instructional Coach will work closely with our reading paraprofessional, teachers and administrators to better support students and families with re-engagement and to implement evidence-based strategies. Our MTSS team is also monitoring the data generated from these interventions to ensure they are implemented with fidelity. Our Director of Special Education is overseeing the social-emotional and mental health supports being implemented by our new School Social Worker and Student Engagement Specialist. Using various assessments sources cited in section 1 (BIMAS-2, Discipline data, Devereux Student Strengths Assessment, student and teacher surveys) the SEL sub-committee of our MTSS team is having weekly meetings to assess our students' mental health. Regular PLC meetings are held with grade level teams, departments, the District Data and Curriculum Coordinator, the building Principal, paraprofessionals, our Instructional Coach, Special Education teachers, ELL teachers, and student support specialists, to review academic progress monitoring data, evaluate interventions, and measure progress (AIMS Web, Brigance, state and district assessments).

In situations where these various teams feel the need to adjust the program plan, supports, and/or interventions, a specific communication protocol will be implemented. First, administrators, teachers, and staff will meet within and across various teams to review the data related to the area of needed change. Feedback from all teams will be reviewed and adjustments will be proposed for the best way to approach the change in plan and/or programming. Once consensus is reached for the areas of change, specific district points of contact will meet with students and parents to review the data related to the requested area of change. Additional feedback will be collected and reviewed in light of the proposed changes. If needed, the district teams will reconvene to review the additional feedback and readjust the plan. Once revised, the proposed updated plan will be reviewed publicly at a community meeting to gain additional stakeholder feedback. Following the public meeting, the district administrative team and key stakeholders from the Title I team will then make a final decision as to any remaining adjustments to the plan. The updated plan will then be finalized, updated on the district website, shared with parents and families through our communication platform, Parent Square, sent to stakeholders electronically and presented publicly at the next Board of Education meeting.

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5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal InformationLEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

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

	Amount
LEA Allocation	499996
Anticipated Number of Students Served	382
Anticipated Number of Schools Served	1

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.

FS-10_ARPA ESSER 3-State Learn Loss_421504.pdf

6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

BUDGET NARRATIVE_ARPA ESSER 3-State Learn Loss_421504.pdf

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

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

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

The Lyncourt Union Free School District, in partnership with our Title I Team, Professional Learning Community teams, and other key stakeholders, have developed an innovative After-School Program to meet the academic and social-emotional needs of our students. In particular, we feel a strong commitment to provide after-school programming for our most at-risk learners, including, those from low-income backgrounds, minority students, English Language Learners, students with disabilities, and those with the greatest pandemic-related learning loss. The Lyncourt After-School Program is designed to provide individualized and tailored instruction, while also giving students enrichment opportunities they would typically not have access to.

Part 1: Tailored/Individualized Acceleration

Regarding our individualized and tailored academic instruction, collaboratively, our teams selected the following evidence-based interventions to address our students' needs, based on the research provided by the What Works Clearinghouse and ESSA Evidence Ratings. Using these tools, we developed an after-school plan that provides reading and math interventions for students in all grade levels at Lyncourt School. Students who are identified as benefiting from this program, are provided the opportunity to remain at school for up to 90 minutes after dismissal to learn in a small-group setting with an assigned teacher they are familiar with and see during the regular school day. The 90-minute learning block is divided into reading, math, social-emotional and enrichment activities designed specifically for the individual students' needs and to increase school engagement. In addition, these interventions are directly aligned with our Title I programs and goals. Our teachers and interventionists also receive ongoing professional development on these interventions from our partner agencies and Instructional Coach, outlined in our Title III and IV programs. Targeted lessons using these interventions are planned and implemented in the areas below.

- Elementary Literacy Interventions: Intensive small-group reading interventions. (Strong Evidence)

*What Works Clearing House-Phonological Instruction (Strong Evidence)**What Works Clearing House-Foundational Reading Skills (Strong Evidence)*

1. Explicit instruction on awareness of the segments of sounds in speech and how they link to letters.
2. Phonics instruction on decoding words, analyzing word parts, and writing and recognizing words.
3. Time allocated for each student to read connected text to improve their reading accuracy, fluency, and comprehension.

- Middle School Literacy Interventions: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Evidence)

What Works Clearing House-Improving Adolescent Literacy (Strong-Moderate Evidence)

1. Explicit vocabulary instruction.
2. Direct and explicit comprehension strategy instruction.
3. Time for extended discussion of text meaning and interpretation.

- Elementary Math Interventions: Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. (Strong Evidence)

What Works Clearing House-Math Intervention in the Early Grades (Strong Evidence)

1. Clear and concise instruction on mathematical language

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2. Time for students to practice using mathematical language to more effectively communicate their understanding of mathematical concepts.
3. Instruction using concrete and semi-concrete representations and manipulatives
4. Number line instruction to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics.
5. Timed fluency activities targeted for individual student computation gaps
6. Instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.

- Intermediate-Secondary Math Interventions: Problem Solving (Strong Evidence)

What Works Clearing House- Improving Mathematical Problem Solving in Grades 4-8. (Moderate-Strong Evidence)

1. Expose students to multiple problem-solving strategies.
2. Help students recognize and articulate mathematical concepts and notation.
3. Teach students how to use visual representations.
4. Assist students in monitoring and reflecting on the problem-solving process.

We have also created and begun implementing after-school programming that is aligned with the current research base for social-emotional and mental health intervention. In addition, we have implemented a Social-Emotional Curriculum and Tier 2/3 SEL interventions as part of our after-school interventions as well. Our team looked at resources from the *Center on Positive Behavioral Interventions* and the *CASEL School Guide* and have implemented evidence-based practices for social-emotional learning as part of our after-school learning program. The following topics will be taught based on these guides:

1. Dealing with strong emotions
2. Listening to others
3. Positively advocating for myself
4. Communicating my feelings
5. Growth mindset
6. Relaxing and calming strategies

Part 2: High-Dosage Tutoring Program

Our after-school program also includes accelerating learning based on a high-dosage tutoring program. For our most at-risk students, we are providing individualized tutoring that builds on what students already know, ensuring that they learn at least at grade level with needed supports. We understand tutoring can yield important results for students when done in effective ways, based on a significant body of research. For those Tier 3 at-risk learners who are able to participate, we are offering high-dosage tutoring, daily for at least 60 minutes per day. Our tutoring program is aligned with our core, grade level curriculum and is individualized for each student. Baseline and ongoing formative assessment is a key component of ensuring our high dosage tutoring program is effective and accelerates the learning of our most risk learners.

Part 3: Curriculum-Aligned Enrichment Activities

Our after-school enrichment plan encourages students to engage in a variety of evidence-based activities that address the varied impacts of lost instructional time. Our teachers work together to plan personalized instruction to meet students' individual needs and curriculum standards. We know students benefit from doing work and engaging in curriculum that is challenging, supported, and interesting including accessing content that is above grade-level. Therefore, our enrichment plan includes activities that allow students to develop higher level skills in the following areas:

- Science and technology-based projects, including, drone technology, robotics, ecology and environmental research.

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- Art and Art therapy projects: painting and art activities that address social-emotional skills, positive mental health strategies, relaxing and wellness.
- Book clubs to read higher level novels and non-fiction with individualized support as needed.
- Yoga and fitness classes focused on knowledge of human anatomy, improving mind and body wellness, and healthy living strategies.
- Field trips focused on science and cultural-based experiences that typically our students and families would not be able to afford or have access to.

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
Tailored/Individualized Acceleration	35,464	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	A 90-minute after-school learning block divided into reading, math, social-emotional and enrichment activities designed specifically to improve individual students' academic (reading, writing, math), social-emotional, and mental health needs due to loss of instructional time and to increase students' school engagement.
High Dosage Tutoring Programs	15,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students	Individualized tutoring for high risk students, daily, for 60 minutes per day. The high dosage tutoring has a strong focus on accelerating academic (reading, writing, and math) and social-emotional skills as appropriate.

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	
Curriculum-Aligned Enrichment Activities	49,538	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	After-school enrichment clubs and activities. are focused on advanced learning in science, robotics, art, fitness, and literature. As part of this intervention, students are invited to participate in field trips and cultural expereinces to increase their content knowledge, vocabulary, language and school and community engagement.

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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.

It is important to the Lyncourt Union Free School District that we monitor and evaluate the effectiveness of our after-school program and activities, through ongoing progress monitoring assessments. Our Title I team and after-school instructional staff meet together in teams to review student data, analyze their progress and discuss instructional strategies. Included in our after-school program plan is regular release time and weekly team planning sessions. Gaps in learning and social-emotional skills can be identified and progress monitoring goals collaboratively developed through these regularly scheduled data meetings. Our Reading and Math Intervention Teachers, as well as our School Counselor, School Psychologist, School Social Worker, English Language Learner Teachers, Teaching Assistants, Classroom Teachers, and Administrators, all work together to develop the most targeted support and strategies for improving our students' academic and social-emotional skills. In addition, we regularly collaborate with our Literacy Coach and experts from our non-profit partner, The Reading League, to address gaps in students' Phonological Awareness, Phonetic, Language, Vocabulary, and Comprehension skills. Some of the data sources we will utilize include:

- AIMS Web Plus Test of Early Literacy and Core Knowledge Language Arts progress monitoring assessments.
- AIMS Web Plus Test of Early Numeracy progress monitoring assessments
- AIMS Web Plus Oral Reading Fluency and comprehension progress monitoring assessments
- AIMS Web Plus Math progress monitoring assessments
- BIMAS Assessments
- Devereux Student Strengths Assessments
- Student writing analysis and rubric scoring
- Data analysis of student behavior and discipline reports in our Student Management System

Our After-school and Title I Program both work together to address the needs of our students through evidence-based instruction that is grounded in scientific research and study. Below are some of the research resources that support the Lyncourt Union Free School District's Programming.

Al-Bataineh, A. (2013). The Effectiveness of Phonemic Awareness Instruction in Early Reading Success in Kindergarten. *International Research Journal of Arts and Social Sciences*. <https://doi.org/10.14303/irjass.2014.061>

Benser, J. & Poliner, R. (2017). *Teaching the Whole Teen: Everyday Practices that Promote Success and Resilience in School and Life*, Corwin, Thousand Oaks, California.

Lieber, C. & Poliner, R. (2004). *The Advisory Guide: Designing and Implementing Effective Advisory Programs in Secondary Schools, Engaging Schools*, Cambridge, Massachusetts.

Glasner, D. (2020). *Morpheme Magic: Lessons to Build Morphological Awareness for Grades 4-12*, Glasner, LLC, Boise, Idaho.

Kilpatrick, D. (2016). *Equipped for Reading Success: A Comprehensive Step by Step Program for Developing Phonemic Awareness and Fluent Word Recognition*, Casey & Kirsch Publishers, Syracuse, NY.

National Reading Panel: *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*, 2000.

Shakkour, W. (2013). Cognitive Skill Transfer in English Reading Acquisition: Alphabetic and Logographic Languages Compared *Open Journal of Modern Linguistics*. <https://doi.org/10.14303/irjass.2014.061>

Response to: Please include details of how the LEA will communicate changes to the program plan to stakeholders

Throughout the implementation of the plan, the Lyncourt Union Free School District will continue to engage stakeholders and

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communicate changes to the plan in the following ways:

- Review of the plan, any needed changes, and student data at monthly grade level data meetings
- Review of the plan, any needed changes, and student data at monthly Title I team meetings (these include all stakeholders required, including, students, parents, instructional staff, non-profit and community agencies, administrators, Board of Education members, and other required groups).
- Review of the plan, and any needed changes, and student data publicly at Board of Education Meetings
- Parent and community updates of changes in the plan through our district communication portal, Parent Square
- Parent and community updates or changes in the plan through our district social media platforms, including Twitter and Facebook
- Communication regarding changes in the plan and the directions for requesting a hard copy of the changes will be mailed to all Lyncourt Union Free School District community residents in our monthly "Lyncourt Ledger" newsletter
- Continued review and revision, as needed, will occur following these meetings and communications

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

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

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

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

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

4.

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

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	250
Anticipated Number of Schools Served	1

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.

FS-10_ARPA ESSER 3-State After Sch_421504.pdf

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

BUDGET NARRATIVE_ARPA ESSER 3-State After Sch_421504.pdf

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

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

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

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ARP-ESSER State Reserves - Summer Learning and Enrichment

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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 Lyncourt Union Free School District, in partnership with our Title I Team, Professional Learning Community teams, and other key stakeholders, have developed an innovative Summer-School Program to meet the academic and social-emotional needs of our students. In particular, we feel a strong commitment to provide extended-school year programming for our most at-risk learners, including, those from low-income backgrounds, minority students, English Language Learners, students with disabilities, and those with the greatest pandemic-related learning loss. The Lyncourt Summer-School Program is designed to provide individualized and tailored instruction, while also giving students enrichment opportunities they would typically not have access to.

Part 1: Tailored/Individualized Acceleration

Regarding our individualized and tailored academic instruction, collaboratively, our teams selected the following evidence-based interventions to address our students' needs, based on the research provided by the What Works Clearinghouse and ESSA Evidence Ratings. Using these tools, we developed an after-school plan that provides reading and math interventions for students in all grade levels at Lyncourt School. Students who are identified as benefiting from this program, are provided transportation to and from school for 5-6 weeks in the summer months. Students have a 3 hours condensed school day and are provided free breakfast and lunch. The 3-hour learning block is divided into reading, math, social-emotional, community building and enrichment activities designed specifically for individual students' needs and to accelerate their learning. In addition, these interventions are directly aligned with our Title I programs and goals. Our teachers and interventionists also receive ongoing professional development on these interventions from our partner agencies and Instructional Coach, outlined in our Title III and IV programs. Targeted lessons using these interventions are planned and implemented in the areas below.

- Elementary Literacy Interventions: Intensive small-group reading interventions. (Strong Evidence)

*What Works Clearing House-Phonological Instruction (Strong Evidence)**What Works Clearing House-Foundational Reading Skills (Strong Evidence)*

1. Explicit instruction on awareness of the segments of sounds in speech and how they link to letters.
2. Phonics instruction on decoding words, analyzing word parts, and writing and recognizing words.
3. Time allocated for each student to read connected text to improve their reading accuracy, fluency, and comprehension.

- Middle School Literacy Interventions: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Evidence)

What Works Clearing House-Improving Adolescent Literacy (Strong-Moderate Evidence)

1. Explicit vocabulary instruction.
2. Direct and explicit comprehension strategy instruction.
3. Time for extended discussion of text meaning and interpretation.

- Elementary Math Interventions: Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. (Strong Evidence)

What Works Clearing House-Math Intervention in the Early Grades (Strong Evidence)

1. Clear and concise instruction on mathematical language

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2. Time for students to practice using mathematical language to more effectively communicate their understanding of mathematical concepts.
3. Instruction using concrete and semi-concrete representations and manipulatives
4. Number line instruction to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics.
5. Timed fluency activities targeted for individual student computation gaps
6. Instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.
 - Intermediate-Secondary Math Interventions: Problem Solving (Strong Evidence)

What Works Clearing House- Improving Mathematical Problem Solving in Grades 4-8. (Moderate-Strong Evidence)

1. Expose students to multiple problem-solving strategies.
2. Help students recognize and articulate mathematical concepts and notation.
3. Teach students how to use visual representations.
4. Assist students in monitoring and reflecting on the problem-solving process.

We have also created summer-school programming that is aligned with the current research base for social-emotional and mental health intervention. In addition, we have implemented a Social-Emotional Curriculum and Tier 2/3 SEL interventions as part of our after-school interventions as well. Our team looked at resources from the *Center on Positive Behavioral Interventions* and the *CASEL School Guide* and have implemented evidence-based practices for social-emotional learning as part of our after-school learning program. The following topics will be taught based on these guides:

1. Dealing with strong emotions
2. Listening to others
3. Positively advocating for myself
4. Communicating my feelings
5. Growth mindset
6. Relaxing and calming strategies

Part 2: Curriculum-Aligned Enrichment Activities

Our after-school enrichment plan encourages students to engage in a variety of evidence-based activities that address the varied impacts of lost instructional time. Our teachers work together to plan personalized instruction to meet students' individual needs and curriculum standards. We know students benefit from doing work and engaging in curriculum that is challenging, supported, and interesting including accessing content that is above grade-level. Therefore, our enrichment plan includes activities that allow students to develop higher level skills in the following areas:

- Community and Team building activities that improve social behaviors and create a positive mental health outlook
- Science and technology-based projects, including, drone technology, robotics, ecology and environmental research.
- Art and Art therapy projects: painting and art activities that address social-emotional skills, positive mental health strategies, relaxing and wellness.
- Book clubs to read higher level novels and non-fiction with individualized support as needed.
- Yoga and fitness classes focused on knowledge of human anatomy, improving mind and body wellness, and healthy living strategies.
- Field trips focused on science and cultural-based experiences that typically our students and families would not be able to afford or have access to.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	95,857	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Summer Program: 5-6 week academic (reading, writing, math), social-emotional, and mental health instruction for 3 hours per day during July-August to address loss of learning due to the pandemic and pandemic-related trauma.
Curriculum-Aligned Enrichment Activities	4,145	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	1. Enrichment activities focused on advanced learning in science, robotics, art, fitness, and literature. As part of this intervention, students are invited to participate in field trips, community engagements, and cultural experiences to increase students' school and community engagement, especially for those affected by the pandemic, students from low-income households, ELL and students with disabilities.

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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.

It is important to the Lyncourt Union Free School District that we monitor and evaluate the effectiveness of our summer-school program and activities, through ongoing progress monitoring assessments. Our Title I team and after-school instructional staff meet together in teams to review student data, analyze their progress and discuss instructional strategies. Included in our summer-school program plan is a daily team planning time session. Gaps in learning and social-emotional skills can be quickly identified and intensive interventions collaboratively developed through these daily scheduled meetings. Our team works together each day of the summer program to address reading gaps in students' Phonological Awareness, Phonetic, Language, Vocabulary, and Comprehension skills. They also target math skills, including math fact fluency, conceptual understanding, math language and vocabulary and number sense. Finally, the team also meets to review students' behavior and social-emotional performance to provide direct support and explicit instruction to improve their self-awareness and interpersonal skills. Some of the data sources we will utilize include:

- AIMS Web Plus Test of Early Literacy and Core Knowledge Language Arts progress monitoring assessments.
- AIMS Web Plus Test of Early Numeracy progress monitoring assessments
- AIMS Web Plus Oral Reading Fluency and comprehension progress monitoring assessments
- AIMS Web Plus Math progress monitoring assessments
- BIMAS Assessments
- Devereux Student Strengths Assessments
- Student writing analysis and rubric scoring
- Data analysis of student behavior and discipline reports in our Student Management System

Response to: Please include details of how the LEA will communicate changes to the program plan to stakeholders

Throughout the implementation of the plan, the Lyncourt Union Free School District will continue to engage stakeholders and communicate changes to the plan in the following ways:

- Review of the program plan, any needed changes, and student data at monthly grade level data meetings
- Review of the program plan, any needed changes, and student data at monthly Title I team meetings (these include all stakeholders required, including, students, parents, instructional staff, non-profit and community agencies, administrators, Board of Education members, and other required groups).
- Review of the program plan, and any needed changes, and student data publicly at Board of Education Meetings
- Parent and community updates of changes in the program plan through our district communication portal, Parent Square
- Parent and community updates or changes in the program plan through our district social media platforms, including Twitter and Facebook
- Communication regarding changes in the program plan and the directions for requesting a hard copy of the changes will be mailed to all Lyncourt Union Free School District community residents in our monthly "Lyncourt Ledger" newsletter
- Continued review and revision, as needed, will occur following these meetings and communications

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

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

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

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

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

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

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	225
Anticipated Number of Schools Served	1

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

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

FS-10_ARPA ESSER 3-State Smr_421504.pdf

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

BUDGET NARRATIVE_ARPA ESSER 3-State Smr_421504.pdf