



## NCS ARP ESSER Plan

### Overview

The 2021-22 enacted state budget includes language requiring local education agencies, such as school districts, that receive funding from the Federal Elementary and Secondary School Emergency Relief Fund allocated by the American Rescue Plan Act of 2021 (ARP-ESSER) to post on its website a draft plan by July 1, of how these funds will be spent. New York has been allocated nearly \$9 billion in ARP-ESSER funds, with a minimum of \$8.09 billion (90%) going to local education agencies, including public schools. NCS has been offered \$2.8 million. Of this total, approximately 20% will be earmarked specifically for support to address learning gaps due to interrupted learning.

*In the Spring and Fall of 2022, NCS reallocated funds to cover additional facility cleaning services to maintain the health and safety of staff and students and provide additional staffing for extended learning after-school programs. There was no public comment made on the changes for the approved ARP ESSER funding.*

Districts must also prioritize spending on non-recurring expenses in the outlined areas below.

Category	NCS Plans
Safely Returning Students to In-Person Instruction	<p>NCS has a robust safety plan and an extensive Covid19 Safety and Support Playbook that outlines all of our reopening safety policies and protocols. Specifically, we are committing to the practices below, which are at this time, even more strict than what the CDC guidelines are stating schools need to do.</p> <ol style="list-style-type: none"> <li>1. Mandatory mask wearing</li> <li>2. Temperature checks</li> <li>3. Weekly testing for all unvaccinated staff and staff who come into contact with multiple pods of children throughout the day</li> <li>4. Hand sanitizer and handwashing</li> <li>5. 6 ft apart during lunch; 3 feet apart in classrooms</li> <li>6. Offering a small remote program for families</li> <li>7. Quarantining close contacts when exposed to a positive Covid19 case (a clear process for</li> </ol>

	<p>transitioning from in person to remote in these cases)</p>
<p>Maximizing In-Person Learning Time</p>	<p>NCS has mandated the vaccine for all employees, which increases the possibility for even more in-person learning time. We encourage families of students 12 years or older to get their child vaccinated.</p> <p>We have robust schedules that allow for rigorous learning in our extended day model.</p> <p>Our extended year (193 school days) allows for us to maximize in person learning time beyond a typical district school, as well.</p>
<p>Meeting the Needs of Students</p>	<p>At NCS, we will regularly identify our students' needs using the following assessments:</p> <ul style="list-style-type: none"> <li>● Fountas &amp; Pinnell reading assessment</li> <li>● Counting Jar</li> <li>● Tracking students' ability to identify the main idea of texts across genre + complexity</li> <li>● ELA and math interim assessments (created by our network)</li> <li>● Educators' Handbook - a behavior tracking system to ensure we are responding to students' social-emotional needs based on data</li> </ul> <p>These assessments and data points will be analyzed multiple times a year to inform our RTI programming as well as other interventions and supports provided to each student.</p> <p>Additionally, NCS uses the assessments outlined below to identify student needs and monitor student progress as a result of planned interventions and supports:</p> <ul style="list-style-type: none"> <li>● Science &amp; History interim assessments (created by our network)</li> <li>● Literably (Reading Assessment 5th-8th)</li> <li>● Mid-Unit and End of Unit Assessments for ELA, Math, Science, and History (5th-8th)</li> <li>● Monthly Math Quizzes (K-8) (provided by network) <ul style="list-style-type: none"> <li>○ Kindergarten will begin in January</li> </ul> </li> <li>● History weekly exit tickets (5th-8th)</li> <li>● Science weekly exit tickets (3rd-8th)</li> </ul> <p>The curriculum assessments will be used to inform our universal screener RTI meetings. Within our RTI programming there will be specific goals set for each student within RTI. Each goal will be tied to specific assessment criteria. The assessment of the goal may be a formal assessment or informally assessing the skill within the classroom through teacher made materials. We also utilize the goals on student's IEPs to monitor student progress and to determine differentiated supports to put into place.</p>

Educational Technology	
Addressing the Impacts of Covid	<p>NCS offers an extended school day, extended school year, and after school programming at NCS.</p> <p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>● Students K-2 will receive SFA phonics instruction, which may also be used in 3rd depending on the need.</li> <li>● Continuing with small group guided reading instruction across Grades K-4</li> <li>● Revamped our scopes and structure of blocks to maximize impact.</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>● Stern Math</li> <li>● Dreambox Learning Program</li> <li>● Interactive Math (Grades 3-4)</li> </ul> <p><b>RTI:</b></p> <p>The RTI process at our school will help to address the academic impact of lost instruction. Through the RTI process is it our goal to use data from assessments at universal screener meetings to identify the scholars that require additional and differentiated support within academic components. Then teachers will utilize data and anecdotal evidence to identify the barrier to learning, set a measurable goal, and determine the appropriate evidence-based intervention to address the barrier to ensure the scholar meets the goal. These meetings will happen monthly within the grade-band.</p>
SEL + Academic Support	<ul style="list-style-type: none"> <li>● Math intervention: <ul style="list-style-type: none"> <li>○ Stern Math is a hands-on approach to learning for K-2 during small groups to help close gaps.</li> <li>○ Strategic lessons on Dreambox are assigned as intervention.</li> <li>○ We've revamped our math workshop scopes to help push acceleration while remediating math.</li> <li>○ Interactive math will be a differentiated small group to close gaps of priority standards.</li> </ul> </li> <li>● ELA intervention: <ul style="list-style-type: none"> <li>○ SFA: small group phonics instruction for K-2, also used as an intervention in 3rd grade</li> <li>○ Continuing with small group guided reading instruction across K-4</li> <li>○ Revamped our scopes and structure of blocks to maximize impact. For instance, in 3rd and 4th grade</li> </ul> </li> </ul>

students will start a modified version of shared text in September.

- Guided Reading
- RTI: Differentiation based on classroom data and teacher observations (across all subject areas)
- Data analysis: Chartio, Educators' Handbook, eDoctrina
- Social-emotional support for staff and students:
  - Our mental health services team includes a school counselor at every campus as well as a social worker at Harlem and the Bronx.
  - Our counselors see students with mandated counseling services but we have also planned time in their schedule to observe and consult with teachers around student concerns, see students for "at-risk" counseling, and meet with the school teams to brainstorm supports and strategies for specific students.
  - Our social workers will also have a caseload of students and will help to consult with teachers and lead professional development for teachers around best practices for supporting students through trauma.
  - We have already included trauma informed instruction sessions during our summer professional development.
  - The Special Populations and Culture team plan to collaborate to continue to support teachers with the implementation of these practices and give additional professional development throughout the year around trauma and social-emotional learning.
- ELL Service Provider- In order to best support the needs of our MLL students who were particularly affected by the pandemic our ELL service provider will be providing support to both teachers and students. We have developed a plan to ensure that we are getting accurate data on our MLL students that may have been missed due to the disruption of schooling. We will utilize data to provide in and out of classroom support to students and give transferable strategies to teachers to ensure

	<p>that they are able to implement support for our MLL students consistently throughout each lesson.</p>
<p>Extended Learning</p>	<p>After School Program:</p> <ul style="list-style-type: none"> <li>● NCS offers a full-time, free after-school program (M-F) to all K-8 students. We serve almost 600 of our families across our schools.</li> <li>● Teachers from NCS agree to work until 5:30 pm daily to extend our students' learning in areas beyond academics.</li> <li>● After School programming at NCS includes a variety of offerings, including chess, cooking club, science, gamers club, science exploration, knitting, sports, mindfulness, gymboree, video production, etc.</li> <li>● During this time, students also have homework help provided by NCS teachers.</li> </ul>
<p>Early Childhood Education Support</p>	<ul style="list-style-type: none"> <li>● ELA intervention: <ul style="list-style-type: none"> <li>○ SFA: small group phonics instruction for K-2, also used as an intervention in 3rd grade</li> </ul> </li> <li>● Math intervention: <ul style="list-style-type: none"> <li>○ Stern Math is a hands-on approach to learning for K-2 during small groups to help close gaps.</li> </ul> </li> <li>● Social-emotional support for staff and students: <ul style="list-style-type: none"> <li>● Our mental health services team includes a school counselor at every campus as well as a social worker at Harlem and the Bronx.</li> <li>● Our counselors see students with mandated counseling services, but we have also planned time in their schedule to observe and consult with teachers around student concerns, see students for “at-risk” counseling, and meet with the school teams to brainstorm supports and strategies for specific students.</li> <li>● Our social workers will also have a caseload of students and will help to consult with teachers and lead professional development for teachers around best practices for supporting students through trauma.</li> <li>● We have already included trauma informed instruction sessions during our summer professional development through FuelEd in a trauma in transitions workshop.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• The Special Populations and Culture team plan to collaborate to continue to support teachers with the implementation of these practices and give additional professional development throughout the year around trauma and social-emotional learning.</li></ul>
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Questions or Feedback? Please email [operations@ncschools.org](mailto:operations@ncschools.org)