

Allegheny-Limestone Central School District

ESSER ARP Federal Grant

Funding Cycle I (Summer 2021)
Funding Cycle II (Fall 2021)
Funding Cycle III (Winter 2021)



Developed October 2021
Updated December 7, 2021
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OVERVIEW

The enacted 2021-2022 New York State budget includes approximately \$12 billion in federal stimulus funding for school districts. The federal funding includes \$8.2 billion in Elementary and Secondary School Emergency Relief (ESSER) Fund American Rescue Plan (ARP) Act funding. District-specific allocations of these funds are largely driven by Title I formulas. The federal funding is a one-time allocation with an allowable use over multiple years. Funds are to be recorded in the Special Aid Fund, not the General Fund.

The New York State budget requires districts to develop a multi-year plan for use of ARP Act funding. Federal regulations also require a plan:

§ 9-a. On or before July 1, 2021, every local education agency receiving funding from the elementary secondary school emergency relief allocated by the American rescue plan act of 2021 shall be required to post on its website a plan by school year of how such funds will be expended and how the local education agency will prioritize spending on non-recurring expenses in the areas of:

- Safely returning students to in-person instruction;
- Maximizing in-person instruction time;
- Operating schools and meeting the needs of students;
- Purchasing educational technology;
- 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;
- Offering evidence-based summer, afterschool, and other extended learning and enrichment programs;
- Supporting early childhood education.

Provided further, that local educational agencies shall identify any programs utilizing such funding that are expected to continue beyond the availability of such federal funds and identify local funds that will be used to maintain such programs in order to minimize disruption to core academic and other school programs.

This document is the framework for the Allegany-Limestone Central School District's multi-year plan for spending these federal grant funds in alignment with district plans.

INTRODUCTION

Allegany-Limestone Central School District Core Beliefs

- All students have the capacity to develop their unique potentials.
- Learning is the shared responsibility and collaborative effort of students, faculty, staff, families, and community.
- Learning occurs best in a safe environment that respects the individual, values different perspectives, and encourages effort.
- Learning results from active engagement in relevant, purposeful activities

These core beliefs, coupled with our vision and mission statements drive the work of the district.

Vision Statement

Allegany-Limestone Central School will create a safe, nurturing, and rigorous learning environment in which all students are challenged and prepared to accomplish their goals.

Mission Statement

By instilling a sense of inquiry, inclusiveness, adaptability, creativity and character, ALCS community will prepare our students as lifelong learners and problem solvers.

Our priorities as a district include the alignment of our time, resources and energy to support identified priorities to meet the needs of our students as they prepare for the 21st century of college and career.

From the moment a student enters our doors, we strive for academic excellence and rigor through engaging students' minds. We value 21st century knowledge and skills that include critical thinking, problem solving, communication, collaboration, creativity, and innovation. These

skills are interwoven throughout our curriculum and are essential for success of every student – whether they choose college, move directly into a career, or serve in the armed forces. We continue to prioritize standards that are necessary for building future knowledge, have the greatest applicability to a variety of common areas, and are most essential for the next level of learning.

Our administrative and leadership teams play a key role in developing, monitoring and assessing district data to verify that all students are learning and to develop responses for when they are not. We continually focus on collaboratively building our professional skills with the most effective teaching strategies and building our students' skills with the most effective learning strategies.

ESSER ARP FEDERAL GRANT SPENDING PLAN DEVELOPMENT PROCESS Connection to District-Level Plans

The District's ESSER ARP Federal Grant Spending Plan development process was guided by district level plans that address the following areas: professional learning, school reopening, technology, support services for students and facilities.

Alignment with Professional Learning Plan

Goal #1: Analysis of our curriculum and instructional frameworks with the Next Generation Learning Standards in English Language Arts, Mathematics, Social Studies and Science as well as Physical Education/Health and the Arts.

Goal #2: Growth and development in our understanding of and ability to generate valid formative benchmarks and summative assessments.

Goal #3: Increased awareness of the impact of technological tools on student learning.

Goal #4: Daily implementation of research-based proven strategies within the school district to build relationships with all students, including economically disadvantaged students.

Goal #5: Incorporation of instructional materials and curriculum strategies that align to the concepts of diversity, equity and inclusion.

Goal #6: Programs and practices within the district to meet the social-emotional needs of students, staff, and the Gator community.

Goal #7: Increased collaboration across grade levels to meet the diverse needs of students in moving towards mastery of Next Generation Learning Standards.

Goal # 8: Analysis of our current practices within special education and Tier I instruction to meet the diverse needs of our students special learning needs.

Alignment with School Reopening Plan

The District's School Reopening Plan provides a blueprint for fully and safely reopen all school buildings at all grade levels in accordance with applicable CDC, NYS Department of Health, and Cattaraugus County Health Department guidance. The plan satisfies the requirement for the district to have an LEA Safe Return to In-Person Instruction Plan that is publicly available on the website within 30 days of receiving ESSER APR funds.

The reopening plan can be found on the district website at www.alcsny.org

Alignment with Technology Plan

Goal #1: The planning of curriculum, including development, design and assessment, will be collaborative and accessible, as will all associated data to evaluate our instructional program and effectively make reports to authorities.

Goal #2: The safety and security of our students and staff is our first priority. We will utilize technologies in conjunction with the redesign of facilities to safeguard our campuses and buses and create efficiencies. Technologies will be used in an effort to engage families and members of the ALCS community.

Goal #3: Provide students with instructional experiences aligned with the ISTE standards to help support our students by equipping them to be 21stP century learners.

Goal #4: Provide professional development to ensure our faculty is prepared to create and sustain adaptable and state of the art learning environments aligned to ISTE standards.

Alignment with Facilities Plan

Allegheny-Limestone Central School District's ESSER ARP Federal Grant Spending Plan aligns with the district's long-range facility plans. These plans provide the blueprint for the creation and maintenance of a safe, welcoming learning environment that is aligned to our vision, mission and beliefs. Additional considerations for classroom distancing, outdoor learning, and state of the art air quality and sanitization procedures have been considered in conjunction with existing Facilities Plans that were developed pre-pandemic.

Alignment with MTSS Plan (Formerly AIS Plan)

Goal #1: Continued redesign of master schedule to maximize communication and consistency among staff and instruction.

Goal #2: Fidelity of i-Ready usage including diagnostics, progress monitoring and instructional tools.

Goal #3: Development of common language of instruction.

Goal #4: Curriculum alignment with new Next Generation Standards in all content areas.

Goal #5: Vertical Alignment Team meetings for teachers in grades K-5 and 6-8.

Goal #6: Interim Assessments scheduled for all grade level courses as well as schedule for departments and teams to review data.

Alignment with Special Education Plan

Special Education is defined as specially designed individualized or group instruction or special services or programs and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities. Specially designed instructions will ensure access to the general education curriculum in order for the student to meet the educational standards that apply to all students. The special education services the student receives will support the student's successful participation in the general education curriculum. Special education is not considered a separate program.

Public Comment and Stakeholder Feedback

A districtwide survey was conducted in May with teachers, administrators and instructional staff to provide an opportunity for input and to provide further data in the analysis of needs for the ESSER ARP Plan.

ESSER ARP FEDERAL GRANT SPENDING PLAN

Source: March 2021 American Rescue Plan (ARP) Act

ALCS Allocation

\$3,252,660.00 available to cover expenditures from 3/13/2020 through 9/30/2023* (*Extended to 9/30/24 with Tydings Amendment)

Required Spending Allocations

20% of allocation must address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, student experiencing homelessness, and children and youth in foster care). Possible interventions include:

- Summer learning or enrichment
- Extended school day, afterschool programs, or extended school year programs

1% of Learning Loss Grant (\$222,635.00) must be spent for implementation of evidence-based summer enrichment programs

1% of Learning Loss Grant (\$222,635.00) must be spent for implementation of evidence-based comprehensive afterschool programs

Remaining allocation may be spent on a range of activities to address needs arising from the pandemic, that fall within 15 categories including:

- Activities authorized by the Individuals with Disabilities Educational Act (IDEA)
- Activities authorized by the Adult Education and Family Literacy Act (AEFLA)
- Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006
- Activities authorized by the McKinney-Vento Homeless Assistance Act
- Providing principals and school leaders with the resources necessary to address the needs of their individual schools
- Activities to address the unique needs of students including how outreach and service delivery meet the needs of each population subgroup.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs
- Cleaning and sanitizing supplies
- Purchasing educational technology
- Providing mental health services and supports
- School facility repairs and improvements to reduce risk of virus transmission
- Other activities necessary to maintain the operation of and continuity of services

Allegany-Limestone Central School District has developed a multi-year spending plan for the ESSER ARP Funds that prioritizes non-recurring expenses in the areas of:

- Safely returning students to in-person instruction
- Maximizing in-person instruction time
- Operating schools and meeting the needs of students
- Purchasing educational technology
- Addressing the impacts of the COVID-19 pandemic on students
- Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs
- Offering evidence-based summer, afterschool, and other extended learning and enrichment programs
- Supporting early childhood education

Plans for spending in each of these areas are outlined in the sections below. In each area, investments were identified that could either be: 1) sustained into the future via another funding source; 2) phased out when the grant funding expires because the program objectives would have been met; or 3) represent a one-time investment such as an instructional space upgrade or facility improvement. By meeting one of these three criteria, sustainability of grant investments provided by the ARP funding is met. In some cases, successful programs will continue beyond the availability of federal funds and we will use the following local funds in order to minimize disruption to core academic and other school programs.

SAFELY RETURNING STUDENTS TO IN-PERSON INSTRUCTION

District administration met with district stakeholders in the development of the District Reopening Schools to advise the Board of Education and Superintendent on the essential priorities in moving forward into the 2021-2022 school year and beyond. The result was the preparation for and development of procedures for the safe reopening of schools in alignment with Federal, State and County guidelines.

The District's reopening efforts were guided by the five (5) focus areas that are in alignment with the New York State Education Department's Reopening Schools Regional Taskforce. The District met each of the eighty-four (84) NYSED health and safety mandates for reopening school in September 2020.

FUNDING CYCLE I – CSSRA ACT COMBINED FUNDING

Elementary and Secondary School Emergency Relief 2 (ESSER 2)
Governor’s Emergency Education Relief 2 (GEER 2)

ESSER 2 Funding – Total Allocation \$1,070,974.00

NOTE: Expenditures per category will be adjusted as directed by NYSED or as a result of pricing/purchasing adjustments. Updates will be provided on a six-month basis at an Allegany-Limestone Central School District Board of Education meeting.

Funding expenditure focus:

- Expansion of after-school activities/opportunities for students
- Creation of sensory room at both elementary and secondary buildings
- Expansion of STEAM experience for students at elementary building
- Establishment of STEAM experience for students at secondary building
- Purchasing research-based tiered instructional materials for ELA and Mathematics
- Offering CPR classes for students, staff and the greater Allegany-Limestone community
- Tier II instructional supports for students in grades 6, 7, 8 in English Language Arts and Mathematics
- Summer enrichment program in partnership with community agencies

Allowable activities under ESSER 2	ALCS Expenditure per category
1 - Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).	\$0.00
2 - Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.	\$0.00
3 - Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	\$0.00
4 - Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.	\$0.00
5 - Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	\$0.00
6 - Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	\$0.00
7 - Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out	\$0.00

requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	
8 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	\$547,000
9 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.	\$162,926
10 - Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	\$134,654
11 - Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by- (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (ii) implementing evidence-based activities to meet the comprehensive needs of students; (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and (iv) tracking student attendance and improving student engagement in distance education.	\$226,394
12 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	\$0.00
13 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	\$0.00
14 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	\$0.00
15 - Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.	\$0.00

GEER 2 FUNDING

GEER 2 Funding – Total Allocation \$58,000.00

NOTE: Expenditures per category will be adjusted as directed by NYSED or as a result of pricing/purchasing adjustments. Updates will be provided on a six-month basis at an Allegany-Limestone Central School District Board of Education meeting.

Funding expenditure focus to maximize social emotional support for students in grades PreK-5 through the use of research-based Social-Emotional Learning (SEL) curriculum.

Allowable activities under GEER 2	ALCS Expenditure per category
1-Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).	\$0.00
2-The provision of child care and early childhood education.	\$0.00
3-The provision of social and emotional support.	\$58,000
4-The protection of education-related jobs.	\$0.00
5-To continue provision of educational services to students.	\$0.00
6-To support the ongoing functionality of the local educational agency.	\$0.00

FUNDING CYCLE II – ARP-ESSER FUNDING

ARP-ESSER Funding – Total Allocation \$1,694,253.00

NOTE: Expenditures per category will be adjusted as directed by NYSED or as a result of pricing/purchasing adjustments. Updates will be provided on a six-month basis at an Allegany-Limestone Central School District Board of Education meeting.

Funding expenditure focus:

- Increase opportunities for ALCS to engage in high-quality, research-based professional learning focused on Social-Emotional Learning (SEL) and restorative practices
- Funding to enhance student participation in PSAT and SAT
- Expanded implementation of CKLA curriculum in grades K-5
- Updating furniture throughout the elementary and secondary buildings to allow for ease of cleaning and sanitation to help ensure health and safety of students and staff
- Sponsorships of programs and activities to create a stronger connection between Allegany-Limestone students and the greater Allegany-Limestone communities
- Promotion of parental engagement
- Expansion of the Allegany-Limestone Central School Food Pantry
- Purchase of touchless fixtures for all ALCS restrooms
- Upgraded ventilation systems for ALCS buses
- Installation of new HVAC system on the 2nd floor of the middle-high school

Allowable activities under ARP-ESSER	ALCS Expenditure per category
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	\$0.00
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	\$0.00
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	\$0.00
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	\$0.00
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	\$0.00
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	\$0.00
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	\$452,000.00
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	\$24,000.00
9 - Developing and implementing procedures and systems to improve the	\$0.00

preparedness and response efforts of LEAs.	
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	\$0.00
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	\$0.00
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	\$41,000.00
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	\$0.00
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	\$65,153.00
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	\$38,500.00
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	\$36,900.00
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	\$30,000.00
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	\$1,006,700.00
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	\$0.00
20- Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	\$0.00

FUNDING CYCLE III – ARP STATE RESERVES FUNDING

ARP State Reserves – Learning Loss Funding – Total Allocation \$1,113,143.00

ARP State Reserves – After School Grant – Total Allocation \$222,635.00

ARP State Reserves – Summer Enrichment – Total Allocation \$222,635.00

NOTE: Expenditures per category will be adjusted as directed by NYSED or as a result of pricing/purchasing adjustments. Updates will be provided on a six-month basis at an Allegany-Limestone Central School District Board of Education meeting.

Funding expenditure focus on addressing the impact of lost instructional time:

- Expansion of summer learning opportunities for students in grades K-12 to supplement the funding under summer enrichment programs
- Focused professional learning during opening staff development days, including keynote speakers
- Contracting with local agencies to provide social worker services to Allegany-Limestone students and families
- Contract with local agencies to provide mental health services to Allegany-Limestone students
- Professional learning book clubs for ALCS staff on topics such as social-emotional learning; diversity, equity and inclusion; and restorative practices
- Purchasing of additional musical instruments to expand the musical program opportunities for students
- Expanding field trip learning experiences for students in grades 8-12

Activity Category & Funding Allocation	Activity Description
<p>Summer Learning and Enrichment Activities</p> <p>Funding Allocation \$380,000</p>	<p>Summer Learning Opportunities for Students in Grades K-5 – This program will focus on both academics and STEAM. Evidence-based programs will include the use of Core Knowledge CKLA English Language Arts Curriculum with a focus on the utilization of the remediation guide to address foundational skill building for future movement towards mastery of standards. Incorporated will also be Leveled Literacy Instruction (K-2 What Works Clearinghouse) and Peer- Assisted Learning Strategies (PALS) (K-5 What Works Clearinghouse)</p> <p>Summer Learning Opportunities for Students in Grades 6-8 – This program will focus both on academic and social emotional learning. Evidence-based programs will include Accelerated Reader (6-8 What Works Clearinghouse) as well as Odyssey Math (6-8 What Works Clearinghouse) to address ELA and Mathematics. Additionally, the Connect with Kids (3-12 What Works Clearinghouse) along with THE 7 HABITS OF HIGHLY</p>

	<p>EFFECTIVE TEENS will be used to address the social emotional learning needs of students.</p> <p>Summer Learning Opportunities for Students in Grades 9-12 – This program will focus both on academic and social emotional learning. Evidence-based programs will include Check and Connect (9-12 What Works Clearinghouse) as well as Self-Regulatory Strategy Development (2-12 What Works Clearinghouse) in helping student develop skills to connect with school as a means to achieving 21st Century Skills that will move them forward towards college and career readiness. In addition, Read180 (4-12 What Works Clearinghouse) and Core Plus Mathematics (9-10 What Works Clearinghouse) will be utilized to supplement core instruction provided for Regents and non-regents courses.</p>
<p>Curriculum Aligned Enrichment Activities</p> <p>Funding Allocation \$206,143.00</p>	<p>Interventions include providing additional opportunities for students to engage with the musical/performing arts, creation of a STEAM program to encourage exploration and diversify instructional practices to engage students in real-world learning, field trips that will engage students across content areas.</p>
<p>Community Schools Model Programming</p> <p>Funding Allocation \$500,000.00</p>	<p>The ALCS Community Schools Model Programming will focus on partnerships between the school and other community resources, with a focus on mental health and social work services for our students in grades K-12. These partnerships will allow us to engage with community-based organizations with an integrated focus on health and social services leading to improved student learning, stronger families, and healthier communities. Our goal is for our schools to become stronger centers of the community by providing needed services within the school buildings, helping to relieve the burden on families of securing mental health and social work services for their children and the family unit as a whole.</p>
<p>Trauma Informed Practices</p> <p>Funding Allocation \$27,000.00</p>	<p>Meeting the needs all students who have experienced trauma and to ensure that our district is adhering to the Culturally Responsive-Sustaining Education Framework (CRSE) developed by NYSED, we will focus efforts on raising the professional learning of staff in the areas of student social, emotional, and mental health with a focus on Social Emotional Learning, DEI initiatives, and restorative practices. This will be accomplished through increased professional learning opportunities including attendance at workshops, speakers within the district, and district-led book clubs/discussions to engage in meaningful dialogue around these key issues. The impact will be for all students K-12 and for all staff to engage in learning opportunities, from classroom teachers to aides to support staff including food service and transportation.</p>

Funding expenditure focus on comprehensive after school programming:

- Expand after school opportunities for students in grades PreK-5
- Creation of after school opportunities for students in grades 6-12

Activity Category & Funding Allocation	Activity Description
<p>Community Schools Model Programming</p> <p>Funding Allocation \$222,635.00</p>	<p>Our comprehensive plan for after-school programming is based on partnering with local agencies and organizations to provide programming for our students. These organizations range from youth sports organizations to area theatre and arts programs, to the local public library, local science center, local farming cooperative, and more. Our goal is to survey student needs and interests and then, in collaboration with community partners, develop programs that are pedagogically based and engaging to meet student interests.</p>

Funding expenditure focus on summer learning and enrichment:

- Staffing for summer enrichment programming
- Development and implementation of an elementary to middle-school transition program
- Return of the middle- to high-school transition program

Activity Category & Funding Allocation	Activity Description
<p>Curriculum Aligned Enrichment Activities</p> <p>Funding Allocation \$222,635.00</p>	<p>Summer Learning Opportunities for Students in Grades K-5 – This program will focus on both academics and STEAM. This will include possible programming in the areas of coding, outdoor activities, arts/theatre, foundational physical activity (sports-focused), foundational physical activity (fun-focused).</p> <p>Summer Learning Opportunities for Students in Grades 6-8 – This program will focus both on academic and social-emotional learning, and STEAM. This will include possible programming in the areas of coding, outdoor activities, arts/theatre, foundational physical activity (sports-focused), foundational physical activity (fun-focused). The use of THE 7 HABITS OF HIGHLY EFFECTIVE TEENS will be used to address the social-emotional learning needs of students.</p> <p>Summer Learning Opportunities for Students in Grades 9-12 – This program will focus both on academic and social-emotional learning, and STEAM. This will include possible programming in the areas of coding, outdoor activities, arts/theatre, foundational</p>

	<p>physical activity (sports-focused), foundational physical activity (fun-focused).</p> <p>The Summer Learning/Enrichment program will run for specific weeks during the summer. The program will be a strong collaboration between ALCS Staff and community stakeholder groups. Our goal is to bring in as many community partners as possible to create a well-rounded, holistically aligned program to meet a variety of student interests.</p> <p>Additionally, the district will hold sessions for students transitioning to Middle School (grade 5 to grade 6) and High School (grade 8 to grade 9). This program will serve as a summer bridge program to help students make a successful transition. The program will focus on THE 7 HABITS OF HIGHLY EFFECTIVE TEENS as well as the Lead Worthy Program</p>
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Questions regarding this plan document can be directed to the Allegany-Limestone Central School District Director of Instruction or the Allegany-Limestone Central School District Business Manager.