

American Rescue Plan Funding Mid-Year Report: January 2022

The Ticonderoga Central School District has been awarded the opportunity to apply for funding through the American Rescue Act. The funds are to be used for specific educational efforts directed toward rebuilding and mending from the COVID 19 Pandemic. Each district must create a multi year plan for spending that meets approval by the regulating agency. Semi annual reports are required to be posted for public review that describe how the funds are allocated and how each meets the objectives of the submitted plan.

Recovery from time lost in active learning and remediation to address the resulting learning loss are the first priority for the District. Identification of what gaps in learning students have as a result of the isolation and inconsistent instruction are among the first efforts.

A- Alignment of curriculum and affirming continuity of resources

Support curriculum alignment by reinstating the positions of Department Chairpeople/Building Curriculum Leaders:

1. Developed lists of short/long term objectives to better align curriculum and combat learning loss due to the pandemic.
 - a. Examples of these objectives include:
 - i. Writing templates and rubrics to align scoring and skill development.
 - ii. Provide unified course instruction models in mathematics.
 - iii. Prioritizing works and resources taught to eliminate overlap and focus on nonfiction as it was identified as a need for development.
 - iv. Top-down lists of essential skills for incoming students. The process begins at the college/senior level and works downward through the grades.
 - v. Better align assessments to the State exams and provide better data for skill development.
 - vi. K-6 Math was aligned by transitioning to the use of 'Sadlier Math' building wide. Grades 4-6 piloted this program in 2020-21, and this led the transition. All instructional staff have participated in a 5-hour training on best practices in using this series for our Math curriculum.
 - vii. K-6 ELA focused on incorporating Science and Social Studies into the 'listening & learning' strands of our CKLA series. Reps were established at each grade level for each content area, and alignment has begun. Our staff has also been able to utilize various online resources that are now available with our CKLA series.
 - viii. K-6 also began utilizing the Science Lab, after inventory was done by each grade level. This lab had previously been used by middle school students. This has allowed our younger students to have opportunities that were not available to them in the past.
2. Re-establish Mid-year exams for progress monitoring of academic performance
 - a. Regents based courses will develop exams to mimic a regents exam in the absence of the actual regents requirements this January.
 - b. ELA and Math at grades seven and eight will have age-appropriate assessments.
 - i. These include readings and interpretation exercises, as well as timed writings.
3. Restructuring of the 2022-2023 school year schedule and course offerings.
 - a. Chairs are working with Guidance to change course offerings to address gaps in learning while still providing high achieving tracks for our students.
 - i. Increase of Additional Instruction Service within the core areas.

B. Extended Learning Opportunities

1. Grades 7-12 provided two models of summer 2021 instruction
 - a. Credit recovery for students who fell behind in instruction and attendance.
 - i. 28 students attended this program.
 1. 23 students were able to earn credit for a class required for graduation.
 2. 8 students were able to complete a required course that resulted in earning a Regents exemption for the August exam cycle.
 - ii. This program was focused on academic instruction and achievement. The teachers focused on remediation and review and attendance was mandatory.
 - b. Academic enrichment was offered to students that failed to achieve credit but wanted to improve their academic skill base for the following year. This program was non-credit bearing.
 - i. 4 students attended and completed this program. These students are all doing much better this school year.
 - ii. This program focused on remediation and review, but also worked to engage students and build positive relationships to encourage better school based experiences for non-conforming students. Attendance was voluntary.
2. Grades K-6 provided instruction during the summer 2021 months to students who were recommended by staff based on academic performance.
 - a. 60 students attended 'Sentinel Summer Club'.
 - i. The program was focused on students who were not performing at grade level at the end of the school year.
 - ii. Staff focused intensely on ELA & Math during the summer session, and this enhanced student performance and their mastery of content.
 - iii. The improvement that was seen in these areas for our students transferred into other subject areas as well.
 - iv. Smaller class sizes also allowed for more individualized instruction for our students.
 - v. The retention rate for these students saw a tremendous decrease, due to the skills that were obtained with summer instruction.

C- Individualized Instruction Based on Need

Tutoring provided for students after school for support, reteaching, and instruction due to illness. Tutoring has taken place after school and during teacher preparation periods.

D- Additional Instructional Personnel

1. Additional teachers have been hired to reduce class size and to meet the academic support needs of our students.
2. A Certified Social Worker has been shared with a neighboring school to work with our staff two days a week, as they support the emotional and mental health needs of students and each other.