

Cato-Meridian Central Schools: Federal Stimulus Plan (2021-2025)

Introduction

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 plan by school year 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 percent) going to local education agencies, including public schools. Cato-Meridian has been allocated approximately 3.6 million dollars as listed below:

[BOE Overview: Federal Grants](#)

Districts are also required to prioritize spending on *non-recurring* expenses in the following areas:

- 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; and
- Supporting early childhood education.

In addition, districts must identify programs and services that will continue beyond the availability of these federal funds and how local funds will be used moving forward in order to minimize disruption to core academic and other school programs.

Before posting this plan, districts are required to seek public comment from parents, teachers and other stakeholders and take such comments into account in the development of the plan.

Sustainability

Cato-Meridian has developed a plan to sustain the financial outlays supported through the federal stimulus plan.

Facility improvements recommended align with needs identified within the 2020 Building Conditions Survey. By addressing these needs with federal dollars, the school district will be able to refocus the Capital Project more efficiently on long term district needs.

Staff additions were recommended with an understanding of CM's enrollment projections as well as anticipated retirements within the next four to five years. The district will offset the anticipated costs of these positions in the future through attrition thus resulting in non recurring expenditures.

The school district will also work with BOCES to ensure that needed programs, materials and supports that are not embedded into the school budget are sustained as needed through cost sharing options.

Public Comment:

Cato-Meridian Central Schools used a variety of means to elicit Public Comment on proposed spending plans. All plans were aligned with the Cato-Meridian Strategic Plan which was completed in the 2019-2020 school year with multiple stakeholders (including students, parents, community members, administrators, teachers and other school employees). The Strategic Plan indicated the following areas of focus for the district:

- A. Academic Success For All:
 - a. CM will improve ELA outcomes for all children
 - b. CM will utilize technology to improve student learning and performance
 - c. CM will provide diversity of K-12 programing
- B. Operations
 - a. Improve the climate and comfort of our buildings
- C. Wellness
 - a. Identify and provide universal supports for SEL needs of students
 - b. Reduce number of bullying incidents
 - c. Reduce number of students engaging in substance abuse related behaviors

In addition, the Cato-Meridian used the following methods to meaningfully engage a diverse and representative set of stakeholders to develop its plan to address the impacts of lost instructional time, summer learning and enrichment and to support comprehensive after school activities using State-Level Reserve Funds.

Cato-Meridian surveyed the Community, Non Instructional Staff, Instructional Staff, and Administration to allow for a diverse and representative input in the development of the plan. Results of the survey were shared with the public through Board of Education meetings, as well as through Staff and Faculty Meetings. The survey results were utilized to develop the Federal Stimulus Plan through meaningful input with our School Improvement Teams.

The Cato-Meridian School Improvement Teams (Elementary/Jr. Sr. High) consist of Teachers, Administrators, Parents, Students, Paraprofessionals as well as Community Members. The plan was further discussed with stakeholders representing the needs of students with disabilities (CSE/CPSE Chairperson), children experiencing homelessness (ESSA Coordinator and McKinney Vento Liaison), children in foster care (Foster Care Liaison), ELLs and migratory students (ELL Coordinator and ELL Teacher).

In addition, ongoing public comment is available through regular review (every 6 months at BOE meetings) and through the following email address: arp@catomeridian.org.

Federal Stimulus Plan (CRSSA,ARP-ESSER 2)

D. Facility Improvements to Support In Person Instruction:

UPGRADE ELEMENTARY CLASSROOM HVAC – FIRST & SECOND FLOORS HVAC UPGRADES

Description

Upgrade the ventilation system serving the thirty-one (31) elementary classrooms located on the 1st and 2nd Floors to improve indoor air quality (IAQ) and to provide individual ventilation and temperature control specific to each classroom. Includes removing the existing air handling units and installing new packaged vertical unit ventilators in each classroom.

Current Issues

The Elementary classrooms are currently provided with ventilation air from two central Air Handling Units (AHU-2 and AHU-3). Both AHUs were originally installed in 1996 and have reached the end of their expected service life. Each AHU provides heated ventilation air only with no air-conditioning or humidity control.

Other concerns include:

- AHU-3 location in basement boiler room resulting in corrosion of the AHU of its components.
- AHU-3 utilizes an in-ground area for outside air intake that has inadequate drainage and is also located near service delivery vehicle traffic.
- Inability of classrooms to have independent ventilation control.
- Limitations on improving air filtration.

Recommended Upgrades

Remove the entire AHU-2 ventilation system serving the 2nd Floor classrooms, including all ductwork above ceilings and all ceiling grilles.

Remove the entire AHU-3 ventilation system serving the 1st Floor classrooms, including ductwork in tunnels and all floor supply air grilles.

Installed new vertical unit ventilators (VUV) for each classroom with exterior wall louvers, heating coils, self-contained air-conditioning, and DDC controls specific to each classroom.

Other key benefits include:

1. Ventilation control specific to the needs of each classroom.
2. Ability to increase ventilation rates (via DDC controls).
3. Use of higher efficient MERV-13 filters for improved air filtration.
4. Each VUV will be equipped with self-contained air-conditioning that can be staged and modulated as needed for each classroom while operating a central air conditioning system.

E. Operating Schools and Meeting the Needs of Students (State Reserves):

- a. Professional development for newly hired Registered Nurse in COVID-19 protocols, viral transmission and effective treatment of students.
- b. Summer Response Planning for the Nurses to support implementation of COVID-19.

F. Addressing the impact of the COVID-19 Pandemic on all students, including low income students, students with disabilities, English Language Learners, and students experiencing homelessness. (ARP-ESSER 2, State Reserve)

- a. Add a Special Education Teacher at the Elementary Level to provide a higher level of inclusive support within the elementary school. (ARP-ESSER 2, State Reserves)
 - This will allow for more direct teacher contact within the general education setting to support students with disabilities with more individualized and specialized instruction.
- b. Provide additional ELL services within the general education setting to support students in developing stronger literacy skills. (State Reserves)
 - This will allow for more direct teacher contact within the general education setting to support ELLs language and literacy development.
- c. Provide enhanced instructional materials to improve access to instructional supports within the home and school setting.

G. Maximize In-Person Instructional Time (ARP-ESSER, State Reserve)

- a. Add a Literacy Coach to support differentiated instruction within the classroom level. The Literacy Coach will work directly with Teachers to improve literacy instruction. The Literacy Coach will engage in effective feedback cycles with

teachers to support instructional planning, differentiation, classroom management as well as student engagement and assessment. (ARP-ESSER, State Reserves)

- b. Add a Curriculum Coordinator position to support the Academic Success for All goal of the Strategic Plan. This individual will coordinate the curriculum, supervise the Literacy Coach and direct the professional development offerings in the school district.
- c. Purchase Additional Instructional Materials to support student areas of challenge (specifically in the area of Tier 1 Instruction, research based reading interventions)
- d. Professional Learning Communities (PLC): Professional Development to support the growth of high functioning teacher teams focused on the improvement of student performance through analyzing student data and developing instructional practices to support and enrich all learners. (Solution Tree).
- e. Add a Library Media Specialist to support the implementation of PLCs and to enhance the curricular options available to teachers and students. The support of a LMS at the elementary level will allow teachers stronger access to digital and print resources to support students' areas of deficit and strength.

H. Offering evidence-based summer, afterschool and other extended learning and enrichment programs.

- a. Extended Learning Programs
 - i. Credit Recovery (7-12): Provide students at the 7-12 level with targeted credit recovery (high dosage tutoring) to ensure appropriate credit accrual.
 - ii. Sunrise Scholars (K-6): Targeted reading and math enrichment programming (30 weeks).
- b. Enrichment Programs
 - i. Summer Enrichment Program
- c. Summer School Programming (K-6): Half day program targeting literacy and STEM development. Students identified based on benchmark assessments, attendance, and teacher recommendations.
- d. Summer School Programming (7-8): Targeted skill development for students at risk for academic failure. Students identified based on grades, attendance, benchmark assessments and teacher recommendations.
- e. Summer School Programming (9-12): Online summer school programming with direct teacher support on site. Designed to support credit accrual and on time graduation.

I. Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs

- a. Purchase Tier 1 SEL programming for K-6th grade.

- b. Support the current levels of Pupil Personnel Staffing to allow for the implementation of universal SEL programming at the elementary level.
- c. Provide professional development and funding to support the Multi Tiered Systems of Support (MTSS) program.
- d. Instructional materials and professional development to support literacy.

Comprehensive Needs Assessment:

Academic Needs: All students (K-8) will participate in benchmark assessments a minimum of three times per year to determine the academic needs of all students. FastBridge, Heggerty, and Brigance (Pre-K only) are the initial universal screeners used in Pre-K through first grade, which provide a baseline of skills as well as measure progress over time. Additional information will be provided through teacher formative and summative assessments, psychological evaluations, CPSE/CSE progress monitoring and other related service assessments based on individual needs.

Students in second through eighth grade take the STAR assessment. High school students with disabilities also engage in the STAR assessment (9-12). The purpose of this benchmark is to assess student's performance in the Common Core standards and set learning goals for the following benchmark. Diagnostic assessments will be utilized for students performing below the benchmark which include Heggerty Assessments, Phonological Awareness Screening Test (PAST), and/or LETRS Phonics and Word-Reading Survey. Teacher formative and summative assessments will also be used to guide instructional decisions. In addition to these assessments, students with disabilities, ELLS, and migratory students will be progress monitored according to their individual needs (IEP Goal Progress, NYSESLAT).

Students (grades 9-12) are monitored through teacher formative and summative assessments, NYSESLAT, and Regents exams. Credit accrual, mid marking period and marking period grades are also utilized to identify areas of need in terms of student performance. Students with disabilities are also monitored through STAR Assessments and progress monitoring of goals. ELLs and Migratory students are monitored in addition through progress monitoring on NYSESLAT standards.

All groups of individuals disproportionately impacted by COVID-19 (including students from low income families, students of color, ELLs, SWDs, students experiencing homelessness, children in foster care and migratory students) engage in these benchmarks designed to determine areas of strength and weakness. The results of these academic assessments are reviewed by our Curriculum Coordinator, Teacher Teams as well as the MTSS Teams at each building.

SEL: The social emotional and mental health needs of our students will be benchmarked three times yearly through the use of the BIMAS-2. Students and teachers will engage in this normed assessment that provides our support staff with tiered information regarding SEL indicators. Student and teacher reports will be analyzed to determine students in need of social emotional support.

Additional information regarding student needs is elicited through: parent conferences, CSE and 504 Meetings, parent surveys, teacher report, school psychologist input, standardized academic and behavioral assessments (achievement testing, behavioral assessment), Child Protective Service Caseworkers, Early Intervention Liaison, Headstart Coordination, as well as through other engagement with community agencies supporting students and families.

Ongoing Engagement (Parents and Families)

Cato-Meridian will support ongoing engagement with families through structures such as School Improvement Teams (SIT), Parent Teacher Organizations, Sports Boosters, Backpack Program and regular parental support such as Parent Teacher Conferences.

In addition, the Multi Tiered System of Support Teams (MTSS) at each building will continue to support families by providing the structure to ensure that families are actively engaged in discussions related to identified student needs and gains. To support awareness of student strengths and areas of challenges, CM engages in benchmarking assessment for reading and math. This year, SEL will also be benchmarked through the use of BIMAS.

The MTSS Team will support families in accessing available assistance such as: Community Supports, RTI Supports, After School Programming, Summer School Programing, access to CSE / CPSE, Migratory/ELL Supports, Homeless Supports.

State Reserve Plan

Cato-Meridian Schools selected evidence based interventions to address identified student needs by engaging with multiple stakeholders (including but not limited to the Multi Tiered System of Supports (MTSS) Committee, the Professional Development Committee, the Administrative Team as well as our School Based Intervention Teams which consist of Teachers, Parent, Students, Paraprofessionals, Administrators and Community Members. Cato-Meridian's Strategic Plan (developed in 2019-2020) reflected the need for focus on Literacy Development and Social Emotional Supports for students. The Comprehensive Needs Assessment completed as part of the development of the Federal Stimulus Plan reflected those needs as well.

The different groups identified the need to improve our teachers ability to respond to the varied impacts of lost instructional time. As a result, the State Reserve Program Design was focused on the following:

With the support of the State Reserve Grant we are implementing the following supports.

1. Professional Learning Communities (PLC): Cato-Meridian will be utilizing a portion of this money to empower teachers and administrators to work collaboratively in ongoing cycles within a PLC model. This will allow our teachers to work together more effectively to plan for student needs as identified by benchmarking, formative and summative assessments. The State Reserve Grant will fund the additional programmatic

training and professional development for staff. All staff will be participating in this process which will directly impact students with disabilities, ELLS, as well as homeless students, low SES students and students within foster care.

This structure will be utilized to embed ongoing needed professional development for teachers moving forward. Engaging in cycles of learning such as analyzing data, goal setting and prioritizing standards while working collaboratively allows teachers to adjust and try new teaching practices to meet the needs of all learners. Embedded professional development with regular follow up results in the best results for changing teacher practice. Professional development will be provided around effective team meeting strategies, literacy development, strategies that support language acquisition as well as explicit instructional and management strategies. This structure will also be utilized to support teachers in developing interventions to support students who may be experiencing challenges in social emotional area

Professional development around literacy strategies, effective teaching practices as well curriculum has been embedded within our Title IIA, ESSER - 3 grants. The delivery of job embedded professional development will be provided by our Curriculum Coordinator and Literacy Coach. Both of these are positions that are funded through our ESSA, ESSER-3, and State Reserve Grants. Professional development will also be utilized to support our special education and ELL teachers improve their practice. This is in alignment with our IDEA and ESSA Title IIIA grant development.

- a. Library Media Specialist: The State Reserve Grant will be utilized to support the addition of a Library Media Specialist to the Elementary School. This position allows us to support teachers and students with a teachers of information literacy, helping students become information consumers, producers and arbiters of content in all formats. School librarians collaborate in designing curricula, developing learning experiences, and providing technical infrastructure for all classrooms, including differentiated instruction, special programs, gifted students, and students with special needs. This position will support our PLC work.
- b. Additional Instructional Materials to Support Literacy Development: Amplify Curriculum Improvements (6th grade), CKLA Curriculum. (Category: 45)

Supported Items:

- Curriculum Coordinator Salary and Benefits (Category: 15)
- Literacy Coach Salary and Benefits (Category: 15,80)
- Library Media Specialist and Benefits (Category: 15,80)
- Professional Learning Communities (PLC) After School Professional Development (Category: 15)
- PLC Conference and Staff Development (Category: 40,49)
- Instructional Materials (Amplify, CKLA, UPK/Kindergarten Screening) (Category: 45)
- Master Teacher Stipends (Category: 15)

2. Multi Tiered System of Supports (MTSS): The State Reserve Grant was also utilized to further support the social emotional and academic deficits of our students. Professional development for our MTSS Committee will be provided through internal support (Curriculum Coordinator and Literacy Coach) funded through the ESSA, ESSER-3 and State Reserve Grants. This Committee directly supports teachers and students who are struggling with academic and behavioral challenges. The School Psychologist who coordinates this Committee is also supported through GEER, and State Reserves. To ensure that MTSS meets the needs of our homeless and foster student populations, the Coordinator of these programs will be included within the planning committee. The State Reserves Grant will support this need.

a. Social Emotional Benchmarking (BIMAS-2): CM has begun the process of benchmarking student's SEL functioning three times yearly through the BIMAS-2. The MTSS Committee will triage the data and work with teachers and families to support students in need of intervention. Intervention may include but is not limited to the following: referral for outside services, further assessment (lethality assessment), further academic assessment, targeted social skills training, small group counseling, individual school based counseling, dialectical behavioral therapy group.

A portion of the cost for this assessment will be supported by the State Reserve Grant. The salaries of our support staff (School Counselors and School Psychologists) are supported through the ESSA, CRSSA, ESSER-3 as well. This support allows us to maintain our current staffing despite declining enrollment.

Supported Items:

- MTSS Coordinator and Benefits (Category 15, 80)
- Homeless Coordinator Salary and Benefits (Category 15)
- Foster Care Coordinator Salary and Benefits(Category 15)
- School Psychologist Salary and Benefits (Category 15)
- BIMAS-2 (Category: 49)

3. Social Emotional Learning: The State Reserve Grant was also utilized to further support the SEL development of our students. CM's Strategic Plan in combination with the needs assessment completed identified this as an area of need for our students. To better support students, the following interventions/supports will be implemented. This initiative is also supported through our ESSA, CARES, ESSER-2, through maintaining high levels of support staff (School Counselors and School Psychologists).

- a. K-6 Universal Social Emotional Learning Curriculum (Second Step): All students K-6 will receive universal instruction on social emotional competencies through the Second Step Curriculum. This curriculum will be delivered by support staff whose salaries are funded through the State Reserve Grant.

- b. Responsive Classroom (SEL): The State Reserve Grant will be utilized to support professional development in the area of Responsive Classroom. This research based program is designed to help students and teachers create a set of social and emotional competencies as well as academic competencies.
- c. One School, One Book (SEL): Community building activity designed to support student engagement in literacy.

Supported Items:

- School Counselors Salary and Benefits (Category: 15, 80)
- Professional Development Responsive Classroom (Category: 15, 49)
- Digital Curriculum (Second Step) (Category: 49)

5. Quarantine Teacher (K-6): Cato-Meridian has hired a certified teacher to provide direct instruction to our students on quarantine. This allows them additional support beyond asynchronous instruction during their time at home. This teacher plans collaboratively with the classroom teacher and provides small group instruction virtually. This helps mitigate the loss of instructional time that occurs due to quarantines due to COVID-19.

Supported Items:

- Quarantine Teacher Salary (Category:15)
- Cell Phone to support parent/guardian communication (Category: 40)
- Nurse Training (Category: 15, 40)

6. ELL Teacher: Support the position of our ELL teacher to allow additional inclusive instruction with the general education classroom for our ELL students. This allows for additional embedded vocabulary instruction and targeted skill development within the general education setting.

Supported Item:

- ELL Teacher Salary (Category: 15)

7. Special Education Teacher: Support the addition of an additional special education teacher at the elementary level. This position allows for a greater level of inclusive instruction for students with disabilities. This allows for greater differentiation and targeting of skills in need of development.

Supported Item:

- SPED Teacher Salary(Category: 15)

Plan to Monitor and Evaluate the Effectiveness

Cato Meridian will monitor and evaluate the effectiveness of the identified strategies through the following means: The Professional Development Committee, School Improvement Teams, MTSS and Administrative Teams. These teams will review student data quarterly as well as at the end of the school year. The data reviewed will include but will not be limited to the following: student academic assessment data (benchmarking, summative and state assessments),

student behavioral assessments (BIMAS-2), discipline data, attendance data, quarantine data (student absences as well as quarantine instruction participation), parent survey and anecdotal information, teacher survey information as well as feedback from our community. In addition to these means, the teams will review Free and Reduced Lunch numbers, initial referrals to CSE, homeless student numbers as well as ELL assessment results.

From this yearly review, the teams will determine if adjustments are needed in our Federal Stimulus Plan to better address areas of concern. Any needed changes will be made to the plan following this review. Any changes to said plan will be communicated to faculty and staff through faculty meetings, SIT meetings, and to parents through modifications to the plan posed on the website as well as through Board of Education reviews.

Extended Day Funds

The Cato-Meridian Central Schools developed an extended day program to support students in the Elementary and Jr. Sr. High School buildings. The Elementary Program was designed to support students in need of targeted skill development as well as enrichment. Students were identified for participation based on a comprehensive assessment of their benchmarking assessments, attendance history, quarantine history, teacher reports, parent reports and social emotional benchmarking. The students will participate in a 30 week before school program within teacher groups of 10:1.

The following reading interventions will be implemented within the program: Really Great Reading and Sonday Systems. Two interventions that are research based and provide explicit phonetic instruction to struggling readers. In addition, funding was utilized to support the purchase of decodable readers to provide students with opportunities to improve their reading fluency. The Curriculum Coordinator will provide targeted professional development to the teachers delivering the program. They will also support the student selection process as well as development of enrichment activities.

At the Jr. High School Level, the extended day program model is high dosage tutoring/acceleration. Teachers will provide targeted credit recovery and tutoring support to students who are in danger of not passing their courses. Grades and the results of benchmark assessments will be utilized to identify students in need of intervention. Credit recovery will be delivered through in person tutoring as well as with the use of an online tool. The Curriculum Coordinator will support teachers in developing appropriate instructional focuses and in accessing and developing appropriate materials. The School Counselor will assist teacher teams in identifying students in need of intervention.

This extended day initiative is further supported by the PLC Initiative supported by the State Reserves Grant and by the support of our instructional personnel who are funded through the ARP-ESSER 2 and Title 1A and Title 2A fund sources. The instructional personnel who are funded provide all teachers with direct professional development including those who work with ELLs, SWDs and other student groups such as low SES, migrant and foster care.

Supported Items:

Elem: Teacher Stipends and Teacher Retirement Contributions (Category: 15,8)
Curriculum Coordinator Salary and Retirement Contributions (Category: 15,80)
Instructional Materials (Really Great Reading, Decodables) (Category: 45)
Jr. Sr. High: Teacher Stipends and FICA (Category: 15,80)
Curriculum Coordinator Salary and FICA (Category 15, 80)
School Counselor Salary and FICA (Category: 15, 80)

Monitor and Evaluate Effectiveness / Ongoing Communication

The effectiveness of the selected programs will be monitored every six months to ensure that the interventions implemented respond to students' social emotional, mental health and academic needs. At the Elementary School Level, student benchmarking assessments as well as formative assessment collected within the program will be utilized to monitor student progress. In the event that students are not making instructional growth, the Curriculum Coordinator will work with teachers to adjust instructional focuses and interventions. At the end of each year, student attendance, parent surveys, student assessment data and teacher surveys will be collected and evaluated. Information regarding the programmatic impact will be shared through the following means: Faculty Meetings, School Improvement Teams, MTSS Meetings, PLC Meetings, BOE Meetings. In addition, public comment will be available at all times through ARP@catomeridian.org.

Summer Learning and Enrichment

Cato-Meridian Central Schools will be delivering a full day summer learning and enrichment program for students at the elementary level. The program will consist of academic focus and enrichment in the morning with a focus on social emotional learning, creative arts and physical activity in the afternoon. This program will provide students with a 10:1 student teacher ratio. Students will receive targeted reading instruction (Really Great Reading, Heggerty and Sonday Systems) as well as math instruction (Bridges in Math Intervention). Enrichment and STEM activities will be integrated through by the library media specialist. The program will also engage students in field trips tied to curriculum and visiting artists. This program was designed to support students in all groups, including students with disabilities, ELLS, foster care and homeless students. Transportation will be provided as will meals.

A summer learning transition program will be embedded to support students in transitioning from sixth grade to seventh grade. Students at the middle school level (grades 7 and 8) will have the opportunity to participate in a skill development summer school program designed to support their transition. Students will be engaging in academic intervention and academic success strategy instruction (example AVID Strategies). Social emotional support, STEM and enrichment activities will be embedded within this program.

Supported Items:

- Teacher Stipends and FICA (Category: 15, 80)
- Supplies for Transition Program (Category: 45)
- Professional Development Teacher Pay (Category 15)
- SEL Middle School Program (Category: 49)

Cato-Meridian will continue to offer a summer school for 9-12th grade students through a partnership with BOCES. This program will be supported through traditional revenues sources. In addition to this, the Summer Learning and Enrichment plan will be utilized to support Regents Review for students in 9-12 to support those students in need of targeted tutoring prior to the Regents assessments in August.

In addition, the Link Crew program will be utilized to support students entering 9th grade in their transition to high school. Link Crew's goal is to provide schools with a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Through this program, freshmen learn that people at school care about them and their success and leaders experience increased self esteem as well as overall character development. Link Crew is the high school transition program that will increase attendance, decrease discipline referrals and improve academic performance at your school.

Supported Items:

- Teacher Stipends Regents Review (Category 15)
- Link Crew Stipends (Category 15)
- Incentive Materials Link (Category 45)

This program is in alignment with the initiatives laid out in the State Reserve Plan. The focus is on the development of academic and social emotional skills while increasing the capacity of our staff to support all children more effectively.

Monitor Effectiveness / Ongoing Communication

The effectiveness of the selected programs will be monitored at the end of each summer school session to ensure that the interventions implemented respond to students' social emotional, mental health and academic needs. At the Elementary School Level, student benchmarking assessments as well as formative assessment collected within the program will be utilized to monitor student progress. In the event that students are not making instructional growth, the Curriculum Coordinator will work with the Administrative Team and Teachers to adjust instructional focuses and interventions.

At the end of each year, student attendance, parent surveys, student assessment data and teacher surveys will be collected and evaluated. Information regarding the programmatic impact will be shared through the following means: Faculty Meetings, School Improvement Teams, MTSS Meetings, PLC Meetings, BOE Meetings. In addition, public comment will be available at all times through ARP@catomeridian.org.

Conclusion

This plan will be reviewed and modified if needed every 6 months to ensure transparency and accurate reporting of how the monies are allocated. Changes to the ARP Plan will be reviewed

during Public Session BOE Meetings and ongoing public comment is available through
arp@catomeridian.org