

The New York State and Federal Government have allocated funds to assist school districts with expenses related to the COVID-19 pandemic and to support students' academic, social, and emotional needs. Based on discussions at several Board of Education and Committee meetings, PTA meetings and other District meetings, the District plans to utilize the new Federal American Rescue Plan (ARP) and Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) grants, ESSER grants, and additional State Foundation Aid as follows:

- Provide summer school in 2021-2022 for students entering Kindergarten- Grade 12 to address student performance needs;
- Summer school in 2022-23 for students entering grade 7 – 12 to address student performance needs;
- Provide support for students who are not meeting state learning standards in core subject areas and credit recovery;
- Provide an additional school psychologist, extra social worker support, nurse, instructional coach, and instructional curriculum development training to implement strategies to meet students' academic, social, emotional, and mental health needs;
- Purchase educational technology for all students to aid in educational interaction between students and their classroom teachers;
- Enhance educational technology District wide;
- Accelerate and enhance curriculum cycle materials;
- Resources to address needs in each building;
- Replenish district funds utilized to address the unanticipated emergency needs resulting from the coronavirus pandemic to effectively maintain the health and safety of students and employees.

The District is committed to continue the following interventions and supports:

- Provide support for students who are not meeting state learning standards in core subject areas and credit recovery;
- Provide an additional school psychologist, extra social worker support, nurse, instructional coach, and instructional curriculum development training to implement strategies to meet students' academic, social, emotional, and mental health needs;
- Purchase educational technology for all students to aid in educational interaction between students and their classroom teachers;

In addition, we will continue the use of The Next Step Guided Reading Assessment (NSGRA) which is given to students three times per year. The assessment determines the students reading level and establishes the next steps for teachers to target during the guided reading groups. This assessment is given as a progress monitor for student growth. The data is utilized to determine the appropriate interventions used to address deficiencies due to lost instructional time.

The District has purchased the “IREADY” assessment program for ELA and math assessments which are also administered to determine student progress. This data is utilized to determine the research-based interventions that teachers will use to ensure academic growth.

The information from the NSGRA and IREADY assessments is also used for data discussions with the Instructional Support Team members. This team is comprised of professionals who meet weekly to determine what interventions need to be employed in order to promote academic success. The team also recommends additional support services such as Academic Intervention Services, counseling, or monitoring in the classroom.

Benchmark assessments are administered four times per year. These assessments are utilized to identify specific areas of growth that need to be addressed by the teacher due to lost instructional time during the pandemic. The Instructional Support Team also uses the data to determine the appropriate interventions and support needed in order to increase student achievement in the classroom.

The results are utilized to identify student needs. Throughout the school year, the assessments are administered three times per year. The results are utilized to drive instruction in the classroom through the implementation of interventions. This progress monitoring allows the teacher to use additional interventions that are designed to meet the individual needs of each student. All results are utilized to inform and monitor instruction.

At all levels, the Instructional Support Teams meet weekly to discuss student progress. Data teams also meet every ten weeks to review student data and determine a plan of action to address areas of growth. Instructional and curricula adjustments are made to curriculum maps and pacing charts to address lost instructional time due to the pandemic. Grade-appropriate interventions designed to address learning gaps are discussed with the data teams. All classroom teachers participate in the discussions. Teachers reflect on the assessment results, which assists in providing a roadmap for further instruction specifically designed to close learning gaps associated with the pandemic.

We will continue to provide additional student support services that are needed to address lost instructional time and improve academic performance as follows:

- Provide guidance services to assist students with course selection and other academic needs.
- Provide counseling services to assist with the social, emotional, and mental health needs of students.
- Teacher and support staff lead study skills enhancement in order to assist students due to lost instructional time.
- Continue to provide diagnostic screening for vision, learning, and physical difficulties.
- Work with support staff and outside agencies in order to provide services to improve attendance. This data is analyzed by the data teams.
- Provide additional support services to students through community agencies such as I-CAN and the Neighborhood Center.