

Harrisville
ARP-State Reserve
Use of Funds
2021-24

Summary and Background Information

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.

The LEA engaged with a diverse group of stakeholders by sharing a document with questions aligned with evidence based programs, skills, strategies, and supports that would address the impact of COVID-19 pandemic on students through a survey shared through the District website, Social media (ex; Facebook), and the parent communication platform. The results of the questionnaire were then reviewed by a shared decision making team including all stakeholder groups such as parents, teachers, other school personnel, administrators and students. This team included the above constituents associated with the populations who make up the school district community. For example, Harrisville has constituents associated with the following populations: migratory, students with disabilities, and children experiencing homelessness. Based on the results, feedback was provided to the community indicating areas of which students struggled during the pandemic and the results were used to allocate money for ARP-State Reserve Funds to:

- addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low income students, children with disabilities, English language learners, and students experiencing homelessness;

- implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs; and

- offering best practices including evidence-based enrichment programs for summer, afterschool, and other extended learning;

Information continues to be updated on the district website. The district will gather continuous feedback regarding our ARP Plan from the community through an open online survey posted on our website.

The LEA will support ongoing engagement with families through newsletters, social media alerts, parent-teacher conferences, quarterly reports and five-week reports, as well as private emails, and phone calls for confidential conversations about individual student progress.

The LEA will support identifying engagement related to identified student needs, student gains, and available assistance to families through reviewing progress monitoring (iReady and formative assessments) with the Student Support Team. The Student Support Team meetings focus on students especially: 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. The Student Support Team will meet with parents, teachers, counselors, school psychologists, instructional coaches, administration, and District Trauma Sensitivity Team members. They will periodically review progress monitoring data and student goal achievement, review climate surveys, attendance, and referrals. Based on these student support team meetings student interventions and supplemental supports will be implemented, tracked and updated throughout the year.

To identify student social, emotional, mental health, and academic needs and monitor student progress as a result of planned interventions and supports, the district will continue to monitor student progress with iReady diagnostic testing, meet regularly to analyze diagnostic results, and develop and implement intervention strategies for struggling learners using a multi-tiered system of supports. In addition, we will utilize progress monitoring data and individual student data (formative and summative assessments and observations) from teachers. Other data that will be collected to analyze is connected to attendance, counseling records, referrals, and student/parent/teacher feedback surveys results.

Interventions and Supports:

District Trauma Sensitive Team (DTST): team meets to determine support(s) for individualized students, as well as, supports and addresses school climate and SEL.

Character Education Program: supports building relationships, organization, self regulation and other attributes of the updated 5 SEL Core Competencies which incorporates DEI (Diversity, Equity, and Inclusion); with monthly assemblies.

Poverty Initiative: Staff was able to participate in Poverty Simulation and received professional development on how to teach children how to understand poverty and engage students with poverty in mind.

Additional counseling support: provided by school counselors and school psychologists for students and families.

Home-School Coordinator: to support students and families on attendance and community support.

McKinney-Vento Mentoring Program: Title I Mentors work with identified homeless students to support social, emotional and academic achievement.

Migrant Program: communicates and supports identified students and families; 1:1 or small group tutoring, acts as liaison with staff and offers career/college information.

Strategy review teams and grade level 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.

Targeted tiered AIS interventions (Tiers I-III): for at risk and high-risk students with an intervention schedule.

Inclusion of special education students into general education classes: providing additional staffing (TA's, Special education co-teaching, consultant services).

All teachers implement Effective Teaching Strategies: to maximize instruction and learning.

Enhance elementary literacy and math programming: for differentiation and individualized instruction with data driven priority standards, supplemental supports, and small group interventions.

Continue to build on the literacy curriculum to include new phonics programming for structured language.

After School Program: To address student learning- tutoring, classroom instruction, differentiation, small group instruction, reteaching, learning loss, and addressing students' individual learning needs. The program will also enhance student engagement and interest, provide well-rounded educational activities and STEM.

Summer Learning Program: To provide academic intervention services to those students who struggle academically, SEL supports cooperative learning activities, and project-based instruction/enrichment activities to increase student engagement and address learning loss.

Professional Development Groups (PLCs): To work on aligning curriculum, prioritizing standards, data analysis of assessments, integrating technology, effective teaching strategies, student engagement, build internal leadership and intervention planning.

Purchase additional classroom supplies to support programming, increase student engagement, enhance teacher instruction, and provide student activities.

Digital programs and technology assistance to support multiple groups of students including students with disabilities, ELL students, in order to differentiate instruction and help bridge learning gaps.

Allocated to 5% loss of learning:

From our needs assessment it was determined that students need:

- additional learning opportunities to address the academic impact of lost instructional time
- additional opportunities to support social emotional learning
- additional opportunities to build relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies
- differentiation of instruction to meet the needs of all students

The Harrisville Central School District is planning to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as planning and implementing activities related to summer learning and enrichment including providing classroom instruction during the summer months and addressing the needs of all students including low-income students, students with disabilities, English Language Learners. migrant students, students experiencing homelessness, and children and youth in a foster care setting. An instructional coach will work closely with teachers to help create differentiated instruction to help all students be more successful.

During the course of the grant the following will occur:

- *Integrated Social Emotional Learning: Character education will be integrated with instruction to support building relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies, character education presenter, field trips to support relationship building and interaction with unfamiliar places, increase the SEL library, implement an Esports program and provide supplies for it, this was in high demand based on a student survey*
- *Tailored/ Individualized Acceleration: College enrollment fees will be paid*
- *Curriculum Aligned Enrichment: hired a Curriculum instructor to support implementation of priority standards, Interactive Promethean Boards, Board Works Education Curriculum*

Allocated to 1% Comprehensive After School Programming

From our needs assessment it was determined that students need:

- additional learning opportunities to address the academic impact of lost instructional time
- additional opportunities to support social emotional learning
- additional opportunities to build relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies
- differentiation of instruction to meet the needs of all students

The Harrisville Central School District is planning to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as planning and implementing activities related to comprehensive after school programming including providing morning and extended day programs and addressing the needs of all students including low-income students, students with disabilities, English Language Learners, migrant students, students experiencing homelessness, and children and youth in a foster care setting. An instructional coach will work closely with teachers to help create differentiated instruction to help all students be more successful.

During the course of the grant the following will occur:

- *Comprehensive After School Programming- 3-8 teachers to implement evidence based practices in extended day programs, School Resource officer providing the Dare Program, Curriculum aligned enrichment field trips, Extracurricular clubs supplies, materials, and purchased service fees.*

Allocated to 1% Summer Learning and Enrichment

From our needs assessment it was determined that students need:

- additional learning opportunities to address the academic impact of lost instructional time
- additional opportunities to support social emotional learning
- additional opportunities to build relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies
- differentiation of instruction to meet the needs of all students

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During the course of the grant the following will occur:

- *Integrated Social Emotional Learning- Summer camps will be offered to provide opportunities for students to build character skills such as: building relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies*
- *High Dosage Tutoring/ Tailored Individualized Acceleration- Elementary and Middle summer school teachers will use strategies to bridge gaps using their training which was allocated in the ARP-ESSER 3 Grant.*

The District will continue to monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs by:

monitoring student progress with iReady diagnostic testing, meeting regularly to analyze diagnostic results, and developing and implementing intervention strategies for struggling learners using a multi-tiered system of supports. In addition, we will utilize progress monitoring data and individual student data (formative and summative assessments and observations) from

teachers. Other data that will be collected to analyze is connected to attendance, counseling records, referrals, and student/parent/teacher feedback surveys results.

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Purchase additional classroom supplies to support programming, increase student engagement, enhance teacher instruction, and provide student activities.

Digital programs and technology assistance to support multiple groups of students including students with disabilities, ELL students, in order to differentiate instruction and help bridge learning gaps.

This will be communicated to stakeholders through individual meetings based on student needs as well as sharing with the community in the district newsletters. Updates in the program as well as overall student progress and program changes will be determined by the public comment survey attached to the website in combination with the results of data from the child study team.

