ARP-ESSER: State Reserves Plan for Parishville-Hopkinton Central School District

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.

   A survey was used to gain feedback on what the school community would like to see provided to the students based on their knowledge of the struggles during the COVID pandemic. Parishville-Hopkinton Central School District used a survey "Google Form" to solicit responses from a diverse group of stakeholders with questions aligned to evidence-based programs, skills, strategies, and supports that would address the impact of COVID-19 pandemic on students.

   The results of the survey were then reviewed by administration and the results were used to allocate money for the ARP State Reserve to address the impacts of students' learning loss as a result of the COVID-19 pandemic, particularly the impacts of interrupted instruction and learning loss on low income students, children with disabilities, English language learners, and students experiencing homelessness.

   Parishville-Hopkinton is implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs; and offering evidence-based summer programming, extended day (after school), and other extended learning and enrichment opportunities.

   Opportunities that the State-Level Reserve Grants to address learning loss will include:

   - Make the robotics / STEAM lab more accessible to classrooms and increase the number of students participating in the after school robotics program
   - 20 Smart Interactive Display Boards to connect students to student software and provide availability to synchronous remote and in-person instruction
   - Teacher devices to be used for synchronous learning

- Math and Movement- Suzy Koontz
- ELA and Movement-Suzy Koontz
- Field trips
- Keys to Literacy
- Classroom leveled libraries and independent trade books for students
- Remote synchronous learning
- Summer enrichment & credit recovery
- Extended-day program

1.   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. *

Parishville-Hopkinton will :
- Post this URL on the district webpage
- Email stakeholder groups
- Share the URL on Social Media

The ARP-ESSER State-Level Reserve Grants Plan will be made available in the district office and be reviewed twice a year with a stakeholder group to determine if the evidence-based interventions are meeting the needs of students.

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.

Parishville-Hopkinton 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 through parent teacher conferences, online communication systems (i.e. Class Dojo, Seesaw, and/or Google Classroom), quarterly progress reports and/or Student Support Team meetings that focus on students especially:

- children with disabilities
- English Language Learners
- children experiencing homelessness (Mckinney-Vento)

- children in foster care
- migratory status students
- students involved with the juvenile justice system
- students from other underserved populations

Parent engagement:

The District will seek opportunities to engage parents through evening activities such as:

- Annual Title I parent meetings
- School concerts
- Back-to-School nights
- Open houses
- Curriculum nights
- College nights
- Literacy nights

District parents will continue to be invited to participate on various District teams to influence the District's vision and implementation of plans.

The Student Support Team will meet with parents, teachers, counselors, school psychologists, instructional coaches, administration, and/or the District Trauma Sensitivity Team members. They will conduct progress monitoring data and periodically review:

- achievement toward student goals
- climate surveys
- attendance
- Referrals

Based on these student support team meetings student interventions and supplemental supports will be implemented, tracked and updated throughout the year.

The PHCSD Board of Education's Policy Committee will review the Parent and Family Engagement Policy.

Comprehensive Needs Assessment:

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

The Parishville-Hopkinton School Community recognizes that the COVID-19 pandemic has disproportionately impacted students from traditionally underserved subgroups, leading to

significant learning loss and increasing the need for academic, social, emotional and mental health supports. The District recognizes the increased need in the area of academic intervention services. In response, the district will identify student needs and monitor student progress as a result of planned interventions and supports through aComprehensive Needs Assessment by collecting the following data to build student profiles:

- i-Ready assessments and progress monitoring results
- IEP quarterly progress monitoring
- Special education and 504 evaluations
- Formative and summative assessments
- Attendance records
- Parent information and meetings
- Home School Coordinator reports
- Climate Survey results
- Student interviews
- Counseling meetings
- District Trauma Sensitive Team (DTST) feedback
- Migrant, McKinney-Vento, and Foster Care enrollment and information
- Discipline records
- Attendance reports-SIRS data
- Poverty data- SAIPE (small area income poverty estimate)

The Instructional Support Team (IST) will determine the needs of students by reviewing information/results from these evaluations and discussions. Struggling students will be identified for interventions using a multi-tiered system of supports (MTSS).
The District will ensure that the interventions are implemented:

- Targeted tiered AIS interventions for at-risk and high-risk students by flooding intervention. Struggling students are provided individualized/small group instruction and literacy and math programming for differentiation- literacy block, leveled literacy instruction for reading, coaching, math running records with instructional component, and additional software programming. Strategy review/grade level teams use data analysis information to select, learn and implement intervention strategies to support struggling learners and determine student interventions and goals.
- Grade level/curriculum area teams will use data analysis information to select, learn and implement intervention strategies to support struggling learners to determine specific student interventions and student goals.
- Staff will participate in PLC groups to prioritize and align curriculum maximizing learning time on-task for core subjects, student intervention planning, and effective teaching strategies on differentiation and engagement (PLC groups are part of the district/school improvement plans under accountability).

The District will continue to monitor the various at-risk sub groups and provide additional support where needed. McKinney-Vento (homeless) and migrant students are monitored and met with by the school's liaisons and given additional support to ensure that the students have access

to their academic programing. Special Education staff receive additional professional development to meet the increased caseloads and needs of our student population. Special Education staff have then trained student specific staff to ensure students have consistent access and support to their learning.

Parishville-Hopkinton also works closely with St. Lawrence BOCES and will utilize shared services whenever possible or needed to meet the needs of our changing student population. This relationship with our BOCES will be instrumental in supporting ELLs or other students with unique needs or specialized care.

- Continue to monitor student progress with i-Ready diagnostic testing for all cohorts K-8.
- Host K-8 data meetings to analyze i-Ready results
- Conduct monthly Student Support Teams meeting for grades K-12
- Conduct monthly Behavior Intervention Team (BIT) meetings

Academic Evaluation

Parishville Hopkinton plans to have students participate in the OECD assessments. OECD (Organization for Economic Co-operation and Development) is the school version of the International Student Assessment (PISA). This will allow the District to gain baseline data on student achievement beyond regional and state comparisons.

Parishville-Hopkinton will use i-Ready formative assessments to monitor the trajectory of student achievement and adjust instructional interventions accordingly.

The results from these evaluations and discussions will collectively build a student profile to ascertain what areas need the most support and from where that support should derive.

5% Evidence-Based Lost Instructional Time

Allocation: $499,996

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.

Parishville-Hopkinton uses multiple inputs and assessment data to analyze and identify the need of students returning from remote instruction to select evidence-based interventions best aligned to address the identified student needs. The 5% State-Level Reserve funds will be aligned to

leverage and supplement pre-existing initiatives and funds received through ARP-ESSER, CARES, and CRRSA. Title I providers will be utilized to help support these interventions. The results of the survey were then reviewed by administration and the results were used to allocate money for the ARP State Reserve to address the impacts of students' learning loss as a result of the COVID-19 pandemic, particularly the impacts of interrupted instruction and learning loss on low income students, children with disabilities, English language learners, and students experiencing homelessness.

The district has spent two years researching the future instructional board needed to replace the old Smart white boards. The complications of providing consistant instruction during COVID further solidified the districts decision to move ahead with, and accelerate, the purchasing of SMART Instructional Display boards. Not only do these boards seamlessly support the student learning software used by teachers, the SMART Instructional Display boards can be used to provide synchronous remote instruction while some students are also learning in-person, reduce overall maintenance costs for the life of the Instructional Display board, and will also integrate seamlessly with the teacher devices for the delivery of high quality instruction.

The teaching devices were chosen to ensure the delivery of high quality instruction that maximizes students' access to content through various accommodations, apps, and digital tools. These devices were also chosen because of their ability to integrate with our current technology infrastructure and their affordability for sustainable purchasing.

"Math and Movement" and "Literacy and Movements" mission is simple: "Get students active and confident in learning. Combining data, research, and decades of collective teaching experience, we have created a series of kinesthetic educational materials with that purpose in mind. Our program is designed to engage learners mentally and physically and supplement your school's curriculum."

We are always looking to integrate movement and positive wellness activities into our everyday activities for students. Movement and wellness is a proven strategy to help with academic retention in addition to combating mental health concerns. Our district also has a robust Wellness committee that is looking to expand wellness opportunities into the classroom and part of the every day curriculum.

Keys to Literacy

The District explored literacy programs that would create a lasting, sustainable impact on literacy instruction, so that the direct impact on students would last long after the additional federal funding was spent. We found the Keys to Literacy research-based instruction to be the most suitable program to meet that objective.

A review of the related research lead us to determine that the effectiveness of the approach used by the Keys to Literacy program was best for our students. Snow-Renner and Lauer (2005) conducted a meta-analysis of effective professional development for teachers. In doing so, they found "professional development that is most likely to positively affect a teacher's instruction is:

- of considerable duration
- focused on specific content and/or instructional strategies rather than general
- characterized by collective participation of educators, in the form of grade-level or school-level teams
- infused with active learning rather than a stand-and-deliver model.

The National Staff Development Council issued a report (Wei et al, 2009) summarizing all of the research on effective professional development for teachers. These findings support the Keys to Literacy model of professional development with school-based coaching. Coaches are used to tighten the connection between formal training and teachers' application of instructional practices in their classrooms. Coaching models recognize that if professional development is to take root in teachers' practice, on-going and specific follow-up is necessary to help teachers incorporate new knowledge and skills into classroom practice both in the short and long term. Successful coaching should be offered by accomplished peers and should include ongoing classroom modeling, supportive critiques of practice, and specific observations.

We started a robotics program three years ago in our Middle School and we are now at a point where the demand is high enough that we can start a High School program. The hardware and software needed to support these programs have also completely changed. We chose the new LEGO Spike kits as they are able to be used across grades 7-12 and come with a robust curriculum package that can also be used to supplement science or math instruction in addition to being used as after school enrichment. To support this program and future STEAM activities we chose to purchase a classroom set of DELL laptops with both gaming/coding capabilities. The 3D printer will be accessible to support classroom instruction in grades 7-12 and the after school robotics program.

Teacher Assistant

Due to the learning loss caused by the interruptions to in-person instruction, it was determined that an additional Teaching Assistant, who can provide one-on-one and small group instruction, would be beneficial in closing the achievement gap.

Historical Trip

Many students in our small rural community never leave the state, let alone the county, until their senior class trip. This enrichment activity is designed to expose middle school students to a broader cultural and governmental understanding of our country through exploration of the museums, monuments, and government buildings located in our nation's capital. This trip was also thought to be an effective incentive to improve attendance and re-engage students in school.

Funds from the State-Level Reserves will be aligned to leverage and supplement pre-existing initiatives and funds received through ARP-ESSER, CARES, and CRRSA. Title I providers will be utilized to support these interventions.

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.

Planned Intervention (from the green sheet)	Detailed Description of Planned Intervention
Tailored Individualized Instruction	Smartboards
Tailored Individualized Instruction	Teacher Devices
Curriculum-Aligned Enrichment Activities	Math and Movement
Curriculum-Aligned Enrichment Activities	Literacy and Movement
Other Evidence Based	Keys to Literacy
Curriculum Aligned Enrichment Activities	Robotics
Tailored Individualized Instruction	Teacher Assistant
Curriculum Aligned Enrichment Activities	Historical Trip

Other Evidence-Based Intervention
Keys to Literacy

In order to have a lasting, sustainable impact on literacy instruction, quality professional development must be more than individual workshops or training days. The Keys to Literacy professional development model includes hands-on initial training that teaches teachers how to apply research-based instruction. The model also includes follow-up professional development provided by Keys to Literacy trainers AND building-based peer coaches.

A review of the related research findings about effective professional development demonstrates the effectiveness of this approach: Snow-Renner and Lauer (2005) conducted a meta-analysis of

effective professional development for teachers. In doing so, they found "professional development that is most likely to positively affect a teacher's instruction is:

- of considerable duration
- focused on specific content and/or instructional strategies rather than general
- characterized by collective participation of educators, in the form of grade-level or school-level teams
- infused with active learning rather than a stand-and-deliver model.

The National Staff Development Council issued a report (Wei et al, 2009) summarizing all of the research on effective professional development for teachers. These findings support the Keys to Literacy model of professional development with school-based coaching. Coaches are used to tighten the connection between formal training and teachers' application of instructional practices in their classrooms. Coaching models recognize that if professional development is to take root in teachers' practice, on-going and specific follow-up is necessary to help teachers incorporate new knowledge and
skills into classroom practice both in the short and long term. Successful coaching should be offered by accomplished peers and should include ongoing classroom modeling, supportive critiques of practice, and specific observations.

Math and Movement, Literacy and Movement:
At Math & Movement, the mission is simple: Get students active and confident in learning. Combining data, research, and decades of collective teaching experience, we have created a series of kinesthetic educational materials with that purpose in mind. Our program is designed to engage learners mentally and physically and supplement your school's curriculum.

SMARTBOARDS and Teacher DEVICES:
Lumio is an online platform that teachers use to deliver engaging lessons that allow for student collaboration between students and the teacher in real time. No matter where our learners are sitting, Lumio is the digital learning tool for transforming lessons into active, collaborative learning experiences that engage students on their own devices. Parishville-Hopkinton Central School District currently lacks the technology to allow this tool to be fully utilized by the teacher to ensure students receive high quality instruction while in person or while students are learning remotely. The combination of upgrades to both the teacher devices and instructional display boards will allow all students across the district to access the curriculum and instructional materials from any location synchronously.

Robotics:
We are planning to use this money to address two goals with our Robotics and STEAM programs here at PHCS. Goal one is to be able to accommodate more students with our after school robotics/steam program. The second goal is to incorporate more elective Robotics and Steam opportunities for students during the school day. To do this we need to update the classroom devices used to program and code,, increase the number of robotics kits for classroom use, add a

3-D printer, and purchase mobile furniture and carts to allow the devices and equipment to be easily moved or shared between classrooms.

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 support provided to students) will be communicated to stakeholders.

The Parishville-Hopkinton Central School Student Support Team will use pre-assessment, formative and summative assessment data in a variety of formats to evaluate learning objectives and proficiency, learner engagement, and attendance trends . The Student Support Team will also monitor the effectiveness of developmentally appropriate learning experiences on student cohorts and individual students. These learning loss interventions, programs, and enrichment opportunities will continually be adjusted to meet the academic, social, emotional, and mental health needs of students. Special attention will be paid to the progress of our migratory and homeless student population.

The state-reserve learning loss funds will address gaps in early literacy, increase access to enrichment opportunities at the secondary level, and address the gaps in learning that occur throughout the year due to interrupted learning from absences by investing in technology that will allow for greater student access to learning through synchronous learning. The district will monitor and evaluate the effectiveness of the various interventions by tracking student attendance, number of classrooms that can engage in synchronous learning with both in-person and remote learners (goal of 100% of classrooms capable of synchronous remote instruction), K-6 Reading and Math proficiency (goal is 65% proficiency on i-Ready benchmark assessments), participating in our after school robotics program (goal is a 50% increase number of participants)

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

Allocation: $100,002

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 District plans to expand its extended day program for PreK-6 students in partnership with the Cornell Cooperative Extension to address learning gaps. This extended day (before and after school) program will offer opportunities for students to stay after school until 5:30 PM

> five days a week for homework help, remediation, and enrichment activities. The District will pilot before school programming.

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.

Planned Intervention (from the green sheet)	Detailed Description of Planned Intervention
Curriculum Aligned Enrichment Activities	AM Latchkey including Pre-K

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.

> Students require structure and consistency early on in their academic and social development to ensure they can be successful in early schooling. Our latchkey program, both before and after school, will provide students with consistency in behavior, attendance, nutrition, and early academic programing. To monitor and evaluate the effectiveness of this intervention the district will track the number of meals provided, attendance records of individual students, behavior referrals, and progress monitor the students' academic performance.
>
> Our extended day program does not stand in isolation. The school integrates the supports and services provided to students in the extended day program with regular school day supports, as well as, wrap around school mental health services. This interconnectedness of school day services aligns with the goals and processes of student support initiatives for programs extending beyond the school day. Our School Mental Health Counselor uses a Positive Behavioral Interventions and Supports (PBIS) model for all students.

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

Allocation: $100,002

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 District has tripled student enrollment in our elementary academic in-person summer program since returning from remote instruction. The District also began an in-person high school summer program. The expansion of elementary programming will focus on closing achievement gaps in literacy and math while the secondary summer programming will focus on instruction loss credit recovery through Project-Based Learning (PBL). The 1% Summer Learning and Enrichment funds from the State-Level Reserves will be aligned to leverage and supplement pre-existing initiatives and funds received through ARP-ESSER, CARES, and CRRSA. Title I providers will be utilized to support these interventions.

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.

Planned Intervention (from the green sheet)	Detailed Description of Planned Intervention
Curriculum Aligned Enrichment Activities	Elementary and secondary summer schools

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 summer months offer the greatest opportunity for our district to get students targeted interventions but the summer is also the time of the year where our students regress the most. The District's goal with our summer programming is to keep students engaged in learning by providing both enrichment and remediation opportunities. The District's goal is to increase our secondary programming by 50% and increase our elementary programming by20 %. The District will monitor and evaluate the effectiveness of the intervention mid-program and end-of-program by tracking the number of students participating in the summer programming, growth in elementary students reading levels, and completion of secondary students' coursework.