

1. An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.

In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.

The Tully CSD ARP ESSER STATE RESERVE plan was originally developed by the Tully CSD Administrative Team, consisting of the Superintendent of Schools, the School Business Administrator, the Director of Student Support Services, the Tully Elementary School Principal, the Tully Junior/Senior High School Principal, and the Tully Junior/Senior High School Assistant Principal. The Director of Student Support Services also chairs the District's Committee on Special Education. The plan was then shared, via a Google Slides presentation, during open session of the May 18, 2021 Tully CSS BOE meeting. After soliciting input from the BOE, on June 2, 2021 the plan was subsequently shared with the Tully Community, via the District's website. On June 2, 2021 a SchoolMessenger notification was sent to parent's/guardians/faculty/staff, and a Google Slides presentation of the plan was posted in the Announcements Section of the District Homepage. Community members were encouraged to email questions/feedback to the District Clerk. On June 18, 2021, a revised Tully CSD ARP ESSER STATE RESERVE plan was shared with the Tully Community, using the same methods as were used on June 2, 2021. This revised plan incorporated feedback from various community stakeholders. This revised Tully CSD ARP ESSER STATE RESERVE plan was then shared with the Tully CSD BOE, during open session of the June 21, 2021 BOE meeting. Throughout the implementation of this plan our stakeholder engagement strategy will parallel the process we use to build our annual school budget. District administrators and other district staff gather feedback from a group of diverse and representative stakeholders regarding student needs for the following school year. (See below for a more detailed description of this process). On a broader level, the Board of Education participates in five budget workshops. Members of the general community are encouraged to participate in this process during our annual Public Budget Hearing. Information is shared with stakeholder groups via formal presentations at faculty meetings, during Board of Education meetings, and during the Public Budget Hearing. Information is also shared via email and SchoolMessenger, and through BoardDocs and the District Website. Stakeholders are able to provide feedback and ask questions during formal meetings and/or presentation, or via email or phone if they are more comfortable.

Regarding meaningful consultation with specific interest groups, the following stakeholders all have the opportunity to review our plan to address the impact of lost instruction time, provide summer learning and enrichment, and support comprehensive afterschool activities using State-Level Reserve Funds. Typically these stakeholders provide feedback directly to specific administrators or specific other faculty members.

- There are no tribes within the boundaries of the Tully CSD.
  - There are no civil rights organizations within the boundaries of the Tully CSD.
  - We have a parent member on our CSE and we work closely with the Onondaga County and Cortland County Early Intervention Coordinators to make sure we are identifying all of our students with disabilities in our community and to make sure that we are working effectively with their families to understand and meet the needs of these students. Typically our Director of Student Support Services gathers feedback from these stakeholders.
  - We work closely with PEACE, Inc and with the SUNY Cortland Liberty Partnership Program (LPP) to help us identify at risk families/students. PEACE, Inc. is located in Tully, NY and is an Onondaga County federally designated Community Action Agency (CAA). Our school social workers are in regular communication with the counselors who work at PEACE, Inc. We have a full-time LPP coordinator housed at our JSHS. Through our collaboration with PEACE, Inc. and LPP we are able to identify specific families and students who may be experiencing stresses outside of school, such as homelessness. Typically our elementary school social workers gather feedback from PEACE counselors, and our JSHS principal gathers feedback from the LPP coordinator.
  - We do work closely with our families who have foster children, and with the Onondaga County Department of Children and Family Services, to ensure we are aware of all of the foster children in our community and to make sure that we have as much information as possible about these students so that we can best meet their needs. Typically our building principals and/or our school social workers gather feedback from our families with foster children and from Onondaga County.
  - Our Director of Student Support Services works closely with the Cortland Migrant Education Support Services Program to ensure that we are identifying all of our migratory students. There is often a 100% crossover between our ELL students and our migratory students.
  - Our School Resource Officer (SRO) works closely with local representatives of the juvenile justice system to ensure we are fully aware of any students in our community who are connected to the juvenile justice system.
2. In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds is/will be publicly posted.

For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

<http://www.tullyschools.org/teacherpage.cfm?teacher=1328>

*Paper copies of our ARP-ESSER Plan are available at the District Office and in the main offices of both Tully Elementary School and Tully Junior/Senior High School.*

3. In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.

Tully Elementary School - Positive and consistent home-school communication is stressed as part of the opening day faculty meeting. A section of the faculty handbook is also devoted to outlining how to reach out and communicate with parents/guardians. At the annual New Teacher Orientation, teachers new to the district are provided with additional training and this is a topic that their mentor teachers also cover with them. Each September as part of the annual Tully Elementary Back to School Night, all parents are invited to attend a general session assembly with the principal. As part of this assembly, parents and other family members are notified of Tully Elementary School's participation in Title I programs, provided Title I requirements, and notified of their right as parents/guardians to be involved. Also during Back to School Night, parents are provided with information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels of the challenging state academic standards, and opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education.

Teachers work with the families of their students through email and phone communication, report cards, and conferences in order to help them gain an understanding of state and local academic standards and monitoring student growth. All parents/guardians are given the opportunity for a personal parent-teacher conference about their specific child each November. In addition, parents are welcome to contact teachers and/or the principal at any time to provide suggestions and request additional information and/or parent conferences. A letter is also sent home to parents of students in grades 4-9 along with their score reports from the prior spring's state assessments in English Language Arts and Math. The May issue of the District Knights Insight publication also includes student achievement information at the district level.

Tully Junior- Senior High School – Positive and consistent home-school communication is also stressed at the junior-senior high school as part of the opening day faculty meeting, part of the new teacher orientation process, and included in our faculty handbook. Also, the high school has our annual curriculum night where all parents and guardians are invited to the principal's meeting regarding the academic program, extra-curricular opportunities, student supports, and communication methods.

Teachers, counselors, and our social worker continually communicate directly with our families through phone conversations and email. Counselors and our social worker reach out directly to identified students and families to encourage participation in support services and disseminate successes. Schooltool, the district's student data platform, is updated at least every two weeks by teachers and all families have access to their student's Schooltool data. Also, every five weeks midterm grades and comments are published and every marking period report cards are produced. All parents/guardians are given the opportunity for a personal parent-teacher conference about their specific child each November. In addition, parents are welcome to

contact teachers and/or the principal at any time to provide suggestions and request additional information and/or parent conferences. A letter is also sent home to parents of students in grades 4-9 along with their score reports from the prior spring's state assessments in English Language Arts and Math. The May issue of the District Knigh Insight publication also includes student achievement information at the district level.

1. In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

As a small school district we are able to closely monitor the progress of all students. Our social workers and guidance counselors are working individually with families of our students with attendance concerns. We use norm reference assessments to monitor the academic progress in math and ELA of all students in grades 3-8. Our social workers work closely with parents/guardians to create individualized re-entry plans for students with social/emotional/mental health needs. Our ELL teacher works with our ELL students and their families to ensure that our ELL students are attending school and progressing at an appropriate rate. She is aided in translation and family communication by our high school Spanish teacher. Additionally, our Director of Student Support Services is responsible for coordinating support for our migratory students, and there is often overlap between our ELL Spanish speaking students and our migratory students. This allows us to determine what supports our ELL teacher and social workers might need to put in place for our migratory students. Our Director of Student Support Services has been in direct contact with each family who has a child with a disability. Throughout the school year at the elementary level, the school social workers will collaborate with families and instructional staff on providing MTSS to students in need and then monitoring throughout the year. They also consistently follow-up with students in the areas of social, emotional, and mental health. Our Title I funding prioritizes students from low-income families to receive AIS support, which is tracked through AIMSweb. This will allow us to ensure that assistance is targeted to areas in need of improvement. We have also engaged in professional development centered on creating interaction guidelines for students in need to provide consistent support and vocabulary when working with students. Tully Junior-Senior High School will utilize the Liberty Partnerships Program (LPP) to provide additional supports for our students and to address the academic impact of lost instructional time. The LPP program focuses on helping students develop skills and goals for academic and personal excellence. The LPP program coordinator supports students three days a week throughout the school day in the junior-senior high school. Our JSHS Assistant Principal is responsible for identifying any additional support services for any homeless students we may have. This support includes transportation, student and family support from our social workers, and any after school supports our homeless students may need. Given the small number of homeless students we typically have, identifying their needs is done through direct communication with families and students. Sometimes this communication is done through our social workers, sometimes through our JSHS Assistant Principal.

### **5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Program Design**

1. 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. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

The 5% State-Level Reserve funds will be used to hire additional teaching assistants and to hire a Local Area Network Tech Support Specialist. In grades K-2 these teaching assistants will allow our classroom teachers and special education teachers to more effectively differentiate literacy instruction in grades K-2 for our students from low-income families, English language learners, students of color, and students with disabilities. Also in grades K-2 these teaching assistants will collaborate with our elementary school social workers to implement personalized supports designed to meet the social-emotion needs of students from low-income families, English language learners, students of color, and students with learning disabilities. The Local Area Network Tech Support Specialist will work to ensure that that instructional technology is functioning properly. Regarding how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources, below are additional details broken out by building.

Tully Elementary School - At Tully Elementary School, the LEA will utilize norm-referenced data from AIMSweb Plus to identify needs and monitor student progress. The data that will be used to identify student needs are the oral reading fluency (ORF), word reading fluency (WRF) and reading comprehension measures. In addition, teacher observation and feedback will be used to supplement AIMS data along with social worker input and MTSS meetings. Students not meeting grade-level expectations will receive interventions. The planned interventions include a combination of push-in and pull-out services. During core instruction, teaching assistants will work in the classrooms with students individually and in small groups on differentiated tasks at their current instructional level. During intervention blocks, teaching assistants will also utilize pull-out supports by working individually and in small-groups with selected students using targeted interventions and/or remedial activities. Interventions include Leveled Literacy Intervention (LLI) and Road to Reading (RTR). For students needing the Tier 3 level of support, Academic Intervention Services teachers will work with students using these same interventions and other instructional resources. AIS teachers may also push-in to classrooms along with the teaching assistants to provide literacy support and model instruction. Students identified in AIMSweb Plus will be progress monitored using the ORF measure and adjustments made as needed until the next AIMSweb administration.

Tully Junior/Senior High School - The Tully Junior-Senior High School will utilize Schooltool, the district's student data platform, to monitor data points to identify student needs and monitor student progress. Administrators and counselors will track students' quarterly grades and attendance via Schooltool. Bi-weekly Schooltool grades of all junior-senior high school students are reviewed as part of the academic eligibility process. Identified students will be recommended for supports and progress monitoring will be ongoing. State assessment data will also be

reviewed. Additionally, teachers can refer students who are in need of support based on class progress and student observation.

In Tully Junior-Senior High School, the student interventions that are planned will include identified students meeting with their counselor and grade level administrator to discuss support and strategies to improve academic achievement. Additionally, students will be referred by the administrative team to the Student Support Team, who will then plan additional support based on the identified student’s needs. The primary support the school will offer are teacher-to-student support during activity period, peer-to-peer student tutoring, academic intervention services, and our in house Liberty Partnership Program (LPP) where students receive one-on-one support with a dedicated academic support professional. The administrative team will continually monitor identified students’ bi-weekly grades, five week progress reports, and ten week grades via Schooltool, and adjust support as needed.

2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented.

Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s) *	Investment (\$) *	Grade Levels Served *	Student Groups *	Detailed Description of Planned Intervention *	Delete Row (Will be Deleted on Save)
<div style="border: 1px solid black; padding: 2px;">Other Evidence-Based Intervention (Tier I, II, III,</div>	499996	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with		

Planned Intervention(s) *	Investment (\$) *	Grade Levels Served *	Student Groups *	Detailed Description of Planned Intervention *	Delete Row (Will be Deleted on Save)
		<input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migrant Student <input type="checkbox"/> Student Involved		

Planned Intervention(s) *	Investment (\$) *	Grade Levels Served *	Student Groups *	Detailed Description of Planned Intervention *	Delete Row (Will be Deleted on Save)
			with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above		

Students not meeting grade-level expectations will receive academic interventions. The planned interventions include a combination of push-in and pull-out services. During core instruction, teaching assistants will work in the classrooms with students individually and in small groups on differentiated tasks at their current instructional level. During intervention blocks, teaching assistants will also utilize "pull-out" supports by working individually and in small-groups with selected students using targeted interventions and/or remedial activities. Interventions include Leveled Literacy Intervention (LLI) and Road to Reading (RTR). For students needing the Tier 3 level of support, Academic Intervention Services teachers will work with students using these same interventions and other instructional resources. AIS teachers may also push-in to classrooms along with the teaching assistants to provide literacy support and model instruction. AIS teachers will also have stand alone classes in the JSHS to provide academic support.



3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

At Tully Elementary School, for academic interventions, students identified in AIMSweb Plus will be progress monitored using the ORF measure and adjustments made as needed until the next AIMSweb administration. To monitor the effectiveness of interventions to respond to students' social, emotional, and mental health needs, there are weekly meetings with building administration, school social workers, and nurses to discuss students and their progress/needs. Additionally, social workers and nurses keep logs of student visits and interactions. Parents are notified by school staff of changes to academic intervention services and nurses and social workers are in regular contact with students' families including follow-up after MTSS meetings or new strategy implementations.

The Tully Junior-Senior High School will utilize Schooltool, the district's student data platform, to monitor data points to identify student needs and monitor student progress. Administrators and counselors will track students' quarterly grades, attendance, and state assessment data via Schooltool. Bi-weekly Schooltool grades of all junior-senior high school students are reviewed as part of the academic eligibility process. Identified students will be recommended for support, including AIS, and progress monitoring will be ongoing. Additionally, teachers can refer students to our Student Support Team who are in need of support based on class progress and student observation. To monitor the effectiveness of interventions to respond to students' social, emotional, and mental health needs, there are weekly meetings with building administration, school social workers, and nurses to discuss students and their progress/needs. Additionally, counselors, social workers, and nurses keep logs of student visits and interactions. Parents are notified by school staff of changes to academic intervention services and counselors, nurses, and social workers are in regular contact with students' families including follow-up after MTSS meetings or new strategy implementations.