

**State Budget Reporting Survey - Budget Reporting**Background/Instructions

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**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.

**Instructions**

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ARP Spending Plan Reporting

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**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.**

Voice is given to all stakeholders in the decision-making process. This includes our Parent-Teacher Organization (PTO) as well our Board of Trustees. Monthly meetings are held with our PTO and Board members, and their feedback in these meetings is used to guide our decision-making as an organization. We truly appreciate and encourage all stakeholders to be transparent, candid, and insightful in their feedback and in guiding our direction as a school. We also encourage critical thinking in these meetings and futuristic vision so that we can always remain ahead of the curve in a rapidly changing world of education. In these transformative times, we believe stakeholder feedback is critical. In fact, our CMO survey conducted twice each year provides yet another platform and mode for all stakeholders to express their ideas and provide feedback that is both quantitative and qualitative in nature (in the form of scaled questions and open-ended response questions).

**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>We believe our current student-to-teacher ratio is allowing our teachers to work in small groups and one-on-one with students in conferencing writing and developing close reading strategies. This close support is enabling our students to make truly focused progress while being involved in the revision process alongside our dedicated support staff. Moreover, our teachers are helping students grow in terms of active reading, which is, in turn, creating more authentic engagement inside the classroom. In Math, students are engaging in productive struggle and solving problems in unique ways that allow them to take ownership over the learning process while feeling empowered to come to their own conclusions. Productive struggle in small groups and work with hands-on projects is essentially providing our students the necessary balance of structure, space, and freedom to become creative problem-solvers.</p>	<p>9:1</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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<p>ARP ESSER funding was successfully used to support the existing programs in the current year as well as for new initiatives that are put in place. Two additional teachers and one ESL teacher's salaries and their benefits were funded by the ARP ESSER grant. Classroom and office furniture as well as Chromebooks and Ipads for students were purchased to support the program. Some school management fees were part of the ARP ESSER expenditure as well.</p> <p>Our investments in Balanced Literacy with the addition of instructional coaches and in adding a Basic Skills Instruction (BSI) Teacher have been critical steps in helping our students close the gap and address unfinished learning head on as we move forward from COVID-19. The addition of instructional coaches within our Balanced Literacy approach helps provide added support to our teachers around lesson planning and guiding student progress. By adding a BSI Teacher, too, we are taking a proactive approach to providing the necessary one-on-one and small group support for struggling students. The number of struggling students has increased significantly since the onset of COVID-19 and in the wake</p>	

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Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<p>areas for most improvement as gathered from STAR Reading and Math results. Reading A-Z is helping us to establish the foundational linguistic skills in students to navigate texts for ELA and to actively tackle complex word problems in Math. Edulastic is a platform we utilize to design our own reading checks for students, and these are tailored to meet the needs of each individual student. This kind of</p>	