

**ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Background Information

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**Background Information**

PEEKSKILL CITY SD - 661500010000

**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 standards with reservations. The studies use large, multi-site samples. No

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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 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 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 that supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align with 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 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.
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.

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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.
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.

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**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.**15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**☒ YES, the LEA provides the above assurance.**16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.**☒ YES, the LEA provides the above assurance.

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

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

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

**1. Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

**2. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

**3. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

**4. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Robin Zimmerman	rzimmerman@peekskillschools.org	11/17/2021
LEA Board President	Jillian Villon	jvillon@peekskillschools.org	11/17/2021



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**ARP-ESSER State Reserve: Consultation**

**ARP-ESSER Application: State Reserves - ARP State Reserves**

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

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

In the 2020-2021 school year, the District created several Reopening Committees to address those areas most critical to a successful and safe reopening of schools as related to the COVID-19 health crisis. These committees were led by Central Office administrators and included participation from PCSD administrators, faculty, staff and parents. We sincerely thank the committee members for their input and participation.

The Reopening Committees included:

**Health and Physical Education:**

Committee Leader: Austin Goldberg, Director of Health, Athletics and Physical Education Administrator: Shannon O'Grady

Parent Representatives: Sarah Peterson, Kristin Jarvis

Peekskill Faculty Association Representatives: Tim Murphy, Anthony DiCuio, Deborah Hauptman

**Communications:**

Committee Leader: Laura Belfiore, Communications Specialist Administrators: Dr. Anchala Sobrin, Janice E. Reid and Randy Lichtenwalner PCSD

Staff: Maria Olivier-Flores

Parent Representatives: Natalia Sanchez-Bahr and Heather Amabile Peekskill Teacher Aide Organization Representative: Maria Leff

**Technology:**

Committee Leader: Janice Reid, Technology Manager

Administrators: June Campolongo and Naima Smith Moore

Parent Representatives: Anthony Ferrer, Jeff Altorfer,

Peekskill Faculty Association Representatives: Jonathan Barone, Sue Imhoff, Heather Googins, Deni Thomas, Karen Vogel, Jessica Rondon, Deb Feliciano, Sal Dodaro, Jonathan Harrison, Millie Rivera Volunteers: Dr. Anchala Sobrin

**Pre-K-12 Academics:**

Committee Leaders: Dr. Mary Foster, Assistant Superintendent for Elementary Education and Dan Callahan, Assistant Superintendent for Secondary Education

Administrators: Jamal Lewis and Crystal Hernandez

Parent Representatives: Eric Redeka, Margery Rossi, Victoria Kravitz and Dr. Jonathan Brown

Peekskill Faculty Association Representatives: Emily DiCuio, Tara Platt, Jose Fernandez, Noel Cabassa and Eileen Alvarez

**STEAM (Science, Technology, Engineering, Arts and Mathematics)**

Committee Leader: Dr. Anchala Sobrin

Administrators: Randy Lichtenwalner and Crystal Hernandez

Parent Representatives: Isabel Pipolo and Barbie Altofer

Peekskill Faculty Association Representatives: Katrina Lester, Gloria Cordova, Karen Larkin, Elizabeth Tabone and John Hahn

**Multilingual Education**

Committee Leader: Madeline Sanchez

Administrators: Rebecca Aviles-Rodriguez and Crystal Hernandez

Parent Representatives: Suze Malone and Mirna Handelman

Peekskill Faculty Association Representatives: Laura Pena and Milagros Guzman

**Student Support Services**

Committee Leader: Sadika Clarke

Administrators: Courtney Simon and Jacqueline Liburd

Parent Representatives: Nell Marantz and Halle Chizmadia

Peekskill Faculty Association Representatives: Luz Gonzalez, Reid Olmstead, Yvonne Feliciano, Shenea Brown, Stacey Bean and Mabel Vasquez

**Special Education**

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Committee Leader: Ellen Gerace, Director of Student Services

Administrators: Dr. Jenna Ferris and Sadika Clarke

Parent Representatives: Randi Alberino

Peekskill Faculty Association Representatives: Christine Buckman, Michael Telesco, Elizabeth Barbaretti, Cindy Ocasio, Marisa Nessier, Kelly LeFevre, Eris Morillo

Peekskill Teacher Aide Organization Representative: Louis Vermandois

**Family and Parent Engagement**

Committee Leader: Maria Olivier-Flores

Administrators: Staci Woodly and Dr. Margie Daniels Parent Representatives: Marisa O'Leary and Merdieth Harte Peekskill Faculty Association Representatives: Ana Bueno

Additional Internal Logistics Committees include:

**Facilities:** Carmine Crisci, Director of Facilities**Human Resources/Registration:** Dr. Joseph Mosey, Assistant Superintendent for Administrative Services **Safety and Security:** David Santiago, Director of Security**Business/Operations:** Robin Zimmerman, Assistant Superintendent for Business**Food Service,** Andrew Weisman, Director of Food Service**Transportation:** Jennifer Sampson, Assistant Transportation Supervisor**1.04 COVID-19 Safety Coordinators**

Dr. Joseph Mosey, Assistant Superintendent for Administrative Services, Mr. Carmine Crisci, Director of Facilities, and Mr. Austin Goldberg, Director of Physical Education, Health and Athletics, will serve as the COVID-19 Safety Coordinators. The Peekskill City School District is designating these three administrators whose responsibilities include continuous compliance with all aspects of the school's COVID-19 planning, as well as any phased-in activities necessary to allow for operational issues to be resolved before activities return to pre-pandemic levels.

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.

The URL for the area of the District's website where LEA ARP-ESSER Plans are publicly posted is accessible

via: <https://www.peakskillcsd.org/Page/10373>, or by going to the [www.peakskillcsd.org](http://www.peakskillcsd.org) website, under Departments, Grants and Accountability, click the link to the documents.

The Business Office and the Grants and Accountability Department have presented the District's Grants Plans through presentations to provide grant updates' information to the Board and Community.

In addition, the Peekskill City School District has engaged stakeholders and publicly posted a reopening plan which now has a dedicated District Reopening Webpage and provides back to school updates, videos, materials for COVID-19 vaccine and testing locations and other relevant information for our school reopening for the 21-22 school year. Parents and stakeholders can view in multiple languages through the use of our web provider powered by Google Translate. The plan is available in more than 100 languages.

- The plan was sent to parents, students, and employees via our messaging systems.
  - The plan was shared at the June 7 and June 21, 2021, Peekskill City School District Board of Education meetings. An opportunity for public comment was available during the June 21, 2021, Board meeting. Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting the Superintendent's Office at 914 737 3300 x 1531
- The Peekskill City School District has engaged stakeholders and publicly posted the "Reopening Plan" and "State Reserve" Plan.

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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.**

A priority of Peekskill's Promise to the community is to address the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on all students, including low-income students, children with disabilities, English language learners, and students experiencing homelessness. To address "learning loss" for all students and, in particular for special subgroups, interventions will include, but not limited to linking families with social services, support for students who lost family members and friends due to COVID-19, guidance counselors for students applying to college and work opportunities, curriculum and pedagogical innovations using a strength-based model for addressing interrupted instruction and lost classroom time, and newcomer support. Programs will provide critical academic support to students, including focused support for English Learners and bilingual educational and informational programs to parents to enable them to effectively support their children's academic success. Peekskill supports seamless school/program integration, aligning academic and behavioral interventions for all students to become college and career ready.

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

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**ARP-ESSER State Reserve: Comprehensive Needs Assessment**

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

A priority of Peekskill's Promise to the community is to *address the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on all students, including low-income students, children with disabilities, English language learners, and students experiencing homelessness.* To address "learning loss" for all students and, in particular for special subgroups, interventions will include, but not limited to linking families with social services, support for students who lost family members and friends due to COVID-19, guidance counselors for students applying to college and work opportunities, curriculum and pedagogical innovations using a strength-based model for addressing interrupted instruction and lost classroom time, and newcomer support. Programs will provide critical academic support to students, including focused support for English Learners and bilingual educational and informational programs to parents to enable them to effectively support their children's academic success. Peekskill supports seamless school/program integration, aligning academic and behavioral interventions for all students to become college and career ready. **Data will include** the hiring of ENL specialists and AIS support staff and coaches who will be evaluated (annually); Student activities and parent contacts will be logged (daily and reported monthly); an inventory of all materials purchased (when purchase completed); completed templates to record PD activities for faculty and staff members (when arranged by provider); attendance and minutes logged at all PD (each session), organizational meetings, and workshop sessions (when scheduled); and workshop evaluations for each session with appropriate follow-up to record how the target strategies were initiated and implemented over time (monthly follow-ups); student college trips will be logged (quarterly); attendance at parent workshops will be logged (each event) parent program satisfaction surveys will be collected (each event); attendance for student tutoring (daily and be reviewed quarterly); program impact on students will be assessed as indicated by the specific tool appropriate for each grade level (annually, quarterly or BOY, MOY, EOY). All data will be disaggregated by subgroups.

*Implementing evidence-based strategies to meet students' (a) social, emotional, (b) mental health, and (c) academic needs* is a priority for all students. SEL needs will be met through faculty/staff curriculum mapping and PD to implement SEL instruction, restorative practices, Therapeutic Crisis Intervention for Schools (TCIS), culturally responsive education with leveled libraries, trauma-informed practices, Multi-tiered System and Support (MTSS), Response to Intervention (RTI), Zones of Regulation, My Brothers' Keeper (MBK) activities, Summer Youth Employment Program; College aspiration materials; SEL Art Therapist; and resources to support these programs.

Mental health needs will be addressed by trained support staff such as school psychologists, social workers, and counselors who will work with faculty/staff and families to identify student needs and direct students to appropriate follow-up resources, such as school Sanctuary Rooms and community services.

"The district recognizes that instructional gaps may have developed as a result of the prolonged school closure. The following methods will be utilized in identifying those gaps: Initial academic screening of all new entrants including potential English Language Learners, Elementary baseline assessments from March 2020 as an instructional benchmark against which to measure growth and progress in 2020-2021" (Peekskill Reopening Plan, p. 65). Academic needs will also be met through additional teachers in mathematics, reading, and special education; science, math, and reading curriculum materials; Culturally Responsive Education (CRE) in history and writing; Latino Culture; Rosetta Stone in English and Spanish; resources to highlight underrepresented individuals in STEM; experiential and cultural excursions; book clubs; CRE guest speakers; CRE PD; Lindamood Bell Training for English, Social Studies, ENL, Special Education and Science Teachers; Tier I, II and III PD and support; and teacher aides.

Each of these programs, both during the school day and out-of-school time, will especially target the SEL, mental health, and academic needs of students from low-income families, students of color, children with disabilities, students experiencing homelessness, and children in foster care. Currently, Peekskill has one student identified as migratory.

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

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

1. The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

Peekskill will address the academic impact of lost instructional time through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on all students, including low-income students, children with disabilities, English language learners, and students experiencing homelessness is a priority of Peekskill's Promise to the community. Peekskill's Promise outlines the District's commitment to the students, parents and community, and guides the District's resource commitments and plans, includes Rigorous Aligned Academics, Robust Literacy, Robust Math, Robust STEAM Opportunities, Whole Child Commitment, Enrichment Experiences, Culturally Responsive Education, Parent and Community Engagement. To address "learning loss" for all students and, in particular for special subgroups, interventions will include, but are not limited to evidence-based summer learning and comprehensive afterschool programs, and other intensive learning and enrichment programs for all elementary, middle, and high school students. Programs will provide critical academic support to students, including focused support for English Learners and bilingual educational and informational programs to parents to enable them to effectively support their children's academic success. Peekskill supports seamless school/program integration, aligning academic and behavioral interventions for all students to become college and career ready. The enhanced program will begin before the regular school day with early morning sports and games for students whose schedules require them to arrive early. At the end of the regular school day, students will continue to obtain academic afterschool support and engage in enrichment activities which will include targeted literacy and STEAM instruction, Girls Educational & Mentoring Services (GEMS), and a Project Adventure Field Trip for HS students. As many as 25 different activities are planned with 11 community partners and faculty members. Attendance and program provisions before school, after school and during the summer will follow the guidelines of the 21st Century Community Learning Centers grant program. **Data will include** program attendance (daily); behavior (daily); graduation rate (annually); program impact on students will be assessed as indicated by the specific tool appropriate for each grade level (BOY, EOY); grades (fall, spring); student responses to a positive youth development survey (fall, spring); overall assessment of the program using the New York State Program Quality Self-Assessment Tool (fall, spring); and faculty/Staff classroom.

The PCSD's planned use of the state reserve funds for programs designed to address the impact of lost instructional time is coordinated with and aligned with other initiatives, including those supported by the CARES, CRRSA, Title I Part A, IDEA and the District's Educational Plan and Budget. The Federal Stimulus Funds, such as ARP-ESSER Reserves, provide a continuation of initiatives designed to improve students' academic achievement and ameliorate learning loss due to COVID-19. For example, the ARC Reading program, leveled reading, CRE literature and a portion of the needed student chromebooks were initially acquired with Title I Part A and will be continued and sustained with the ARP-ESSER Reserves for the next three years. The federal funding sources allow the District to leverage other resources to better serve students and sustain programs that serve our high needs population. **Continuation and Sustainability of Programs** -- The District will engage in ongoing program evaluation of these initiatives, through data analyses, to determine which programs work and should be continued by utilizing General Fund budgetary appropriations along with other funding sources available to the District once the ARP-ESSER Reserve funding ends.

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
Curriculum-	1,419,532	<input checked="" type="checkbox"/> Primar	<input checked="" type="checkbox"/> All Students	The funds in this area are associated with salaries of

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Aligned Enrichment Activities		y <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>professional and support staff assess, group and deliver intellectually-engaging and curriculum-aligned learning activities; purchasing materials for all subject areas (in alignment with the core curriculum) and STEAM project activities including STEAM materials, Robotics Kits and advanced learning experiences, software for all students, online and print learning resources for ENL/ELL students as well as students with disabilities, professional development for teachers, and other resources.</p> <p>Project-based STEAM activities are designed to engage students intellectually in meaningful learning that will require critical thinking and problem solving skills, as well as enabling students to connect learning with their real world experiences. Students will engage in group and individual projects, culminating in a major final project that includes presentation to the class, parents and community at the STEAM Fair, and critique by peers based on project rubrics.</p> <p>All teachers will have access to the Defined Learning Platform where they will be able to immerse, integrate and guide students through the STEAM project based learning that coalesces with our Science, Mathemathematical and Global Studies curricula.</p> <p>ELA literacy enhancement materials, Culturally Responsive Education (CRE) libraries, American Reading Company curricula, software for immersive reading, web based assessment tools and professional development for teachers in the use of the instructional learning materials and instructional delivery will support the evolution of the instructional model for systemic gains against learning loss.</p> <p>Our Dual language students will also benefit from the rollout and use of the CRE leveled libraries and American Reading Curricula that is specifically designed to be thematic in nature and supportive of all entry points.</p> <p>Mathematics interventions will also be provided daily (through fidelity to the workshop model) in a 90-minute learning block with emphasis on closing learning gaps revealed by students' data from assessments.</p> <p>Curriculum enhancements will also be focused in the area of mathematical interventions which are exercised daily through fidelity to the workshop model and 90 minute learning block with the focus</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>for closing learning gaps.</p> <p>RTI/MTSS activities include professional development for teachers and staff on instructional strategies and the use of the Frontline RTI-Direct portal, and management of students' information in the system.</p> <p>English language learners in grades K-12 will be prepared to take the NYS NYSESLAT exam with the purchase of "Getting Ready for the NYSESLAT" test prep books. Each ELL in grades K-12 will receive their own copy, in addition to each ENL teacher receiving the teacher manual companion.</p> <p>The college aspiration project is being implemented exclusively at the secondary schools to set the students on the post-graduation path to attending a college or university. The activities include college counseling, development of post-graduation plans, college fairs with presenters from universities, onsite and virtual field trips to universities, instructional support with counselors and teachers. College trips to universities to expose high-need students to the college environment.</p>
Summer Learning and Enrichment Activities	327,548	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Funds allocated in this summer learning and enrichment activities are associated with learning activities paying professional staff to provide Regents workshops focused on mitigating learning loss due to COVID-19. Students who performed below standard and whose data reveal the need for focused Regents exam tutoring will participate in this summer activity.
Comprehensive After School Programming	2,433,220	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>PCSD's afterschool programs are designed to improve academic achievement by maximizing student attendance and participation through the provision of more time to grasp concepts, adapting instruction to individual and small groups, providing engaging learning experience, and continuously assessing performance and results to improve the quality of the program.</p> <p>The funds allocated in the comprehensive after school programming are associated with the salaries of professional and support staff, purchased services for professional development, and supplies and materials.</p>



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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>At the elementary level, PCSD will address the academic impact of lost instructional time through the implementation of a comprehensive Literacy and STEAM based extended day afterschool programs. The elementary after school program will address grades Kindergarten through 5th and will be tailored to support all subgroups and levels of ability. Funds have been allocated to acquire curricula to provide targeted support for students that have been impacted by COVID -19 that are inclusive of the impacts from interrupted instruction and learning loss on all students, including low-income students, children with disabilities, English Language Learners, and students experiencing homelessness. To address "learning loss" for all students, programs will provide critical academic support through literature based immersive experiences and the utilization of STEAM and mathematically based programming with particular focus for our English Learners and Special Needs students. Peekskill supports seamless school/program integration, aligning academic and behavioral interventions for all students to become college and career ready. The afterschool program will begin immediately following the end of the programmed school day. Data collection will include Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY), inclusive of continual progress monitoring data. All students will be assessed utilizing a norm referenced quantitative tool called AIMSWEB. Student performance data will also be triangulated using local formative and interim assessments in concert with the NYSTP data. These measures will provide us with data that will evidence the growth of the individual student in both ELA and Math over the course of the academic year and will in concert provide a context for how students are performing against their district level and national peers. Structure of the elementary school afterschool program is as follows:</p> <p>3:00 - 3:30pm - program commences with individualized tutoring for students, along with refreshments and opportunity for regrouping.</p> <p>3:30 - 4:15pm - Enrichment lessons and activities provided by Community-based Partners in Conversation Spanish, Yoga, Socio-emotional Learning, Restorative Practices, and other supports.</p> <p>4:15 - 5:00 pm - block is for small group instruction in ELA (Junior Great Book) SLA, Math, and STEAM</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>clubs and projects.</p> <p>At the secondary level, comprehensive after school programs are designed to mitigate the impact of learning loss due to COVID-19 and to set the students on the path of improvement, continuous academic success and graduation. These programs include STEAM projects that elicit intellectual engagement through problem solving and critical thinking activities, Regents preparation, as well as more time spent deep diving into the NYS core curricula to close learning gaps revealed by each student's academic profile data. In addition, students of English as a new language (ENL) will receive focused bilingual instruction in math, language arts, and cultural immersion experiences. The students' academic profile data, collected from various forms of assessment data (NYSTP, local benchmark/interim assessments, student's graduation plan status, attendance, behavior, and more) will be used to group students for optimal learning.</p> <p>The structure of the middle and high school afterschool programs is as follows:</p> <p>3:00 - 3:30 pm - Snacks, individualized tutoring for students, and regrouping for scheduled group learning activities.</p> <p>3:30 - 5:00 pm - scheduled learning activities.</p> <p>The effectiveness and positive impact of the program on students' learning will be evidenced through improved results (academic, socio-emotional, and attendance) and positive, upward trajectory toward closing the learning gaps caused by lost instructional time during COVID-19.</p>
Integrated Social Emotional Learning	62,281	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The funds allocated to Integrated Social Emotional Learning are associated with the provision of leveled literacy books and culturally responsive materials, PBL materials and supplies, technology resources on CRE for 250 high school and 250 middle school students.</p> <p>A Sanctuary Room at the high school is being provided with counseling services for students to alleviate the learning impact caused by trauma due to COVID-19.</p>
Restorative Practices	45,945	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners	<p>PCSD is implementing evidence-based Restorative Practices, along with Culturally Responsive Education (CRE) and Diversity, Equity and Inclusion</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>(DEI) initiatives to promote a safe and respectful learning environment, improve relationships among staff and students, and thereby reduce suspensions, eliminate any racial discipline gaps, etc... The funds allocated to these projects are for purchased services with vendors to deliver professional development workshops, and provide learning materials and methodologies on these practices. The workshops include training of all teachers and staff on utilizing model strategies to engage with students, assemblies with students, and equity workshops.</p> <p>Throughout the year, teachers will participate in restorative practices training. During November 2nd Superintendent Conference Day, 125 teachers participated in a full day workshop provided by 12 vendors on the restorative practice strategies.</p>
Other Evidence-Based Intervention (Tier I, II, III, or IV)	281,266	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Culturally Responsive Education (CRE) is the Other evidence-based strategy being implemented in PCSD as part of the District's overall approach focused on empowering and improving outcomes for students from historically marginalized backgrounds. The funds in this area are associated with the purchasing culturally responsive materials, leveled reading libraries and related curricula; operations of the Latino U and Latino Club, in partnership with Latino U, to provide support to students through Latino cultural and social activities, and academic support systems. Curricula materials in dual language. ELA, STEAM, literacy enhancement, project-based learning, and mathematics interventions are included and also integrated with other programs on Diversity, Equity and Inclusion (DEI), DEI/CRE - starting in the spring, staff will be engaged in a series of workshops on DEI and culturally responsive education. Consultants will provide the training, during and afterschool training and on conference days.</p>
Community Schools Model Programming	278,915	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved	<p>The programs being implemented under the Parent/Students and Community U workshops are designed to increase meaningful parental involvement through understanding of how to navigate the educational system and processes, foster advocacy in the learning process, and promote parents as partners in education. These workshops include: financial literacy, adult ESL, Spanish for non-native speakers, Early Childhood "Raising a Reader" program (part of the Peekskill</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			Students <input type="checkbox"/> None of the Above	Basics initiative), SEPTA Yoga for families with specials needs students, BOCES GED, Technology Boot Camp for parents, transitional supports for special education students, nutrition programs from Cornet Cooperatives, parent orientation for newly arrived parents, Mind in the Making program under SEL (utilizes literacy to build socio-emotional skills in children), and parent workshops that speak about effective discipline. Please visit our website for more information. <a href="https://docs.google.com/document/d/e/2PACX-1vRrLKWBz6pEDG9z73Wgs4u5VmrXXFJJ3YlJE_hNnIKBdvlSnN_AHLCfXiRazvmKKg/pub">https://docs.google.com/document/d/e/2PACX-1vRrLKWBz6pEDG9z73Wgs4u5VmrXXFJJ3YlJE_hNnIKBdvlSnN_AHLCfXiRazvmKKg/pub</a> The ENL Parent University for Spanish speaking parents in our community. will run for 6 weeks; each week inviting a new speaker/and or community based partner.
Trauma Informed Practices	20,420	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	PCSD's school based health center will be providing health services districtwide to improve attendance and increase instructional time through the provision of health care services by a nurse practitioner. Students who have health issues can immediately see a nurse practitioner who will diagnose the health issue and recommend/prescribe appropriate treatment. This includes asthma visits, wellness care, vaccinations, yearly checkups, prescriptions and more. All year round, for incoming Kindergarteners, the school based health center will provide assistance with required medical documentations and preventative care.
Tailored/Individualized Acceleration	661,260	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The funds in this area are associated with implementation of the WIN program, a PCSD's initiative which stands for "What I Need". WIN is a tailored individualized acceleration program. Students' assessment data from NYSTP, norm-referenced assessments, and local benchmark/interim tests are used to group and assign students to WIN groups. The high flyers, those in the 80% and above percentile are engaged in the most rigorous enrichment activities while students who scored below standards or are in the lower quartiles of the norm-referenced assessments are engaged in accelerated learning activities that provide extra time to deep dive into the curriculum, thereby closing achievement gaps. The student information system is used to schedule students into WIN groups for the block of instructional time that is focused and tailored to students specific needs.

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>Every teacher has a WIN period as follows: K-1 (one period a week), Gr 2-3 (two periods total of 90 minutes per week) and Gr 4-5 (one period each day).</p> <p>Students that are identified for acceleration, who score in the above quartile range are slated for STEAM project based learning as dictated and supported by the Defined Learning platform.</p> <p>For those students that require remediation and support to close the achievement gap, they are receiving support through a double dose of instruction utilizing Foundations and the Heggerty Early literacy intervention program. For those students that require Tier 3 intervention services and support Orton Gilliam approach and curriculum is utilized through small group instruction.</p> <p>Our ENL population will receive support through small group targeted instruction utilizing NYSESLAT material that is specifically gauged to support reading, writing, listening and speaking to prepare students to navigate the state assessment for success. Small groups are designed based on the mandated minutes for students that are dictated by the level of the ENL learner as determined by their level of English mastery. Time span of groups vary based on need through the utilization of a push and pull out model.</p>
High Dosage Tutoring Programs	35,152	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input 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 checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The funds allocated in this area are for purchasing Regents preparation materials and professional salaries of teachers who will provide Regents exam tutoring for underserved students who are not on track for success in their Regents. The students will receive intensive learning activities to prepare them for success on the Regents.</p>

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

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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.**

*Ensuring that all interventions, including but not limited to those implemented under the 20% reserve will respond to the academic, social, emotional, and mental health needs of all students, especially those most disproportionately impacted by the COVID-19 pandemic.* Peekskill supports seamless school/program integration, aligning academic and behavioral interventions for all students to become college and career ready.

"The district recognizes that instructional gaps may have developed as a result of the prolonged school closure. The following methods will be utilized in identifying those gaps: Initial academic screening of all new entrants including potential English Language Learners, Elementary baseline assessments from March 2020 as an instructional benchmark against which to measure growth and progress in 2020-2021" (Peekskill Reopening Plan, p. 65). Academic needs will also be met through additional teachers in mathematics, reading, and special education; science, math, and reading curriculum materials; Culturally Responsive Education (CRE) in history and writing; Latino Culture; Rosetta Stone in English and Spanish; resources to highlight underrepresented individuals in STEM; experiential and cultural excursions; book clubs; CRE guest speakers; CRE PD; Lindamood Bell Training for English, Social Studies, ENL, Special Education and Science Teachers; Tier I, II and III PD and support; and teacher aides.

SEL needs will be met through faculty/staff curriculum mapping and PD to implement SEL instruction, restorative practices, Therapeutic Crisis Intervention for Schools (TCIS), culturally responsive education with leveled libraries, trauma-informed practices, Multi-tiered System and Support (MTSS), Response to Intervention (RTI), Zones of Regulation, My Brothers' Keeper (MBK) activities, Summer Youth Employment Program; College aspiration materials; SEL Art Therapist; and resources to support these programs.

Mental health needs will be addressed by trained support staff such as school psychologists, social workers, and counselors who will work with faculty/staff and families to identify student needs and direct students to appropriate follow-up resources, such as school Sanctuary Rooms and community services.

The summer, after-school, and extended day programs will provide critical academic, STEAM, social-emotional, enrichment and college and career support to students and bilingual educational and informational programs to parents. The day begins with early morning sports and games. At the end of the regular school day, students continue to obtain academic afterschool support and engage in enrichment activities. As many as 25 different activities are planned with 11 community partners and faculty members. Attendance and program provisions will follow the guidelines of the 21st Century Community Learning Centers grant program.

Each of these programs, both during the school day and out-of-school time, will especially target the academic needs, SEL and mental health needs of students from low-income families, students of color, children with disabilities, students experiencing homelessness, and children in foster care. Peekskill does not have students who are migratory.

Each of these programs, both during the school day and out-of-school time, will especially target the SEL, mental health, and academic needs of students from low-income families, students of color, children with disabilities, students experiencing homelessness, and children in foster care. Currently, Peekskill has one student identified as migratory.

**Data will include** the hiring of mathematics, reading, and special education teachers who will be evaluated (annually); an inventory of all materials purchased (when completed); completed templates to record all training activities (each session); attendance and minutes logged at all organizational meetings and PD sessions (each session); professional development for faculty/staff will include training assessments with appropriate follow-up to record how a particular strategy was initiated and implemented over time (monthly follow-ups); promotion and graduation (annually); attendance (daily); incidents of negative behavior, including suspensions, etc. (daily); information from guidance counselors, social workers, and counselor logs will be reviewed and students with specific needs will be identified for follow-up (daily, reviewed as needed); program impact on students will be assessed as indicated by the specific tool appropriate for each grade level (AIMSweb Plus in literacy and mathematics, Fountas and Pinnell, IRLA, ENIL, Teachers College Writing Rubrics, Regents scores, and NYSTP/NYSESLAT) (annually, quarterly or BOY, MOY, EOY).

Regarding summer, after-school, and extended day programs, **data will include** program attendance (daily); behavior (daily); graduation rate (annually); program impact on students will be assessed as indicated by the specific tool appropriate for each grade level (BOY, EOY); grades (fall, spring); student responses to a positive youth development survey (fall, spring); overall assessment of the program using the New York State Program Quality Self-Assessment Tool (fall, spring); and faculty/Staff classroom.

Data will be disaggregated to monitor and ensure that the needs of students disproportionately impacted by the COVID-19 pandemic are met.

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

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

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*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	4965539
Anticipated Number of Students Served	3449
Anticipated Number of Schools Served	6

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.**

PCSD FS-10 ARP-ESSER 5 State Level Reserve REDO Ver2.pdf

11.19.2021 FS-10 ARP-ESSER\_5\_State\_Level\_Reserve 1.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 - ARP-ESSER Learning Loss Reserve 5.pdf

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

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

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

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

The interventions implemented through the 1% State-Level Reserve for comprehensive after school programming were developed through an inclusive approach with all stakeholders at the school and community level to determine actionable supports that would support acceleration for all entry points of learners. In keeping with the Peekskill Promise that delineates the need for robust literary opportunities and high leverage Math and STEAM experiences, funding has been allocated to provide an esoteric afterschool program that is crafted to support Tier 1, 2 and 3 students. Aimsweb norm-referenced standardized data, formative and summative data were used to determine the scope of the need and the specific entry point of all learners. Gap analysis and the disaggregation of subgroup data were utilized to support the selection of the specific intervention selected by tier. Stakeholders included parents, central leadership, teachers inclusive of special education and English as a second language content specialists in both elementary and secondary levels, and community based organizations. The stakeholders reviewed the evidence-based strategies and tools in the What Works Clearinghouse to ensure that strategies employed are within the four tiers of evidence defined in the Every Student Succeeds Act.. The process used by the team to select evidenced-based interventions also included review of our students' performance data on both NYS and local assessments relative to the success, areas in need of improvement, review of the District's mission and goals and alignment with standards and the Peekskill Promise (Rigorous Aligned Academics, Robust Literacy, Robust Math, Robust STEAM opportunities, whole child commitment, enrichment experiences, culturally responsive education, parent and community engagement). Findings of the data revealed significant learning loss that promoted the need to augment the tier 1 core curriculum through targeted and systemic academic supports that were a cohesive extension of learning through our afterschool program. The afterschool program has been crafted to provide SEL supports that would be provided through our Community Based Organization partners. Due to the high population of ELL and socio-economically disadvantaged students that our district supports, the afterschool experience was also infused with both a newcomer academic component and a Spanish enrichment component that will promote and support oral and linguistic opportunities for learning, thereby increasing students' literacy skills in both English and Spanish. This design is specifically curated to promote acceleration for our neediest population.

The PCSD's planned use of the state reserve funds for comprehensive after school programming is coordinated with and aligned with other initiatives, including those supported by the CARES, CRRSA, Title 1 Part A, IDEA and the District's Educational Plan and Budget. The Federal Stimulus Funds, such as ARP-ESSER Reserves, provide a continuation of initiatives designed to improve students' academic achievement and ameliorate learning loss due to COVID-19. For example, the ARC Reading program, leveled reading, CRE literature and a portion of the needed student chromebooks were initially acquired with Title 1 Part A and will be continued and sustained with the ARP-ESSER Reserves for the next three years. The federal funding sources allow the District to leverage other resources to better serve students and sustain programs that serve our high needs population. **Continuation and Sustainability of Programs** -- The District will engage in ongoing program evaluation of these initiatives, through data analyses, to determine which programs work and should be continued using General Fund Budget Appropriations and other funding sources available to the District once the ARP-ESSER Reserve funding ends.

- 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.**



## ARP-ESSER Application: State Reserves - ARP State Reserves

## ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	5,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Based on data from NYSITEL, NYSESLAT, ENL teachers and teaching assistants at three elementary schools (Oaksides, Woodside, and Hillcrest) will provide tailored/individualized acceleration on ELA and mathematics skills building to ENL students.
High Dosage Tutoring Programs	723,184	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	To improve student learning, the funds allocated in this area are for 10 teachers to provide 94 days of high-dosage tutoring, in ELA and mathematics, afterschool at Woodside, Oaksides and Hillcrest elementary schools.
Curriculum-Aligned Enrichment Activities	264,950	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" 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 checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The funds allocated in this area are for professional staff salaries (ENL teachers, other teachers, teaching assistants, and administrators) and curricula supplies/materials to deliver curriculum aligned afterschool enrichment activities.</p> <p>To address "learning loss" for all students, programs will provide critical academic support through literature based immersive experiences and the utilization of STEAM and mathematically based programming with particular focus for our English Learners and Special Needs students. Peekskill supports seamless school/program integration, aligning academic and behavioral interventions for all students to become college and career ready. The afterschool program will begin immediately following the end of the programmed school day. Data collection will include Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY), inclusive of continual progress monitoring data. All students will be assessed utilizing a norm referenced quantitative tool called AIMSWEB. Student performance data will also be triangulated using local formative and interim assessments in concert</p>

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				with the NYSTP data. These measures will provide us with data that will evidence the growth of the individual student in both ELA and Math over the course of the academic year and will in concert provide a context for how students are performing against their district level and national peers.

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected comprehensive after school programming/strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

The PCSD will engage in continuous progress monitoring of students' academic performance through analyses of various forms of data (baseline beginning of year, interim/assessments, summative end of year assessments, etc.). Various digital learning tools are used for progress monitoring such as AimsWeb, SRI, American Reading Company, Castle Learning, local/interim benchmark assessments, and more. Data teams comprised of school, district-level, and teachers meet to review student data and adjust groupings and strategies.

The student information system is used to attach students to the programs and attendance will be taken of students participation in these evidence-based programs. The effectiveness of the programs will be measured based on students' academic growth, improved attendance in school, and improved socio-emotional profile (based on survey data and reduction in behavioral incidents of students participating in programs).

Stakeholders will be informed via weekly newsletters and letters from the principals and the Superintendent of Schools, and Board of Education Update presentations of any changes or adjustments to programs. Such changes and related communications will also be posted on the District's website.

**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	993135
Anticipated Number of Students Served	1025
Anticipated Number of Schools Served	5

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

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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.**

11.19.2021 FS-10 ARP-ESSER\_1\_Comprehensive\_After\_School 1.pdf

PCSD 4.6.2022 FS-10 ARP-ESSER 1 Comprehensive After School REDO-FIN.pdf

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

Budget Narrative - ARP Reserve 1 Comprehensive After School.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.

- 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 interventions implemented through the 1% State-Level Reserve for summer learning and enrichment programs were developed through an inclusive approach with all stakeholders at the school and community level to determine actionable supports that would support acceleration for all entry points of learners. The stakeholders reviewed the evidence-based strategies and tools in the What Works Clearinghouse to ensure that strategies employed are within the four tiers of evidence defined in the Every Student Succeeds Act (ESSA) and in alignment with the PeekSkill Promise (Rigorous Aligned Academics, Robust Literacy, Robust Math, Robust STEAM opportunities, whole child commitment, enrichment experiences, culturally responsive education, parent and community engagement). In keeping with the Peekskill Promise that delineates the need for robust literacy opportunities and high leverage Math and STEAM experiences, funding has been allocated to provide an esoteric afterschool program that is crafted to support Tier 1, 2 and 3 students. Aimsweb norm-referenced standardized data formative data and summative were used to determine the scope of the need and the specific entry point of all learners. Gap analysis and the disaggregation of subgroup data were utilized to support the selection of the specific intervention selected by tier. Stakeholders included parents, central leadership, teachers inclusive of special education and English as a second language content specialists in both elementary and secondary levels, and community based organizations. The process used by the team to select evidenced-based interventions also included review of our students' performance data on both NYS and local assessments relative to the success, areas in need of improvement, review of the District's mission and goals and alignment with standards and the Peekskill Promise (Rigorous Aligned Academics, Robust Literacy, Robust Math, Robust STEAM opportunities, whole child commitment, enrichment experiences, culturally responsive education, parent and community engagement). Findings of the data revealed significant learning loss that promoted the need to augment the Tier 1 core curriculum through targeted and systemic academic supports that were a cohesive extension of learning through our afterschool program. The Summer School enrichment has been crafted to provide SEL supports that would be provided through our Community Based Organization partners. Due to the high population of ELL and socio-economically disadvantaged students that our district supports, the afterschool experience was also infused with both a newcomer academic component and a Spanish enrichment component that will promote and support oral and linguistic opportunities for learning, thereby increasing students' literacy skills in both English and Spanish. This design is specifically curated to promote acceleration for our neediest population. The summer school enrichment experience was also inclusive of a virtual option for students. Peekskill provided a "Peekflix" option that gave all of our students access Pre-k to 5 access to on demand lessons.

The PCSD's planned use of the state reserve funds for summer learning and enrichment is coordinated with and aligned with other initiatives, including those supported by the CARES, CRRSA, Title 1 Part A, IDEA and the District's Educational Plan and Budget. The Federal Stimulus Funds, such as ARP-ESSER Reserves, provide a continuation of initiatives designed to improve students' academic achievement and ameliorate learning loss due to COVID-19. For example, the ARC Reading program, leveled reading, CRE literature and a portion of the needed student chromebooks were initially acquired with Title 1 Part A and will be continued and sustained with the ARP-ESSER Reserves for the next three years. The federal funding sources allow the District to leverage other resources to better serve students and sustain programs that serve our high needs population. **Continuation and Sustainability of Programs** -- The District will engage in ongoing program evaluation of these initiatives, through data analyses, to determine which programs work and should be continued using General Funds other funding sources available to the District once the ARP-ESSER Reserve funding ends.

- 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,**

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

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**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
Curriculum-Aligned Enrichment Activities	993,135	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The activities in this summer learning and enrichment program are on alignment with PCSD's overall evidence-based strategies designed to reduce lost instructional time and to provide intellectually engaging and rigorous learning opportunities for our students. The funds allocated in this area are associated with teaching and learning of core academics (ELA, mathematics, social studies, science, STEAM projects of designing and creating a YouTube Channel), summer school counselors to work with students and build relevant schedules based on students' academic needs, teachers and teaching assistants, lead teachers to coach and lead data analyses meetings, and more. Community based partners will work with students on social emotional needs, culturally responsive education projects, and community engagement. A portion of summer school transportation of students is also included in these activities.

3. **In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected summer learning and enrichment strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.**

The PCSD will engage in continuous progress monitoring of students' academic performance through analyses of various forms of data (baseline beginning of year, interim assessments, summative end of year assessments, etc.). Planning for the summer enrichment program will commence in the spring when school and district leaders and teachers participating in summer school learning and enrichment activities will review students' end of year performance data relative to NYSTP assessments, District's local interim/benchmark assessments, AimsWeb and other digital progress monitoring tools, and after school program data. These data will inform planning and grouping of students into appropriate summer school learning and enrichment programs. Based on data analyses, students will be scheduled into appropriate groups to help close learning gaps, accelerate learning (WIN), provide high-dosage tutoring, and/or a combination of evidence-based strategies as deemed appropriate. Students in need of Regents assistance will receive high-dosage tutoring on Regents learning standards in which the data analyses revealed students' need for remediation. Digital learning tools will be used throughout summer school to augment classroom teachers' instruction.

The student information system will be used to attach students to the summer learning and enrichment programs and to take attendance to measure students' participation in these evidence-based programs. The effectiveness of the programs will be measured based on students' academic growth and successful remediation of learning gaps revealed by assessment data, improved attendance in school, and improved socio-emotional profile (based on survey data and reduction in behavioral incidents of students participating in programs). Success of students who participate in the summer Regents high-dosage tutoring will be measured by their score in the August Regents exams.

Any changes or adjustments to the programs will be communicated to the stakeholders via weekly newsletters, District Robocall announcements, and letters from the principals and the Superintendent of Schools. Copies of such communications will also be posted on the District's website.

**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:

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

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*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	993135
Anticipated Number of Students Served	3449
Anticipated Number of Schools Served	5

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.**

FS10\_ARP Reserves 1 Summer Learning Enrichment School Final.pdf

4.5.2022 Revision FS10\_ARP-ESSER 1 Summer Learning Enrichment REDO.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 - ARP Reserve 1 Summer Learning Enrichment.pdf