

# ARP-ESSER PLAN

## 2021 - 2024

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*“Our goal is to take advantage of this unprecedented opportunity to reach new heights of teaching and learning for years to come at Saugerties CSD.”*



Saugerties Central School District

# ARP-ESSER

- Addressing the impact of lost instructional Time = \$499,996
- Comprehensive After School = \$100,002
- Summer Learning and Enrichment = \$100,002



# ARP-ESSER

## Addressing the Impact of Lost Instructional Time

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



# ARP-ESSER

## Comprehensive After School

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



# ARP-ESSER

## ***Summer learning and Enrichment***

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



# Addressing the Impact of Lost Instructional Time

**Goal: Tailored/Individualized Acceleration  
MTSS (Multi tiered systems of support)  
Certified Mathematics and English**

The District recognizes the impacts of lost instructional time due to the COVID-19 pandemic. The District continues to seek additional opportunities to enhance course offerings and is adopting the Multi-tiered System of Support (MTSS) framework to address students' needs.



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# Addressing the Impact of Lost Instructional Time (MTSS)

MTSS staff are being added at the middle school level to accelerate learning for our struggling students. The staff will provide targeted support in the areas of ELA and math to accelerate student learning in a smaller group setting to increase student growth and achievement.

All students were screened using a universal screening tool by administering the iReady diagnostic at the beginning of the school year.

A school wide approach to student support will be used by creating a multidisciplinary team to discuss all middle level students in order to identify struggling students early in the year and to intervene quickly. This team consists of teachers, counselors, psychologists, social workers, and administration, working as a team to assess students and plan interventions based on individual need.



# Addressing the Impact of Lost Instructional Time (MTSS)

The team will focus on the "Whole child," addressing academic growth and areas of need (behavior, social-emotional, absenteeism). These additional supports align with other District initiatives of extended school day instruction, extended school year, addition of 3 literacy and 2 math coaches, PBIS, and STEAM enrichment activities.

The District will utilize frequent monitoring of students' progress in the MTSS program ensure that selected evidence-based strategies are appropriate or need to be changed.



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# Addressing the Impact of Lost Instructional Time (MTSS)

The iReady diagnostic tool will be used 3 times within the school year to monitor targeted growth and track improvement.

MTSS staff will look at these scores, along with common classroom assessments (formative and summative), projects, classwork completion, and report card grades to assess progress.

Stakeholders will be informed of changes to the program plan through various methods. Family communication will be provided in 5-week written form using progress reports.

MTSS staff will communicate with families via in-person meetings, phone calls, emails, or written letter.

English Language Learners' families communication will be provided in their native language by a translation service, district interpreter, or written form in their native language.

# Comprehensive After School

The Saugerties Central School District will address loss of learning through a variety of research-based methods. Extended intervention opportunities are in response to the district's need assessment of all students. This is particularly important for students disproportionately impacted by the COVID-19 pandemic, including students with disabilities, students with low socioeconomic status, English Language Learners, and students with displaced housing.

The district will provide comprehensive after school interventions for academic support and enrichment opportunities to accelerate learning. In addition to an academic focus on learning loss, the district will address the social-emotional needs of students.



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# Comprehensive After School

Social-emotional components of the program will focus on the following aspects: introduction of mental health supports within the district, assisting students to become self-advocates, positive self-image, acceptance of other cultures, religions, socio-economic status, responsive classroom, character recognition, social conflict resolution, building relationships, cooperative play, self-care, coping skills, positive self-talk, feeling identification, self-control, self-reflection, and growth mindset.

The district will use data to focus on individual student needs and implement research-based targeted interventions.

Students were assessed using the iReady diagnostic tool at the beginning of the year to identify learning loss of individual students. Each District school conducted a Grand Round (RTI) meeting at the beginning of the year to discuss each student within the individual school. In addition to the iReady scores, the teams looked at running records, common assessments, classroom observations, attendance, and participation or disengagement in classroom activities, and historical data from previous years.



# Comprehensive After School

Students identified as needing additional support (academic or emotional) were selected for curriculum aligned enrichment activities and/or social-emotional learning activities. The after school programming will align with the District's other initiative which include increasing STEAM programming, encouraging Project Based Learning (PBL), expanding a peer mentoring program, continuing PBIS, and developing restorative practices in all District schools.

The District will provide transportation and snacks for these activities to increase the attendance for marginalized subgroups



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# Comprehensive After School

The District will monitor the effectiveness of our after school programming by meeting quarterly with the Grand Round (RTI) meetings and discussing the individual students' academic and social-emotional progress. If students' needs are not showing improvement or increase while participating in the afterschool program, the team will address additional needed interventions before the next quarterly Grand Round meeting.

The district will also utilize professional learning communities (PLCS) facilitated by district ELA and math coaches, to analyze benchmark data to make instructional decisions and monitor fidelity implementation of our curriculum. Any changes to the program will be communicated through various platforms.

The District will continue to hold town halls, open to all stakeholders, on a monthly basis. They will also continue communication through text blasts, the District website, and a social media platform. Changes to individual student needs will continue to be communicated through parent/teacher conversations in-person, phone call, written letter or email.

Families of English Language Learners will receive communication through an interpretive Service or District interpreter.



# Comprehensive After School

**Goal:** Curriculum Aligned Enrichment activities

- 1 - 2 hours after school teaching and learning
- Steam (Science, Technology, Engineering, Arts, & Mathematics)
- Evidence-based targeted instruction
- Supported by certified teachers
- Transportation and materials provided



# Comprehensive After School (Example)

	Monday	Tuesday	Wednesday	Thursday
Classroom 1	Technology	Mathematics	Performing Arts	Coding
Classroom 2	Circuits	Performing Arts	Technology	Science



# Comprehensive After School

**Goal:** Integrated Social Emotional Learning

- 1 - 2 hours after school teaching and learning
- SEL support groups
- PBIS Events
- Peer Mentoring
- Restorative Practices



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# Comprehensive After School (Example)

	Monday	Tuesday	Wednesday	Thursday
Classroom 1	SEL Supports Group	Peer Mentoring	Restorative Practices	PBIS
Classroom 2	PBIS	Restorative Practices	Peer Mentoring	SEL Supports Group



# Summer Learning and Environment

**Goal:** Curriculum Aligned Enrichment activities

- Summer academy for enrichment activities for Elementary and SR/Jr high
  - STEAM
    - Robotics
    - Coding
    - Performing Arts
    - Playwrights & Poets



# Summer Learning and Environment

The Saugerties Central School District will address loss of learning through a variety of researched-based methods using an extended school year model.

The district will provide summer learning and enrichment programs using evidence-based approaches to accelerate student learning, closing the learning gap and understanding the impact of social emotional and mental health needs can have on a student's ability to learn.

The district will utilize student data, lead teacher meetings, and a Town Hall format to gather feedback in regards to designing programming opportunities.

The District will offer summer programming that focuses on a variety of student needs.

The District will employ teachers and teaching assistants to facilitate Science, Technology, Engineering, Art, and Math (STEAM) experiential learning.



# Summer Learning and Environment

The specific STEAM opportunities will include robotics, Lego, coding, and visual and performing arts such as playwriting, drama, poetry, band, and chorus.

The Design Thinking process of empathy, defining the problem, ideating, developing prototypes, and testing will be instructional practice so students can innovate and create with enthusiasm and real-life meaning.

Additionally, the District is fortunate to have a working TV broadcasting system at the secondary level, which can be used to enhance these learning activities. The summer program will work with community partners such as a local theater company, television station, and local artists to strengthen our students' sense of community and gain opportunities of experiential learning.

The summer academic enrichment will align with other District initiatives that include, restorative practices, PBIS, work-based learning (WBL), peer mentoring, and integrated social-emotional learning.



# Summer Learning and Environment

The District will evaluate the effectiveness of our selected summer learning and enrichment strategies focusing on several aspects.

Attendance and active participation at the various offerings will be observed.

A pre-survey will be given to students, which will address career interests and readiness. This survey will guide the district in creating the offerings provided during the summer learning.

The District will utilize progress monitoring throughout the summer learning program to assist the teachers and service providers in making decisions about the type of instruction/social-emotional interventions that will work best with individual students.

Opportunities for stakeholders (educators, students, families) to provide feedback on effectiveness will be available through district-created post-surveys, to be given at the end of the summer. The responses from the post surveys will help the District to determine what strategies were effective and whether there is a need for more interventions for individual students.



# Summer Learning and Environment

Historical data will also be used to determine if students have progressed in targeted areas from the previous year after attending the summer program. Changes to individual student needs will continue to be communicated through parent/teacher conversations in-person, phone call, written letter or email.

Families of English Language Learners will receive communication through an interpretive Service or District interpreter.



# Summer Learning and Environment

## K-8 Summer Enrichment

**Times:** Three four-day weeks

8:30 am to 11:30 am

**Nutrition:** Meal and snack provided

**Transportation:** Provided from Home School



**Email ideas and suggestions to:**  
**[sboard@Saugerties.k12.ny.us](mailto:sboard@Saugerties.k12.ny.us)**

**Subject Lines :**  
**ARP-ESSER Funding**

