

State Budget Reporting and Foundation Aid Survey - Budget Reporting**Background/Instructions**

Page Last Modified: 06/21/2022

Background and Instructions**Background**

Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

- An analysis of public comment;
- Goals and ratios for pupil support;
- Detailed summaries of Investments in current year activities; and
- Balance of funds spent in priority areas.

In addition, Section 10-d of part A of chapter 56 of the laws of 2021, as amended by §5-b of part A of chapter 56 of the laws of 2022, requires school districts receiving a foundation aid increase of more than 10% or \$10,000,000 must create plans on how these funds will be used to address student performance and need. These plans must be completed, submitted to the department, and posted to district websites prior to July 1 of 2021, 2022, and 2023. Each district subject to this requirement is required to:

- Seek public comment from parents, teachers, and other stakeholders;
- Take public comments into account in the development of the plan;
- Include an analysis of public comments within the plan;
- Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of seven listed areas;
- Post the plan on the district website; and
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly.

The list of school districts that are required to submit a plan aligned with the increase in foundation aid may be found in the "Foundation Aid and ARP Plan Notification Guidance" memo located in the *Documents* library at the lower left of the application. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require district seek public comment and share plans on how they intend to spend these additional funds. Plans are required to cover only the foundation aid *increase*. The plan should *not* cover how the district intends to use its *entire* foundation aid amount. Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of the following seven areas:

- Increasing graduation rates and eliminating the achievement gap;
- Reducing class sizes;
- Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health;
- Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;
- Goals and ratios for pupil support; and
- Detailed summaries of investments in current year initiatives and balance of funds spent in priority areas.

Instructions

The *State Budget Reporting and Foundation Aid Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business

State Budget Reporting and Foundation Aid Survey - Budget ReportingBackground/Instructions

Page Last Modified: 06/21/2022

portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs are NOT REQUIRED to send hard copies of survey materials to the Department.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 07/01/2022

Use of Foundation Aid Increase

1. Please describe how the district plans to utilize funds provided by the foundation aid increase in the following priority areas. If these funds will not be used for one of the priority areas listed below, please respond with "N/A."

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	The District will offer summer school programs through the Monroe-Woodbury Central School District for secondary students and within the district for primary level students.	No comments received.	46470
Reducing class sizes	To meet this goal the district has maintained its staffing levels in spite of declining enrollment. Staff has been distributed to areas of greatest needs.	No comments received.	276758
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	In order to meet the needs of these students the district provides additional support at all levels but especially at the elementary school level.	No comments received.	276759
Addressing student social-emotional health	The district will continue to provide a school social worker covering both buildings in the district. Intensive Day Treatment services are provided through Orange-Ulster BOCES.	No comments received.	74960
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The district provides both in-district and out-of-district resources. The out-of-district resources include Orange-Ulster BOCES(Special Education & Newcomer Programs).	No comments received.	13260

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
(No Response)	(No Response)	(No Response)	(No Response)

Use of Foundation Aid Increase (Cont.)

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 07/01/2022

- 3. Please describe your analysis of public comment from parents, teachers, and other stakeholders on the plan. This analysis should include the approach to outreach that was implemented and common recommendations or suggestions. For recommendations not reflected in the plan above, what limitations or rationale led to the decision to not include? (250 words or less)**

The district held a formal public hearing on June 16th. At the close of the public hearing there were no comments by the public and no comments from the public have been received in writing.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

The district provided a public hearing to review the American Rescue Plan. At the close of the public hearing no comments were received and no comments have been recieved in writing.

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>Summer School Enrichment goals: Teacher ratio: 1/7</p> <p>Beyond Academics: The summer school approach will offer the opportunity for a broad and rich spectrum of activities that will engage students in their own interests, while improving academic and personal skills. We will offer enrichment and CTE courses in topics like art, technology, and leadership. Depending upon the level, we will provide opportunities for community service, or for older students, bring in community members to discuss college and career paths. Utilizing the village community as our "extended classroom," we will extend the learning through off-site lessons at local museums or parks. We will incorporate physical activity to teach students healthy habits and linked supports through our local outdoor Rec program.</p> <p>Small class sizes: We recognize the need to differentiate instruction and will work to keep summer school class sizes small. Small class sizes will lead to more effective personalized instruction; not to mention more opportunities for students to lead their own learning. Focusing on a summer inquiry project, small class sizes will provide significant one-on-one time between teachers and their student learners. Recognizing the need to support social/emotional needs, structuring smaller class groupings will allow teachers the chance to get to know their students, understand their knowledge gaps and learning styles, and build relationships that motivate learning.</p> <p>Utilize formative assessments: Personalized learning is important in summer school to make a personalized approach effective. Teachers will utilize the K-8 literacy data gathered in June and stored in the Northstar Educational Tool system and the IXL is a comprehensive K-12 curriculum that has real-Time diagnostics, personalized guidance, and actionable analytics to assist with personalized instruction as a basis for where students are in their overall literacy development. This understanding will help to drive the instructional inquiry design. By linking assessment data at the start of the summer program, teachers will have a better understanding of where students' knowledge and skills are, and will make individualized learning targets for each student, maximizing time and deepening student learning</p> <p>Partners in the community: We recognize the power of involving the greater Village of Florida community. We have a growing number of community partners—outreach groups, businesses, Florida Rec Program, and others—that are interested in working with our students and see the value in engaging with our summer inquiry projects. Teaming up with various organizations will provide our students more opportunities and a real-world element that will help engage them in unique ways outside of the traditional classroom environment. Community partnerships will also help us better utilize our overall budget. The summer inquiry program will allow teachers the opportunity to assess the alignment of curriculum to the hours of the program and make adaptations and identify strategies and materials to support</p>	<p>7:1</p>

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>differentiation for different skill levels. Teachers, in cooperation with other providers, will work to ensure that written lesson plans align with co-created unit inquiry plans and that sequenced activities involving all students are in place. We will utilize the summer program to offer embedded professional development sessions for summer program teachers; building upon and linked to the work taking place within the regular school year. The size of the group and the content of instruction are appropriate. Students are in groups with other students who are at their same instructional level for targeted instruction and will be regrouped to fully participate in the broader inquiry project work. Throughout the summer program our team will engage in a program review of the process of planning, reviewing, analyzing, implementing and evaluating any changes. As a team, including key members of the outside provider group, we will meet weekly to:</p> <ul style="list-style-type: none"> · Review goals and objectives of the program · Conceptualize the process with consensus from stakeholders and program staff-answering the W's (who, what, when, where, why and how), including parent input · Collect data and conduct comprehensive review of literacy data, behavioral information, etc. · Analyze the data and develop recommendations for individual program adjustments · Implement changes as needed · Evaluate the impact of the changes as a result of the review <p>We will also include opportunities for parents to participate in daily experiences where applicable and create a culminating student inquiry presentation for parents to attend. The information gathered and projects created over the summer will also guide teachers and students as they launch the new school year. Start from a place of understanding and purpose.</p>	
<p>After school Intervention: Teacher/Student Ratio 1/6</p> <p>Our afterschool intervention is being closely linked to in-school literacy instruction in word study. Teachers engage in targeted instruction each day: integrating phonics, vocabulary instruction and spelling instruction with a developmental approach. The research of Invernizzi, Bear and Templeton, is guiding the work of our teachers and our students. We fully believe and understand that instruction is more effective when there is developmental differentiation and when students are scaffolded in their participation and learning. The afterschool program mirrors our in-class instruction and further supports our individual student needs--deepening and connecting understanding. Small groups and/or partnerships are utilized to facilitate interaction and discussion among students. When students are working with words, they are talking about where to place them along the continuum and why. When checking their sorts or activities, students spontaneously self-correct their work and talk about why they're moving words from one place to another. Through talking and interacting with the materials and each other, students' thinking and learning are enriched. Groups are determined based on students' needs and stages of development. Students who are not grouped by instructional level may have difficulty reading or sorting the words, or they might find the sorts too easy. Some difficulty understanding the "big idea" of in-school word study instruction is understandable as students are learning the new content, but the "big idea" must appear to be in reach, or within their zone of proximal development. The targeted afterschool approach allows students to explore and to avoid working at their frustration level. Students are working in developmentally appropriate levels as evidenced by their ability to read the words in their sorts and their ability to reason through the logic of a given sort—drawing on prior knowledge and connecting it to this new sort. Teachers observe student work in both reading and writing to determine how best to support words study growth. Teachers work with students in specific groups throughout the afterschool program. The Northstar Educational Tools data system keeps track of student growth, and this information is used to support the child's daily, in-school program. In addition, we are using the online <i>Words Their Way</i> program supported by Savvas Learning Company. This program further supports students, creating an at-home word study connection. This afterschool supplement to our core instruction will deepen students' abilities to work with words as</p>	6:1

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>readers, writers, and speakers. The imbedded word study practice in-school, afterschool and as an online support component at home through the Savvas program, will enhance student understanding and overall development. Words Their Way: Word Study In Action Developmental Model uses the research-based developmental approach to word study that is student-centered, and assessment driven. This approach fosters the progression of word knowledge, including the development of phonics, spelling, word recognition, and vocabulary.</p> <p>The SAVVAS- Words Their Way Classroom Word Study in Action platforms ready-made materials ensures students develop the essential elements of reading including phonological awareness, phonics and word recognition, and vocabulary beyond the school day. The heart of the Words Their Way program is the sort, or the process of grouping sounds and words into specific categories. Students learn to look closely at words to discover letters, vowel patterns, syllable structures and spelling-meaning connections in English Orthography.</p> <p>This multicomponent Curriculum—as part of the literacy core and the afterschool supports—helps students increase their knowledge of the spelling patterns and the meanings of specific words and to generalize this knowledge to the English spelling system. The sorting activities include teacher-directed instruction as well as paired and independent learning. WTW: Word Study in Action Developmental Model consists of 5 stages: Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations. The sequence of the program is based on the alphabet, pattern, and meaning principles that have been observed in students' spelling.</p>	

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Professional Development	38500
ENL Teacher	79895
Social Worker	84200
Salaries for operating school (cafeteria)	22462

American Rescue Plan (ARP) Spending Plan Reporting

5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	64,562	78,388	78,388
Purchasing educational technology.	0	0	0
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.	121,995	152,484	152,485
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	7,000	2,744

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	100,002	100,002
Supporting early childhood education.	0	0	0
Other (please describe below)	38,500	212,765	212,765
Totals:	225,057	550,639	546,384

6. If 'Other' is indicated in the table above, please describe.

Professional Development contracts and Summer Institute for Teachers