

2021-22 Consolidated Application for ESSA-Funded Programs - 2021Introduction - Executive Summary

Executive Summary

WILLIAM FLOYD UFSD - 580232030000

The New York State Education Department (NYSED) has developed the online *2021-22 Consolidated Application for ESSA-Funded Programs* to support the timely administration of ESSA-funded programs to local educational agencies (LEAs) across the state.

The application is streamlined to focus on the required assurances from Section 8306 of the ESSA, as well as fiscal and programmatic information that staff have determined is necessary to properly administer each program. The additional information requested in the application will allow NYSED reviewers to ensure that all LEAs are fully prepared to effectively address key provisions of ESSA regulations. For example, the application includes a significant focus on consultation with required constituent groups in the design of ESSA-supported programs. Even though LEAs will provide assurances that consultation has occurred, NYSED has determined that evidence of that consultation should be provided as part of the application process. Toward that end, documentation of the constituent groups included in consultation, along with a *Written Affirmation of LEA Consultation with Private School Officials Form* will be required as part of the initial application.

The online format dramatically improves NYSED's capacity to collect and analyze district-provided data in a timely manner, and then utilize that data to provide targeted support to LEAs as part of shared continuous improvement efforts. For example, the format will allow NYSED to quickly review LEA-determined per pupil amounts for Title I, Part A programs to confirm that funds for services are appropriately distributed among eligible public and non-public schools. For LEAs whose calculation methodologies are not clear or are not consistent with ESSA requirements, NYSED program staff will be able to provide immediate technical assistance to ensure the proper distribution of funds.

The online application also supports better coordination among NYSED program offices – furthering the Department's capacity to support continuous improvement through technical assistance. For example, consultation forms and other data related to equitable services to private school students and teachers will be shared with the Ombudsman to help coordinate technical assistance and monitoring efforts between the Office of ESSA Funded Programs and the State Office of Religious and Independent Schools. Similarly, data about an LEA's use of Title II, Part A funds will be easily shared with District and School Review Teams from the Office of Accountability and the Office of Educator Quality and Professional Development to help LEAs maximize the use of evidence-based professional development strategies in identified schools.

Questions about the *2021-22 Consolidated Application for ESSA-Funded Programs* can be directed to the Office of ESSA Funded Programs at 518-473-0295 or via email at conappta@nysed.gov.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021Introduction - Submission Instructions

Submission Instructions**Directions for Completing the Application:**

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 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.

FS-10 Budgets and Budget Narrative forms should be completed in a manner that clearly identifies and aligns proposed expenses.

Directions for Submitting the Application:

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 general application materials to the Department.

LEAs are REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: 2021-22 Consolidated Application for ESSA-Funded Programs

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *2021-22 Consolidated Application for ESSA-Funded Programs* is due by August 31, 2021.

Signed Budget documents must be postmarked by no later than August 31, 2021.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021Introduction - Point of Contact Information

Point of Contact Information

WILLIAM FLOYD UFSD - 580232030000

1. **Please complete the following chart by providing up-to-date contact information for individuals within the LEA/charter school responsible for work being done in ESSA-funded program areas.**

	Contact Person	Contact Phone Number	Contact Email Address
ESSA-Funded Programs Coordinator	Mary Koehler	631-874-1232	mkoehler@wfsd.k12.ny.us
McKinney-Vento Homeless Liaison	Emilie Larson	631-874-1889	elarson@wfsd.k12.ny.us
Neglected/Delinquent Transition Liaison	Deborah Gurney	631-874-1170	dgurney@wsd.k12.ny.us
Foster Care Student Point of Contact	Deborah Gurney	631-874-1170	dgurney@wfsd.k12.ny.us
Migrant Student Data Point of Contact	DeborahGurney	631-874-1170	dgurney@wfsd.k12.ny.us

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

Assurances & Consultation - Section 8306 Assurances

Section 8306 Assurances

SEC. 8306 [20 U.S.C. 7846] – Any applicant, other than a state education agency that submits a plan or application under this Act, shall have on file with the state education agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides the following:

1. **The LEA assures that each program will be administered in accordance with all applicable statutes, regulations, program plans and applications. SEC. 8306. [20 U.S.C. 7846](a)(1)**
 YES, the LEA provides the above assurance.
2. **The LEA assures that the control of funds provided under such programs and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian Tribe, if the law authorizing the program provides for assistance to those entities. SEC. 8306. [20 U.S.C. 7846](a)(2)(A)**
 YES, the LEA provides the above assurance.
3. **The public agency, eligible private agency, institution, or organization, or Indian Tribe will administer the funds and property to the extent required by authorizing statutes. SEC. 8306. [20 U.S.C. 7846](a)(2)(B)**
 YES, the LEA provides the above assurance.
4. **The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program. SEC. 8306. [20 U.S.C. 7846](a)(3)(A)**
 YES, the LEA provides the above assurance.
5. **The applicant will adopt and use proper methods of administering each such program, including the correction of deficiencies in program operations that are identified through audits, monitoring or evaluations. SEC. 8306. [20 U.S.C. 7846](a)(3)(B)**
 YES, the LEA provides the above assurance.
6. **The LEA assures that the applicant will cooperate in carrying out any evaluations of each such program conducted by or for the state education agency, the Secretary, or other federal officials. SEC. 8306. [20 U.S.C. 7846](a)(4)**
 YES, the LEA provides the above assurance.
7. **The LEA assures that the applicant will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under such program. SEC. 8306. [20 U.S.C. 7846](a)(5)**
 YES, the LEA provides the above assurance.
8. **The LEA assures that the applicant will submit such reports to the state education agency (which will make the reports available to the Governor) and the Secretary as the state educational agency and the Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program. SEC. 8306. [20 U.S.C. 7846](a)(6)(A)**
 YES, the LEA provides the above assurance.
9. **The LEA assures that the applicant will maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties. SEC. 8306. [20 U.S.C. 7846](a)(6)(B)**
 YES, the LEA provides the above assurance.
10. **The LEA assures that, before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment. SEC. 8306. [20 U.S.C. 7846](a)(7)**
 YES, the LEA provides the above assurance.

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Assurances & Consultation - State and Federal Assurances

State and Federal Assurances (Part 1 of 8)

1. The following assurances and certifications are a component of your application. By responding "YES" to this item, you are ensuring accountability and compliance with applicable State and Federal laws, regulations, and grants management requirements.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

Federal Assurances and Certifications, ESEA:

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act.(ESEA)

- ESEA Assurances
- School Prayer Certification

Please refer to "Application Assurances" in the Supporting Documents section of this survey for a complete listing of assurances and certifications for Federal Program funds.

YES, the LEA provides the above assurances.

Supplement Not Supplant (Part 2 of 8)

2. ESSA Section 1118(b) requires that a local educational agency (LEA) use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

Yes, the LEA provides the above assurance.

3. ESSA Section 2301 requires that a local educational agency (LEA) use Federal funds made available under this subpart to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

Yes, the LEA provides the above assurance.

4. ESSA Section 3115(g) requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Yes, the LEA provides the above assurance.

5. ESSA Section 4110 requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

Yes, the LEA provides the above assurance.

6. ESSA Section 5232 requires that a local educational agency (LEA) use Federal funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds.

Yes, the LEA provides the above assurance.

Title I Assurances (Part 3 of 8)

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

Assurances & Consultation - State and Federal Assurances

7. **ESSA Section 1112(c) requires each local educational agency plan shall provide assurances that the local educational agency will:**
- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;**
 - (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;**
 - (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));**
 - (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;**
 - (5) collaborate with the State or local child welfare agency to—**
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and**
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—**
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and**
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—**
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;**
 - (II) the local educational agency agrees to pay for the cost of such transportation; or**
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation;**
 - (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and**
 - (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).**

YES, the LEA provides the above assurances.

8. **ESSA Section 1115(b)(2)(G) requires that "To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section shall— serve participating students identified as eligible children under subsection (c), including by—providing to the local educational agency assurances that the school will—**
- (i) help provide an accelerated, high-quality curriculum;**
 - (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and**
 - (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.**

YES, the LEA provides the above assurance.

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Assurances & Consultation - State and Federal Assurances

9. ESSA Section 1116 requires that local educational agencies may receive Title I funds only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each local educational agency that receives Title I funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement.

YES, the LEA assures that it has developed or is in the process of developing a Title I Parent and Family Engagement Policy consistent with Section 1116 of the Every Student Succeeds Act.

10. ESSA Section 1118(c)(2)(A) related to Comparability states that a local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—
- (i) a local educational agency-wide salary schedule;
 - (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
 - (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

YES, the LEA provides the above assurance.

Title II Assurances (Part 4 of 8)

11. ESSA Section 2102(b)(2) requires that each application submitted under paragraph (1) shall include the following:
- (E) an assurance that the local educational agency will comply with section 8501 (regarding participation by private school children and teachers); and
 - (F) an assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

YES, the LEA provides the above assurances.

12. The LEA assures that it will comply with all applicable laws and regulations regarding professional development, including but not limited to 20 U.S.C. 6612, 20 U.S.C. 6613, and 8 NYCRR §100.2(dd).

YES, the LEA provides the above assurance.

Title III Assurances (Part 5 of 8)

13. ESSA Section 3116(b)(4) requires that each plan submitted under subsection (a) shall contain assurances that—
- (A) each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;
 - (B) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
 - (C) the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
 - (D) the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

YES, the LEA provides the above assurances.

Title IV Assurances (Part 6 of 8)

14. ESSA Section 4001(a)(1)(A) requires that an LEA obtains prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title.

Yes, the LEA provides the above assurance.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

Assurances & Consultation - State and Federal Assurances

15. ESSA Section 4001(a)(1)(B) requires that an LEA, before obtaining the written consent described in the previous assurance (Item #14), has provided the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

Yes, the LEA provides the above assurance.

16. ESSA Section 4106(e)(2) requires the LEA to assure that it will:
- (A) prioritize the distribution of funds to schools served by the LEA that:
- (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
 - (ii) have the highest percentages or numbers of children counted under section 1124(c);
 - (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);
 - (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
 - (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;
- (B) comply with section 8501 (regarding equitable participation by private school children and teachers);
- (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;
- (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
- (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and
- (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).
- SPECIAL RULE - Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)..**

Yes, the LEA provides the above assurances.

McKinney-Vento Assurances (Part 7 of 8)

17. The LEA assures that it will comply with all applicable laws and regulations regarding the rights of students experiencing homelessness, including but not limited to 42 U.S.C. 11431, et seq., Education Law §3209, and 8 NYCRR §100.2(x).

YES, the LEA provides the above assurance.

Migrant Education Program Assurances (Part 8 of 8)

18. The LEA assures that, to the extent that it has migrant-eligible students as evidenced by their Certificates of Eligibility (COEs) issued by the Statewide Identification & Recruitment/MIS2000/MSIX (ID&R) Program Center, the LEA will properly code such students in its Student Information Management System and that the LEA will timely respond to any request(s) for data and information from a regional Migrant Education Tutorial and Support Services (METS) Program Center in conformance with all applicable laws and regulations, including but not limited to the federal Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g; 34 CFR Part 99).

YES, the LEA provides the above assurances.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021Assurances & Consultation - Consultation & Collaboration

Consultation & Collaboration

WILLIAM FLOYD UFSD - 580232030000

1. **The Every Student Succeeds Act (ESSA) contains several provisions requiring LEAs to consult and/or collaborate with various groups in the development of the LEA's application/program with respect to each Title. Please identify individuals from the appropriate constituency groups using the "2021-22 Consultation/Collaboration Documentation Form" and upload completed forms with original signatures. In order to document that appropriate consultation/collaboration has occurred or was attempted with required constituency groups, this form, as well as supporting documentation (e.g., meeting agenda, minutes, and rosters), must be maintained on file by the district. (PLEASE NOTE - Multiple forms should be uploaded as needed to accommodate all stakeholders involved in the consultation and collaboration process.)**

2021-22_WFSD Consultation_Collaboration_Documentation_Form 1.pdf

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Intent to Apply

Intent to Apply

WILLIAM FLOYD UFSD - 580232030000

1. **Does the LEA intend to apply for Title I, Part A funding for the 2021-22 school year?**
Yes, the LEA intends to apply for Title I, Part A funding for the 2021-22 school year.
2. **Does the LEA intend to apply for Title I, Part D funding for the 2021-22 school year?**
No, the LEA did not receive an allocation for Title I, Part D funding for the 2021-22 school year.
3. **Does the LEA intend to apply for Title II, Part A funding for the 2021-22 school year?**
Yes, the LEA intends to apply for Title II, Part A funding for the 2021-22 school year.
4. **Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2021-22 school year?**
Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2021-22 school year.
5. **Does the LEA intend to apply for Title III, Part A - Immigrant Education funding for the 2021-22 school year?**
Yes, the LEA intends to apply for Title III, Part A - Immigrant funding for the 2021-22 school year.
6. **Does the LEA intend to apply for Title IV, Part A funding for the 2021-22 school year?**
Yes, the LEA intends to apply for Title IV, Part A funding for the 2021-22 school year.
7. **Does the LEA intend to apply for Title V - Rural Low Income Student (RLIS) funding for the 2021-22 school year?**
No, the LEA did not receive an allocation for Title V, RLIS funding for the 2021-22 school year.

Transferability

8. **Does the LEA intend to use Transferability for the 2021-22 school year?**
Yes, the LEA intends to use Transferability in 2021-22.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Transferability

Transferability

As confirmed by the United States Department of Education (USDE), an LEA opting to use Transferability must calculate equitable service shares based on the total amount of funds available under a program after a transfer (ESEA section 5103(e)(1)). Just as an LEA may not transfer funds to a particular program solely to provide equitable services, it may not retain funds solely for this purpose. Thus, if an LEA chooses to transfer 100 percent of its Title II Part A or Title IV Part A funds to Title I Part A, it may not provide equitable services under Title II Part A or Title IV Part A.

- In the chart below, please identify funds subject to Transferability FROM either Title II or Title IV and the program area to which they are being assigned.**

	Transferring the use from Title II Funds (\$)	Transferring the use from Title IV Funds (\$)
Transferring to Title I, Part A	14,679	34,218
Transferring to Title I, Part D	0	0
Transferring to Title II, Part A	0	0
Transferring to Title III, Part A - English Language Learners (ELL)	0	0
Transferring to Title IV, Part A	0	0
Transferring to Title V - Rural Low Income Students (RLIS)	0	0

- The chart below summarizes funds subject to Transferability according to the program area FROM which their uses are being transferred - Title II or Title IV.**

	<i>Transferability FROM</i> Title II, Part A - TOTAL	<i>Transferability FROM</i> Title IV, Part A - TOTAL
Funds Subject to Transferability FROM	-14,679.00	-34,218.00

- The chart below summarizes funds subject to Transferability according to the program area TO which their uses are being transferred.**

	Title I, Part A	Title I, Part D	Title II, Part A	Title III - ELL	Title IV, Part A	Title V - RLIS
Funds Subject to Transferability TO	48,897.00	0.00	0.00	0.00	0.00	0.00

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ESSA Programs - Title I Part A - Program Information (1 of 6)

Title I Part A - Program Information (Part 1 of 6)

WILLIAM FLOYD UFSD - 580232030000

1. **Did the LEA evaluate the progress made toward achieving the Title I, Part A program goals set for the previous school year?**

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1a. **To what degree did the LEA make progress toward achieving the Title I, Part A goals from the previous school year?**

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021ESSA Programs - Title I Part A - Program Information (1 of 6)

2. **In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title I, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, include homeless and/or neglected youth as applicable, and provide the basis for coordinated efforts on the part of the LEA to address them.**

(PLEASE NOTE - All program activities supported by Title I, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.)

The William Floyd School District's Title I, Part A program provides academic interventions to students based on identified needs using multiple measures in order to determine tiered levels of academic support. Despite the challenges of re-entry planning phases due to the pandemic, isolated COVID outbreaks, and suspension of the 2020 NYS assessments, data analysis included comparing student progress NWEA MAP ELA and Math Fall 2019 to Fall 2020 as well as Fall 2020 to Spring 2021. Comparisons provide student growth by subgroups, as well as student strengths and weaknesses in ELA and Math. The William Floyd School District is comprised of six elementary schools, two middle schools and one high school with an average of 66% of students living in poverty. Needs analysis include various levels: district, school, grade level and class. In addition, each school within the William Floyd School District utilizes its School Data Team to analyze school programs, interventions, and student social, emotional and academic growth and progress.

Analysis of data and surveys indicate positive progress of student academic growth in ELA and Mathematics and a decrease in suspensions. To achieve increased expected social, emotional and academic growth and meet the needs of targeted subgroups, the district needs to continue its focus on Literacy across all content areas and Mathematics with the added dimension of auditing curriculum to ensure inclusive curriculum and assessment. In addition, continued support in becoming familiar with and integrating NYS Next Generation Standards and Computer Science and Digital Fluency Standards in instructional practices (Literacy, Math, Social Studies and Science).

Due to hybrid/virtual learning during the 2020-2021 school year, we are continuing our intense focus on creating supportive learning environments, which encourage the growth of all learners socially, emotionally and academically while maintaining students' health and safety and closing identified learning gaps. The William Floyd School District utilizes a variety of data to identify needs in the areas of student academic performance, teacher professional development, and curriculum: New York State Assessment data in grades 3-8 and NYSESLAT results, as well as NWEA ELA and Math data and district assessment data related to literacy - reading levels; fluency levels; and written response to text. In addition, data is disaggregated to determine student subgroup needs and includes special education, English Language Learners, poverty, race, ethnicity and gender. Other data included in determining needs, which affect the social, emotional and academic performance, and growth of students includes student attendance, suspension rates, and our graduation rate. Programs are designed to meet identified needs and will include the safety, health and well-being of students as we navigate the 2021-2022 school year. Professional development of teachers' and administrators' instructional capacity will be ongoing during the 2021-2022 school year and will include topics related to, supporting students' social/emotional well-being; Culturally Responsive Sustaining Framework, Computer Science and Digital Fluency Standards, data analysis, progress monitoring and effective intervention strategies; and evaluation of the effectiveness of curriculum. Within the elementary schools, students identified as reading below grade level will receive tiered reading support services following the district RTI plan and Literacy continuum, which will supplement the Guided Reading instruction students receive as an intervention within their general education program. Students in grades 6-8 will receive academic intervention services in ELA and/or Math based on state assessment data, NWEA data, Successmaker data, and district assessment data. AIS services are in addition to differentiated instructional supports provided within the general education program.

The William Floyd School District serves approximately 222 homeless students and utilizes set aside funds to provide needed services and transportation during the 2021-2022 school year. The Homeless program includes assistance in a variety of ways, which may include virtual support: providing counseling to parents/families and children after school; providing transportation to ensure parents/families attend parent/teacher conferences; meetings; after school events, etc.; providing assistance with clothes; school materials; CTE program required materials, etc. In addition, funds are used to provide stipends to social workers who facilitate a parenting program at Help-Suffolk, a homeless shelter in Bellport where many William Floyd families are housed. The social workers selected to facilitate the program are responsible for outreach to eligible William Floyd families to encourage participation in the program. The social workers facilitate three groups: an elementary group, a secondary group, and a parent group. The parent group is facilitated as a support group for parents and families and the many challenges they face being in temporary housing.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title I Part A - Program Information (1 of 6)

3. **In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs impacting student achievement.**

For the 2021-2022 school year, the William Floyd School District will focus on the following goals and objectives:

Goal 1): Effective teaching techniques, strategies, interventions and instructional resources will be used to improve student growth and performance.

Objectives: 1) Increase teachers instructional efficacy and use of research based instructional strategies; 2) Increase students' academic performance and growth in reading, writing and math; 3) Close the gaps between subgroups; and 4) Decrease the variance between elementary schools; middle schools.

Targeted Measurable outcomes: Comparing data Fall 2019 - Fall 2020 all subgroups decreased in ELA and Math and when comparing data Fall 2020 – Spring 2021, all subgroups K-5 made gains in ELA and math while Grades 6-8 made gains in ELA and had a decrease in Math; Goals in NWEA MAP testing for K-8 in ELA and Math include continued work in closing gaps and increase ELA and Math performance movement to the average range. Standards analysis will continue in both ELA and Math with the goal of exceeding 60% proficiency. We will continue to evaluate our students with the goal of increasing NYS assessment student performance to achieve: Top of similar schools; and reach achievement levels in all grades so they are at or above county/state averages.

Goal 2): Increase and maintain effective, responsive, two-way communication with students, staff, parents/families and the community.

Objective: Promote involvement, collaboration, and engagement of all stakeholders in decisions related to student progress and growth including and not limited to: updates on NYS Next Generation Standards; changes to NYS Assessments; curriculum; Updates to Parent/Family Engagement Policies and Compacts; Strategies to support students, both in school and at home, and foster positive social, emotional and academic growth.

Targeted Measurable outcomes: Parent/Family engagement measures will focus on increased communication to foster increased parent/family engagement. Additional communication measures will include I-campus emails, Propio use for communicating with non-English speaking parents, Canvas Parent Users, Survey responses and number of views of posted meetings and videos on the District Website.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title I Part A - Fiscal Information (2 of 6)

Title I Part A - Fiscal Information (Part 2 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

1. Please provide the LEA allocation for Title I, Part A funds for the 2021-22 school year. Do not include carryover funding from the previous year.

	Title I, Part A 2021-22 <u>Allocation</u> (\$)	<u>Transferability</u> Funds <u>to</u> Title I, Part A (\$)	TOTAL FUNDS for Title I, Part A Purposes (Allocation + Transferability) (\$)
Title I, Part A Calculations	2,044,306	48,897.00	2,093,203.00

2. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title I, Part A funds.

	Amount (#)
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	8,927
Number of K-12 Resident Students Enrolled in PRIVATE Schools (in-district) (#)	0
Number of K-12 Resident Students Enrolled in PRIVATE Schools (out-of-district) (#)	120
Number of students from low-income families who reside in Title I attendance areas and who attend PUBLIC schools (in-district) + Number of students served in Neglected Facilities in the LEA (#)	5,664
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (in-district) (#)	0
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (out-of-district) (#)	13

3. Based on the information provided above, please find below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title I, Part A.

	Title I, Part A - <u>Per Pupil Amount</u> (\$)	Title I, Part A - <u>LEA Share</u> (\$)	Title I, Part A - <u>Private School Share</u> (\$)
Proportionate Share Calculations	368.72	2,088,409.69	4,793.31

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title I Part A - LEA Reserves (3 of 6)

Title I Part A - LEA Reserves (Part 3 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

1. The following chart should be used to assist the LEA in calculating appropriate Homeless Reserve figures for completing the chart below (Item #4).
 (PLEASE NOTE - All LEAs are required to reserve funds for homeless youth.)

	Homeless Students (#)	Best Practice Reserve Amount (Per Pupil Am't x Student Count) (\$)	Minimum Recommended Reserve Amount (Student Count x \$100) (\$)
Calculating Homeless Reserves	222	81,855.04	22,200.00

2. The following chart should be used to assist the LEA in calculating appropriate Neglected Youth Reserve figures for completing the chart below (Item #4).
 (PLEASE NOTE - When determining the amount of funds reserved for services to students in Neglected Facilities, the LEA must multiply the established per pupil amount by the student count.)

	Neglected Youth Count (#)	Neglected Youth Reserve (Per Pupil Am't x Student Count) (\$)
Calculating Neglected Reserves	0	0.00

3. Does the LEA have a Title I allocation (including Transferability) greater than \$500,000?

Yes, the LEA has a Title I, Part A allocation (including Transferability) greater than \$500,000?

- 3a. For LEAs with an allocation (including Transferability) greater than \$500,000, the following figure represents the minimum 1% Parent and Family Engagement Reserve - LEA portion. Please use this to assist in completing the chart below (Item #4).

20,884.10

- 3b. For LEAs with an allocation (including Transferability) greater than \$500,000, the following figure represents the minimum 1% Parent and Family Engagement Reserve - Private School portion. These funds will be addressed in the Equitable Services portion of the application. Do not include this figure in the chart below (Item #4).

47.93

Title I Part A - LEA Reserves (Part 3 of 6) Cont.

4. Please complete the following Title I, Part A Funding Reserve chart by indicating all reserves that will be made from the LEA Public School Share before funds are distributed to schools. (Please respond with "0" as applicable to indicate no funds being reserved.)

	Amount (\$)
Administration	0
Homeless Reserve (REQUIRED for All LEAs - See Item #1 Above)	22,200
Neglected Youth Reserve (See Item #2 Above)	0
Professional Development	0
Capital Expense	0
Pre-K Services	0
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000) - Enter LEA SHARE only, as applicable (See Item #3 Above)	20,876

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title I Part A - LEA Reserves (3 of 6)

	Amount (\$)
Improvement Reserve (OPTIONAL - funds reserved to support activities related to Targeted Support and Improvement and/or Comprehensive Support and Improvement schools)	0

5. Based on the information provided above, please find the total amount of Title I, Part A funds to be distributed to eligible public school attendance areas.

	Title I, Part A - <u>LEA Share</u> (\$)	Title I, Part A - <u>Funds Reserved</u> (\$)	Title I, Part A - <u>Funds to be Distributed to Title I Schools</u> (LEA Share minus Funds Reserved) (\$)
Title I, Part A Funds to be Distributed	2,088,409.69	43,076.00	2,045,333.69

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title I Part A - Distribution Processes (4 of 6)

Title I Part A - Distribution Processes (Part 4 of 6)

1. **Please identify the ranking system used by the district.**

- LEA-Wide (K-12)
- Grade Span Grouping
- K-12 Administrative Option (Applies only to LEAs with one building per grade span)

2. **Are there any school building attendance areas with greater than 75 percent poverty rate?**

- Yes, there are school building attendance areas with greater than 75 percent poverty.
- No, there are not school building attendance areas with greater than 75 percent poverty.

3. **Will the LEA serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent?**

- Yes, the LEA will serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.
- No, the LEA will not serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.

4. **Will the LEA "skip" over an eligible attendance area with a higher poverty percentage in order to serve a lower poverty school?**

- Yes, the district will skip one or more eligible schools.
- No, the district will not skip any eligible schools.

5. **Will the "Feeder Pattern" option be used for determining the number of children from low-income families in one or more secondary schools?**

- Yes, the LEA does intend to use the Feeder Pattern option.
- No, the LEA does not intend to use the Feeder Pattern option.

6. **Will the LEA be using the "Grandfather" option in any of its schools?**

- Yes, the LEA does intend to use the Grandfather option.
- No, the LEA does not intend to use the Grandfather option.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title I Part A - Distribution of Funds (5 of 6)

Title I Part A - Distribution of Funds to Eligible Public School Attendance Areas (Part 5 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

- The following figure represents the After Reserve Title I, Part A Per Pupil Amount, based on the information provided in the previous section of the application. This figure may be used to assist the LEA in completing the chart below (Item #3).

361.11

- Will any school attendance area be served with a poverty percent less than 35%?

- Yes, a school attendance area with a poverty percent less than 35% will be served.
- No, a school attendance area with a poverty percent less than 35% will not be served.

- In the chart below, please provide the requested information for ALL PUBLIC SCHOOLS in the LEA individually, regardless of Title I status.

PLEASE NOTE: If your school participates in the Community Eligibility Provision (CEP), your school is not automatically 100 percent FRPL. The school is still required to submit actual FRPL information. If no funds are allocated to a school, please indicate this with a response of "0". For more information on how to make within district allocations please see the document titled "USDE Fact Sheet on USDA Meal Waivers" in the Documents panel of the application..

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)	School-Level Per Pupil Amount (\$)
580232030008	JOHN S HOBART ELEMENTARY SCHOOL	Elementary	Targeted Assistance (TA)	828	567	68.48	638,299	1,125.75
580232030006	MORICHES ELEMENTARY SCHOOL	Elementary	Targeted Assistance (TA)	892	587	65.81	399,460	680.51
580232030011	NATHANIEL WOODHULL ELEMENTARY SCHOOL	Elementary	Targeted Assistance (TA)	677	394	58.20	52,862	134.17
580232030005	TANGIER SMITH ELEMENTARY SCHOOL	Elementary	Targeted Assistance (TA)	736	502	68.21	614,822	1,224.75
580232030004	WILLIAM FLOYD ELEMENTARY	Elementary	Targeted Assistance (TA)	792	508	64.14	78,939	155.39

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title I Part A - Distribution of Funds (5 of 6)

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)	School-Level Per Pupil Amount (\$)
	SCHOOL							
580232030002	WILLIAM FLOYD HIGH SCHOOL	Senior High	Non-Title I	2,865	1,363	47.57	0	0.00
580232030014	WILLIAM FLOYD LEARNING CENTER	Elementary	Targeted Assistance (TA)	58	49	84.48	82,823	1,690.27
580232030010	WILLIAM FLOYD MIDDLE SCHOOL	Middle	Targeted Assistance (TA)	1,072	726	67.72	79,100	108.95
580232030012	WILLIAM PACA MIDDLE SCHOOL	Middle	Targeted Assistance (TA)	1,068	785	73.50	99,028	126.15

4. As the LEA completes the school allocation chart above (Item #3), the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned. (PLEASE NOTE - All expenditures must be reflected in the Title I budget. Within the FS 10, be sure to identify the expenditures by school to reflect the Title I distribution of funds reflected in the chart above.)

	Title I, Part A - <i>Funds to be Distributed</i> (LEA Share minus Funds Reserved) (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title I, Part A Funds to be Distributed	2,045,333.69	0.69

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title I Part A - Neglected Facilities (6 of 6)

Title I Part A - Neglected Facilities (Part 6 of 6)

For some LEAs, a portion of Title I, Part A funds were generated to support NEGLECTED facilities located within the district's boundaries. Please refer to posted "Child Counts for Institutions for the Neglected" to determine if your district has a neglected facility.

Please refer to the *Documents* panel along the left of the application for the "*Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures*" form.

PLEASE NOTE - If the LEA has no NEGLECTED facilities within its boundaries, please skip this question group and click on "Save" or "Save & Continue".

- Identify by name each Neglected facility located in the district. Click on "Add Row" as needed to include additional facilities.**

Name of Facility	Type of Facility	Child Count (Oct. 2020) (#)	Facility Allocation (\$)	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

- Does the LEA have a formal written agreement with each Neglected facility located within the LEA's geographic attendance area?**

Yes, the LEA has a formal written agreement with each Neglected facility.

No, the LEA does not have a formal written agreement with each Neglected facility.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title II Part A - Program/Fiscal Information

Title II Part A Program Information

WILLIAM FLOYD UFSD - 580232030000

1. Did the LEA evaluate the progress made toward achieving the Title II, Part A program goals set for the previous school year?

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1a. To what degree did the LEA make progress toward achieving the Title II, Part A goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title II Part A - Program/Fiscal Information

2. **In the space provided below, please describe (1) the specific student and/or teacher needs that impact academic achievement, and (2) how your Title II, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

(PLEASE NOTE - All program activities supported by Title II, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.)

The William Floyd School District Title II, Part A program utilizes analysis of the district report card, NYS and NWEA assessment data, ESSA Accountability Status Data, and district assessment data to determine and identify needs and obstacles, which impact student achievement. Analysis of data and surveys indicate professional learning should focus on Literacy and Mathematics, Social Emotional Learning/Cultural Responsiveness, support in becoming familiar with and integrating NYS Next Generation Standards and Computer Science and Digital Fluency Standards in instructional practices (Literacy, Math, Social Studies and Science); and instructional supports for meeting the needs of English Language Learners (ELLs)/Multilingual Language Learners (MLLs). Professional Learning should include creating supportive learning environments, which encourage the growth of all learners socially, emotionally, and academically encompassing targeted student subgroups including but not limited to Economically Disadvantaged, English Language Learners and Students with Disabilities.

The William Floyd School District continues to select and utilize teacher leaders as Ambassadors and lead teachers who assist in the development, planning and implementation of professional learning. The Ambassador program develops teacher leaders in our district as well as supports all teachers as they navigate changes in standards and curriculum. Ambassador leaders are selected by one of the following methods: achieving "effective or highly effective" level on the teacher evaluation rubric and/or being identified by a building administrator as possessing the skills to lead. Ambassadors work as a liaison between administrators and teachers to help implement instructional change and work with their school principal to support school improvement plans/goals that align with needs based on evaluated data.

For the 2021-2022 school year, the William Floyd School District will utilize ambassadors, teacher leaders and science mentors to assist in supporting the district's professional learning needs and ensure alignment with the Next Generation ELA and Mathematics Learning Standards. Professional development will focus on:

- 1) Teacher Leadership: Attend BOCES professional development sessions related to NYS Standards, effective teaching practices, Social Emotional Learning and Cultural Responsiveness, plan for and provide professional development sessions to grade level colleagues.
- 2) Effective Teaching of ELLs/MLLs: Attend BOCES professional development on instructional strategies and aligned curriculum to support ELL/MLL students with a focus on Entering/Emerging and SIFE students. Plan for and provide professional development to teachers on instructional strategies to support ELL/MLL learners.
- 3) Data analysis: Attend professional development sessions on Data Analysis, formative assessments and utilize data driven instruction to strengthen administrator and teacher leaders' ability to use data from State assessments, NWEA, and classroom-based assessments to improve instruction and student academic achievement.
- 4) Successmaker progress monitoring to provide instruction and remediation based on student need in literacy and math. SAVVAS consultants will provide professional development and coaching to 6-8 teachers to support ELA and Math intervention and progress monitoring of students in need of academic support. Sessions will include support in bridging the gap in order to address unfinished learning and learning losses.
- 5) Science Mentors will assist in planning and providing professional development to teachers as we continue to roll out science units K-5 aligned to Next Generation Science Standards.
- 6) Computer Science and Digital Fluency Standards: one cohort of teachers will attend professional development with Mouse consultants who will provide professional learning and support integrating computer science across curriculums.

The William Floyd School District will also utilize Title II, Part A funds to secure consultants who will provide professional learning and coaching in the area of mathematics and the enVision Math program, mathematical practices, interventions and resources; and Successmaker for progress monitoring and driving instruction.

To support year one teachers, Title II funds will enable provision of Lead Mentor teachers to support and guide the mentor program and mentor teachers selected to support newly hired teachers. Lead Mentor teachers will meet regularly with mentor teachers to facilitate meetings and support mentors with strategies and information related to: role of the mentor; year one phases/stages of development; starting the school year; hybrid and online learning; school policies and procedures; instructional support; communication; curriculum and assessment and other topics vital to the success of a year one teacher.

The William Floyd School District will utilize Title II, Part A funds to provide courses through the William Floyd Teacher Center focused on identified topics of need: Data Driven Instruction, Benchmarking, and areas identified in need.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title II Part A - Program/Fiscal Information

3. In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting student achievement.

For the 2020-2021 school year, the William Floyd School District will focus on the following goals and objectives:

Goal 1): Create a culture that will cultivate leadership in administrators and teachers to extend their expertise beyond the classroom.
Objective: 1) Utilize administrator and teacher leaders to support their colleagues with data analysis, identifying student strengths and weaknesses, and determining effective intervention strategies to support student growth and progress. 2) Utilize teacher leaders to support the development of programs and activities that increase the ability of all teachers in effective teaching practices of English Language Learners and struggling learners. 3) Provide before, during and after school professional learning opportunities (virtual and/or face-to-face) to assist teachers in new enVision Math program, Successmaker, effective teaching strategies, Next Generation Learning Standards, review of curriculum to ensure aligned to NYS standards, social/emotional learning and cultural responsiveness, science, and supporting all students in literacy across the content areas. 3) Engage one cohort of teachers in Mouse Computer Science professional learning to integrate computer science. 4) Collaborate with William Floyd Teacher Center to provide courses to New Teachers in identified areas of need.
Measurable outcomes: Cultivated leadership in administrators and teachers providing Professional Learning and supporting teachers, will improve instructional practices as evidenced in administrator and teacher evaluation using the Multidimensional Rubric for administrators and NYSED Rubric for teachers.

Goal 2) : Create a culture of improved literacy in all content areas that will support all students including identified student subgroup needs.
Objective: 1) Improve academic growth and achievement of all students closing the gaps of identified student subgroups. 2) Use data from NYS assessment, formative and district assessments to improve instruction and student academic achievement.
Measurable outcomes: Comparing data Fall 2019 - Fall 2020 all subgroups decreased in ELA and Math and when comparing data Fall 2020 – Spring 2021, all subgroups K-5 made gains in ELA and math while Grades 6-8 made gains in ELA and had a decrease in Math; Goals in NWEA MAP testing for K-8 in ELA and Math include continued work in closing gaps and increase ELA and Math performance movement to the average range. Standards analysis will continue in both ELA and Math with the goal of exceeding 60% proficiency. We will continue to evaluate our students with the goal of Increasing NYS assessment student performance to achieve: Top of similar schools; and reach achievement levels in all grades so they are at or above county/state averages.

Goal 3): Provide support to mentor teachers supporting year one teachers.
Objective: 1) Utilize Mentor Leads to lead and support the mentor program and mentor teachers working with year 1 teachers.
Measurable outcomes: Cultivated leadership in administrators and teachers providing Professional Learning and supporting year 1 teachers, will improve instructional practices as evidenced in administrator and teacher evaluation using the Multidimensional Rubric for administrators and NYSED Rubric for teachers.

Title II Part A - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with “0” as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. Please provide the LEA allocation for Title II, Part A funds for the 2021-22 school year. Do not include carryover funding from the previous year.

	Title II, Part A - 2021-22 Allocation	Transferability Funds (Funds to Title II added, Funds from Title II deducted) (\$)	TOTAL FUNDS for Title II, Part A Purposes (Allocation +/- Transferability) (\$)
Title II Calculations	285,606	-14,679.00	270,927.00

5. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title II, Part A funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence.

	Amount (\$ or #)
Title II, Part A Program Administration Costs (Public and Private Schools) (\$)	0

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title II Part A - Program/Fiscal Information

	Amount (\$ or #)
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	8,930
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	0

6. Based on the information provided above, please find in the chart below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title II, Part A.

	Title II, Part A <u>Per Pupil Amount</u> (\$)	Title II, Part A <u>LEA Share</u> (\$)	Title II, Part A <u>Private School Share</u> (\$)
Title II, Part A Calculations	30.34	270,927.00	0.00

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title II Part A - Use of Funds

Title IIA - Use of Funds

No direct action is required of the LEA for Item #1. The calculation chart below is for informational purposes only.

- As the LEA completes the questions on this page (Items #2 - #26), the remaining balance will be reflected in the chart below to indicate when all of the funds have been appropriately assigned. (PLEASE NOTE - All expenditures must be reflected in the Title II budget. Within the FS 10, be sure to identify expenditures by Use of Funds category.)

	Title II, Part A <i>LEA Proportionate Share</i> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	270,927.00	0.00

Title IIA - Use of Funds - Personalized Professional Development (Part 1 of 3)

PLEASE NOTE - All items in the following sections are required. If a question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. When completing fiscal charts, it may be necessary to click on either the 'Save' or 'Save & Continue' button to complete automatic calculations.

- Is the LEA using Title IIA funds for Instructional Coaching?

CONDITIONS OF USE:

Coaching programs are broadly defined as in-service PD programs where coaches or peers observe teachers' instruction and provide feedback to help them improve. Coaching should be individualized, time-intensive, sustained over the course of a semester or year, context-specific, and focused on discrete skills.

Common roles for coaches include:

- A) Instructional: Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching;
- B) Curriculum: Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment; and,
- C) Data: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction.

Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

- 2a. Title II, Part A funding amount for the 2021-22 school year - Instructional Coaching.

64,338

- Is the LEA using Title IIA funds for Professional Learning Communities?

CONDITIONS OF USE: PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet consistently throughout the year to discuss issues around student learning, collect and analyze data, develop and try out instructional solutions, and assess the impact of these solutions. Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.

Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title II Part A - Use of Funds

4. Is the LEA using Title IIA funds for Principal Leadership?

CONDITIONS OF USE: Leadership is second only to teaching among school related factors as an influence on learning. Effective pre-service and in-service principal training programs should be aligned with the 2015 Professional Standards for Educational Leaders (PSELs), and may include high-quality mentoring and coaching, peer observations, visits to other schools, principals networks and conferences, participation in professional development with teachers, and guided “walk-throughs” of schools to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

5. Is the LEA using Title IIA funds for Teacher Leadership?

CONDITIONS OF USE: Teacher leadership career pathways enable individual teachers to extend the reach of their expertise beyond their own classrooms. The use of teacher leaders, rather than vendors, to perform coaching services related to instruction, curriculum, or data provides incentives for teachers, builds upon strengths, and fosters a more cohesive staff climate and culture while building LEA capacity to increase student learning and student achievement.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

5a. Title II, Part A funding amount for the 2021-22 school year - Teacher Leadership.

75,873

6. Is the LEA using Title IIA funds for Induction and Mentoring?

CONDITIONS OF USE: High-quality mentoring and induction programs provide new teachers with professional development, research-based resources, and formative assessment tools for beginning teachers, mentors, and school leaders, as well as technical assistance and capacity building for program leaders. In successful models, full-time mentors are carefully selected and receive more than 100 hours of training annually. Teachers receive two years of coaching, meeting with their assigned mentors weekly for a minimum of 180 minutes per month. Mentors and teachers work through a system of formative assessments, including tools to guide observation cycles and to develop teachers’ skills in lesson planning and analyzing student work.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

6a. Title II, Part A funding amount for the 2021-22 school year - Induction and Mentoring.

11,745

7. Is the LEA using Title IIA funds for National Board Certification?

CONDITIONS OF USE: National Board Certification is a rigorous certification/professional development process, available in 25 certificate areas spanning disciplines from Pre-K through 12th grade, that has been shown to improve student performance. The National Board Certification process requires teachers to demonstrate standards-based evidence of the positive effect they have on student learning; exhibit a deep understanding of their students, content knowledge, use of data and assessments and teaching practice; and show that they participate in learning communities and provide evidence of ongoing reflection and continuous learning.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title II Part A - Use of Funds

8. Is the LEA using Title IIA funds for Other personalized professional development activities?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen professional development practice, which will include providing citations and/or completing a logic model.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

Title IIA - Use of Funds - Additional Professional Development Activities (Part 2 of 3)

9. Is the LEA using Title IIA funds to support the integration of Rigorous Academic Content?

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to integrate rigorous academic content into curriculum and instruction. This may include collaborative work or professional development to align curriculum and instruction to updated State Learning Standards. It may also include, but is not limited to, sustained, job-embedded professional development to increase teachers' content knowledge in dual or concurrent enrollment curriculum, Advanced Placement (AP) curriculum, and International Baccalaureate (IB) curriculum.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

9a. Title II, Part A funding amount for the 2021-22 school year - Rigorous Academic Content.

76,899

10. Is the LEA using Title IIA funds for Recruiting & Retaining Effective Teachers?

CONDITIONS OF USE: ESSA supports the development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, such as: A) providing expert help in screening candidates and enabling early hiring; B), offering differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas; C) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; and D) new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement, and increase the retention of effective teachers, principals, or other school leaders.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

11. Is the LEA using Title IIA funds for Recruiting Individuals from Other Fields?

CONDITIONS OF USE: ESSA supports recruiting mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinctions who demonstrate potential to become effective teachers, principals, or other school leaders.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title II Part A - Use of Funds

12. Is the LEA using Title IIA funds for Evaluation/Support Systems?

CONDITIONS OF USE: ESSA supports the development or improvement of a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based on evidence of student achievement and may include student growth. It should also include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

13. Is the LEA using Title IIA funds for Effective Teaching of ELL/MLL Students?

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach English language learners.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

14. Is the LEA using Title IIA funds for Effective Teaching of Children with Disabilities?

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities. This may include the use of multi-tier systems of support and positive behavioral intervention and supports so that children with disabilities can meet the challenging State academic standards.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

15. Is the LEA using Title IIA funds for Increased Knowledge/Ability to Teach Early Childhood?

CONDITIONS OF USE: ESSA promotes the development and use of programs and activities that may be geared toward increasing the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing. This may include increasing the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

16. Is the LEA using Title IIA funds for High Quality Instruction of Science, Technology, Engineering and Math?

CONDITIONS OF USE: ESSA supports the development and provision of professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, mathematics, and computer science.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

16a. Title II, Part A funding amount for the 2021-22 school year - High Quality Instruction of Science, Technology, Engineering and Math.

37,467

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title II Part A - Use of Funds

17. Is the LEA using Title IIA funds for Implementation of Formative Assessments?

CONDITIONS OF USE: ESSA supports the training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

17a. Title II, Part A funding amount for the 2021-22 school year - Implementation of Formative Assessments.

4,605

18. Is the LEA using Title IIA funds for Supporting Students Affected by Trauma and/or Mental Illness?

CONDITIONS OF USE: ESSA supports the provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness, including the use of referral mechanisms, partnerships with outside organizations, or addressing school conditions for learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

19. Is the LEA using Title IIA funds for Identification and Support of Gifted Students?

CONDITIONS OF USE: ESSA supports the provision of training to identify students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as: A) early entrance into kindergarten; B) enrichment, acceleration, and curriculum compacting activities; and C) dual or concurrent enrollment programs in secondary school and post-secondary education.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

20. Is the LEA using Title IIA funds for Instructional Services Provided by Libraries?

CONDITIONS OF USE: ESSA supports professional development intended to improve the instructional services provided by effective school library programs.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

21. Is the LEA using Title IIA funds for Training to Recognize/Prevent Sexual Abuse?

CONDITIONS OF USE: ESSA supports the provision of training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

22. Is the LEA using Title IIA funds for Feedback Mechanisms to Improve Working Conditions?

CONDITIONS OF USE: ESSA supports the development of feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

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ESSA Programs - Title II Part A - Use of Funds

23. Is the LEA using Title IIA funds for Career Readiness Education?

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to provide effective career/technical education and work-based learning to help prepare students for post-secondary education and the workforce.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

Title IIA - Use of Funds - Class Size Reduction (Part 3 of 3)

24. Is the LEA using Title IIA funds for Early Grade Class Size Reduction?

CONDITIONS OF USE:

Class size reduction programs must meet the following evidence-based criteria. The program must:

- A) Extend for multiple years during the early grades, with a focus on low-income and minority students;**
B) Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students); AND
C) Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded PD plan.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

25. Is the LEA using Title IIA funds for Class Size Reduction for Special Populations?

CONDITIONS OF USE:

ELL – Class size reduction programs may be utilized throughout K-12 to accommodate effective teaching of English language learners. Consideration should be given to the number of ELL speakers in one classroom, as well as the number of different languages spoken, whether languages are low incidence or predominate, and student proficiency levels; models may include teaching with certified ENL teachers, or co teaching in specific content areas, instructional aides providing evidence-based supports (multimedia, visuals, graphic organizers, etc).

SWD – Class size reduction programs may be utilized throughout K-12 to accommodate the teaching of students with disabilities, through co-teaching or push-in programs with certified special education teachers beyond that which is required through an individual student’s IEP. Such classrooms should be accompanied by a rigorous curriculum, ongoing professional development, and possibly tracking of data to determine the efficacy of the model.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

26. Is the LEA using Title IIA funds for Other class size reduction activities?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen class size reduction model, which will include providing citations and/or completing a logic model.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

Title IIA - Use of Funds

No direct action is required of the LEA for Item #27. The calculation chart below is for informational purposes only.

27.

As the LEA completes the questions on this page (Items #2 - #26), the remaining balance will be reflected in the chart below to indicate when all of the funds have been appropriately assigned.

(PLEASE NOTE - All expenditures must be reflected in the Title II budget. Within the FS 10, be sure to identify

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ESSA Programs - Title II Part A - Use of Funds

expenditures by Use of Funds category.)

	Title II, Part A <i>LEA Proportionate Share</i> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	270,927.00	0.00

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ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information

Title III ELL - Program Information

WILLIAM FLOYD UFSD - 580232030000

1. Did the LEA evaluate the progress made toward achieving the Title III, Part A - ELL program goals set for the previous school year?

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1a. To what degree did the LEA make progress toward achieving the Title III, Part A - ELL goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

2. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title III, Part A - ELL program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.

(PLEASE NOTE - All program activities supported by Title III, Part A - ELL funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.)

The William Floyd School District Title III, Part A – ELL program continues to utilize analysis of NYSESLAT levels, NYSITELL, NYS assessment data, ESSA Accountability Status Data, NWEA assessment data and district data to determine and identify needs and obstacles which impact language proficiency and student achievement of our English Language Learners. Despite the challenges of re-entry planning phases due to the pandemic, isolated COVID outbreaks, and suspension of the 2020 NYS assessments, data analysis providing specific information related to ELL subgroup strengths and weaknesses in ELA and Math included comparing student progress NWEA MAP ELA and Math Fall 2019 to Fall 2020 as well as Fall 2020 to Spring 2021. Analysis of data indicate our ELL students are making progress in their language acquisition and academic progress and still require support in their language proficiency growth, and academic achievement in ELA and Math in order to meet expected growth levels. We also need to close learning gaps due to hybrid/full virtual learning.

During the 2021-2022 school year, the William Floyd School District will provide effective after school ELL programs in each school to support and meet the needs of students in their English Language proficiency, vocabulary development, social, emotional growth and academic performance. All after-school programs are aligned with English Language Proficiency Standards and NYS Next Generation Standards in English, Math, Social Studies and Science. To assist in increasing the graduation rate for ELLs, additional sessions at the high school level will provide necessary support with a focus on regents preparation in content areas identified as areas of need. The district provides programs using content area and ENL teachers who will provide instructional support in the after school ELL program. The district will provide needed instructional materials aligned with language proficiency standards and content area academic standards. In addition, professional development needs will continue to focus on strengthening teacher's capacity to provide effective instructional strategies to develop and grow students' language acquisition skills, vocabulary development, reading, writing, listening and speaking skills; content area learning, and supporting social emotional needs.

The William Floyd School District will utilize Title III, Part A funds in order to improve student learning by using funds to purchase supplies and materials to use during supplemental instruction in after school programs. Texts will be purchased that are culturally responsive and in students home language. We will also purchase materials and pilot use of IRLA foundational skills toolkit to support ELL/Immigrant/SIFE students in closing learning and literacy gaps.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information

3. In the space below, please describe the specific goals and/or outcomes the LEA has identified for ELLs based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting ELL student achievement.

For the 2021-2022 school year, the William Floyd School district will focus on the following goals and objectives:
Goal: Effective teaching techniques, strategies, curricula and instructional resources will be used to improve students' language proficiency and academic growth and progress.
Objectives: 1) Increase student's academic language proficiency as demonstrated on the NYSESLAT. 2) Increase students' academic performance in ELA, Social Studies and Science.
Targeted Measurable Outcomes: Analysis of student attendance and suspension data demonstrate continued need to support our students' diverse needs that extend beyond the academics. Across all schools and subgroups, our attendance rate is below 95%. We have seen slight growth in attendance as more students moved into full person learning after three quarters of hybrid/full virtual learning and increased enrollment and attendance in our summer enrichment program. In addition, suspension rates have decreased in all schools as we focus more on strategies and programs dedicated to social emotional learning. Student ELA and Math NWEA data indicate growth in all subgroups with a focus on continued growth while decreasing academic gaps for our ELL subgroup. Increase ELL graduation rate.

Title III ELL - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. Please provide the LEA allocation for Title III, Part A - ELL funds for the 2021-22 school year.

	Title III, ELL - 2021-22 Allocation	Transferability Funds to Title III, ELL (\$)	TOTAL FUNDS for Title III, ELL Purposes (Allocation + Transferability) (\$)
Title III, ELL Calculations	117,344	0.00	117,344.00

5. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title III, Part A - ELL funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 ELL students served by each private school, regardless of the student's district of residence.

	Amount (#)
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	889
Total Number of K-12 ELL Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	0

6. Based on the information provided above, please find below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title III, Part A - ELL.

	Title III, ELL Per Pupil Amount (\$)	Title III, ELL - LEA Share (\$)	Title III, ELL - Private Share (\$)
Title III ELL Calculations	132.00	117,344.00	0.00

Title III ELL - Intent to Apply

7. How does the LEA intend to access its Title III, Part A - ELL funds?

- The LEA receives an allocation greater than or equal to \$10,000 and intends to apply for its Title III funds as a SINGLE APPLICANT.
- The LEA intends to apply for its Title III funds as a MEMBER of a consortium.
- The LEA intends to apply as the LEAD APPLICANT of a consortium.

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ESSA Programs - Title III, Part A - Immigrant Education - Program/Fiscal Information

Title III Immigrant Education - Program Information

WILLIAM FLOYD UFSD - 580232030000

1. **Did the LEA evaluate the progress made toward achieving the Title III, Part A - Immigrant Education program goals set for the previous school year?**

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
 No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

- 1a. **To what degree did the LEA make progress toward achieving the Title III, Part A - Immigrant Education goals from the previous school year?**

- The LEA exceeded the goals it set for the previous school year.
 The LEA met the goals it set for the previous school year.
 The LEA did not meet the goals it set for the previous school year.

2. **In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title III, Part A - Immigrant Education program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

(PLEASE NOTE - All program activities supported by Title III, Part A - Immigrant funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.)

The William Floyd School District Title III, Part A – Immigrant Education program utilizes analysis of the NYSESLAT levels, NYSITELL, MLS SIFE Screener, NYS Regents assessment, ESSA Accountability Status Data, NWEA and district data to determine and identify needs and obstacles which impact language proficiency and student achievement of our English Language Learners. Despite the challenges of re-entry planning phases due to the pandemic, isolated COVID outbreaks, and suspension of the 2020 NYS assessments, data analysis included comparing student progress NWEA MAP ELA and Math Fall 2018 to Fall 2019 and standards analysis comparing NYS assessment 2108 to 2019 providing specific information related to ELL subgroup strengths and weaknesses in ELA and Math. Analysis of assessment data and surveys indicate our ELL students in grades 8-12 require support in their language proficiency growth, Literacy and academic achievement in English, Science and Social Studies in order to increase this subgroups' graduation rate. Analysis of student performance, providing after school and summer school support programs, demonstrates an increase in student's readiness for NYS Regents, an increase in passing rates and an increase in ELL graduation rates.

For the 2021-2022 school year, the William Floyd School District will continue to provide effective after school ELL programs to support and meet the needs of Immigrant/ELL students in grades K-12. The Immigrant/ELL after school programs are aligned with English Language Proficiency Standards and NYS Next Generations Standards in English, Math, Social Studies and Science. The district ensures appropriately certified teachers are selected to provide instructional support in an integrated co-teaching setting and programs include instructional materials aligned with Language proficiency standards and academic standards.

In addition, professional development needs will continue to focus on strengthening teacher's capacity to provide effective instructional strategies to develop and grow students' language acquisition skills, vocabulary development, reading, writing, listening and speaking skills; supporting social emotional needs; Cultural Responsiveness; and The Immigrant Experience.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title III, Part A - Immigrant Education - Program/Fiscal Information

3. In the space below, please describe the specific goals and/or outcomes the LEA has identified for immigrant students based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting Immigrant student achievement.

For the 2021-2022 school year, the William Floyd School district will focus on the following goals and objectives:

1.Goal: Effective teaching techniques, strategies, curricula and instructional resources will be used to improve students’ language proficiency and academic growth and progress.

Objectives: 1) Increase student’s academic language proficiency as demonstrated on the NYSESLAT. 2) Increase students’ academic performance in ELA, Social Studies and Science.

Targeted Measurable Outcomes: Analysis of student attendance and suspension data demonstrate continued need to support our students’ diverse needs that extend beyond the academics. Across all schools and subgroups, our attendance rate is below 95%. We have seen slight growth in attendance as more students moved into full person learning after three quarters of hybrid/full virtual learning and increased enrollment and attendance in our summer enrichment program. In addition, suspension rates have decreased in all schools as we focus more on strategies and programs dedicated to social emotional learning. Student ELA and Math NWEA data indicate growth in all subgroups with a focus on continued growth while decreasing academic gaps for our ELL subgroup. Immigrant/ELL graduation rates show growth and continued supports will continue a positive trajectory.

2. Goal: Provide a comprehensive model of professional development for teachers on implementation of curricula and instructional strategies to support Immigrant/English Language Learners. **Objective:** 1) Utilize teacher leaders to support the development of programs and activities that increase the ability of teachers to effectively teach English Language Learners; 2) Provide after school professional development sessions to assist teaches in supporting students in their language proficiency and academic achievement; 3) Professional development on Cultural Responsive Education/ Immigrant Experience.

Measurable outcomes: Comparing data Fall 2019 - Fall 2020 all subgroups decreased in ELA and Math and when comparing data Fall 2020 – Spring 2021, the ELL subgroup made gains in ELA and Math; Goals in NWEA MAP testing for K-8 in ELA and Math include continued work in closing gaps and increase ELA and Math performance movement to the average range. We have seen slight growth in attendance as more students moved into full person learning after three quarters of hybrid/full virtual learning and increased enrollment and attendance in our summer enrichment program. In addition, suspension rates have decreased in all schools as we focus more on strategies and programs focused on social emotional learning.

Title III Immigrant Education - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with “0” as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. Please provide the LEA allocation for Title III, Part A - Immigrant Education funds for the 2021-22 school year. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 Immigrant students served by each private school, regardless of the student's district of residence.

	Amounts (# or \$)
Title III, Part A Immigrant ALLOCATION(\$)	107,344
Total Number of K-12 Immigrant Students Enrolled in PUBLIC Schools (#)	163
Total Number of K-12 Immigrant Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	0

5. Based on the information provided above, please find below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title III, Part A - Immigrant Education.

	Title III Immigrant <u>Per Pupil Amount</u> (\$)	Title III Immigrant <u>LEA Share</u> (\$)	Title III Immigrant <u>Private School Share</u> (\$)
Title III Immigrant Calculations	658.55	107,344.00	0.00

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title IV Part A - Program/Fiscal Information

Title IV Part A - Program Information

WILLIAM FLOYD UFSD - 580232030000

1. Did the LEA evaluate the progress made toward achieving the Title IV, Part A program goals set for the previous school year?

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
 No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

- 1a. To what degree did the LEA make progress toward achieving the Title IV, Part A goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
 The LEA met the goals it set for the previous school year.
 The LEA did not meet the goals it set for the previous school year.

2. Does the LEA have a Title IV, Part A allocation equal to or greater than \$30,000?

- Yes, the LEA has a Title IV, Part A allocation equal to or greater than \$30,000.
 No, the LEA does not have a Title IV, Part A allocation equal to or greater than \$30,000.

- 2a. Conducting a needs assessment is an important and required aspect of the Title IV, Part A program. The needs assessment must be comprehensive and examine areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology. All LEAs that receive an allocation of \$30,000 or greater must conduct a comprehensive needs assessment at least once every three years.
 In the space provided below, please describe (1) areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology, and (2) how your Title IV, Part A program is designed to address those needs.

(PLEASE NOTE - All program activities supported by Title IV, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.)

The William Floyd School District will utilize Title IV, Part A funds to supplement programs that will provide students with well-rounded educational opportunities, ensure safe and healthy students and effective use of technology. Currently, the William Floyd School District serves 8,930 students with an average of 66% of students who are economically disadvantaged and from that subgroup, 222 are homeless. Despite the challenges of re-entry planning phases due to the pandemic, isolated COVID outbreaks, and suspension of the 2020 NYS assessments, data analysis included comparing student progress NWEA MAP ELA and Math Fall 2019 to Fall 2020 as well as Fall 2020 to Spring 2021. Comparisons provide student growth by subgroups, as well as student strengths and weaknesses in ELA and Math. Additional analysis of data reflects: 1) For the 2020-2021 school year, the first three quarters consisted of students attending school either hybrid or full virtual. The last quarter students were full in person or full virtual. The attendance average for this school year is below the 95% rate; 2) suspensions have decreased comparing data to 2019-2020 and 2018-2019. Due to COVID, hybrid/virtual learning and the quarterly changes in our COVID re-entry plan, data is skewed. Looking at our suspension numbers over time and hybrid/virtual learning affecting students socially, emotionally, and academically, our data demonstrates the need to provide continued and additional supports to fully support students' needs. We will need to determine each student's academic needs and bridge the gap in order to address unfinished learning and learning losses. Use of Title IV funds to support students technology needs during the 2019-2020 school year assisted in provided students with access to learning. Fall 2020 ELA and Math NWEA data compared to Spring 2021 demonstrated academic growth in our identified subgroups. Analysis of data shows though student subgroups made growth, we still need to work on closing the gap between subgroups. The William Floyd School District intends to utilize Title IV funds to continue to support the social, emotional and academic needs of our students during the 2021-2022 school year.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title IV Part A - Program/Fiscal Information

2b. In the space provided below, please describe the goals, objectives and intended outcomes of the Well-Rounded Educational Opportunities content area of the Title IV, Part A program based on the results of a comprehensive needs assessment.

The William Floyd School District will utilize Title IV, Part A funds to provide administrators and teachers with opportunities to attend professional development sessions on Computer Science and Digital Fluency to increase teacher knowledge in the area of integrating computer science while becoming familiar with NYS Computer Science and Digital Fluency learning standards. This topic is vital to supporting students so they lead successful lives, which include skills necessary for living, working and being a productive citizen in the 21st century. Professional learning will enable a cohort of teachers to engage in yearlong professional learning provided by Mouse, Inc. Mouse designs computer science and STEM curriculum, and will train teachers K-5 in computer science, STEM and digital fluency.

In addition, we will utilize funds to provide students with opportunity to attend after-school clubs (elementary, middle school, high school). Clubs promote improvement in life and social skills; create safe and happier children; improve academic performance; and increase emotional stability and overall happiness of students. Clubs will include: Leadership clubs to foster self-esteem and provide students with opportunity to take leadership positions of responsibility at school and within their community; Digital Citizenship clubs (to assist students on learning the basics of digital citizenship including learning appropriate use of the internet, social media and other personal technology.)

For the 2021-2022 school year, the William Floyd School District will focus on the following goals and objectives:

1) Goal: Provide professional learning and resources for students to participate in after school activities to foster growth socially, emotionally, and academically. **Objective:** 1) increase students' academic performance in targeted subgroups; 2) increase attendance.

Measurable Outcomes: Analysis of student attendance and suspension data demonstrate continued need to support our students' diverse needs that extend beyond the academics. Across all schools, our attendance rate is below 95%. We have seen slight growth in attendance as more students moved into full person learning after three quarters of hybrid/full virtual learning and increased enrollment and attendance in our summer enrichment program. In addition, suspension rates have decreased in all schools as we focus more on strategies and programs focused on social emotional learning. Student ELA and Math NWEA data indicate growth in all subgroups with a focus on continued growth while decreasing gaps between subgroups.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title IV Part A - Program/Fiscal Information

2c. In the space provided below, please describe the goals, objectives and intended outcomes of the Safe and Healthy Students content area of the Title IV, Part A program based on the results of a comprehensive needs assessment.

The William Floyd School District will utilize Title IV, Part A funds to assist administrators and teachers in promoting positive school climate and culture and provide support and opportunities to students, which promote positive mental health and wellness. Administrators and teachers will be provided with opportunities to attend professional development sessions on Cultural Responsiveness Education (CRE)/Social and Emotional Learning (SEL). Attending CRE/SEL sessions will assist in creating student-centered learning environments affirming cultural identities and deepening understanding of the process by which children understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

The district will continue to build on developing administrators, teachers and staff in understanding the diverse challenges and traumas our economically disadvantaged students and families face. Engaging administrators and teacher leaders in professional development sessions on Cultural Responsive Education and practices to improve inclusion of students' cultural references and backgrounds in all aspects of learning. Cultural Responsive Education/Social Emotional learning is part of our professional learning plan, as we want to ensure that SEL practices are enacted in ways that are culturally responsive and equitable to all subgroups.

To further support students socially and emotionally, funds will be used to support stipends for teachers to serve as Deans in two elementary schools (Moriches and Tangier). Deans will be responsible for strengthening student relationships and building skills necessary for internalizing positive values and aspirations for setting goals and achieving academic growth and progress.

In addition, the district will provide after school programs to engage and promote the development of self-confidence, positive mental and physical health, and academic success; Literacy Enrichment to support school readiness and academic success; Health and Wellness, and Game Clubs.

For the 2021-2022 school year, the William Floyd School District will focus on the following goals and objectives:

1) Goal: Provide a comprehensive model of professional development and curriculum for teachers and leaders, which includes Cultural Responsive Teaching. **Objectives:** 1) Improve school climate, student-teacher relationships, and interpersonal skills; 2) Increase teacher capacity in cultural responsive teaching pedagogy; 3) Improve the social and emotional skills of students for coping with life's challenges; 4) Decrease negative behaviors, which will lead to decreased suspensions.

Measurable Outcomes: Comparing our NYS ELA and Math assessment Data, Grades 3-8 has made slight gains surpassing NYS averages in ELA and Math by 2% in 2019. As a High Needs School District compared to Suffolk County we have made a gains surpassing Suffolk's Averages in ELA and Math by 3%. We will continue to evaluate our students with the goal of Increasing NYS assessment student performance to achieve: Top of similar schools; and reach achievement levels in all grades so they are at or above county/state averages. Goals in NWEA MAP testing for K-8 in ELA and Math include continued growth and achievement to increase ELA and Math performance across all subgroups. Continue to improve attendance and decrease suspensions.

2) Goal: Provide increased opportunities and resources for students to participate in after school activities. **Objective:** 1) increase students' academic performance in targeted subgroups; 2) Develop students' self-awareness and self-management skills to promote mental health and well-being; 3) Improve the social and emotional skills of students for coping with life's challenges; 4) Decrease negative behaviors which will lead to decreased suspensions; and 5) improve attendance.

Measurable Outcomes: The impact of COVID closures/quarantines, HYBRID/Virtual learning and data demonstrates the need to ensure social emotional learning practices are enacted in ways that are culturally responsive to and equitable for our students from diverse groups and create welcoming environments. Analysis of student attendance and suspension data demonstrate need to support our students' diverse needs that extend beyond the academics. Across all schools, our attendance rate is below 95%. We have seen slight growth in attendance as more students returned to full in-person learning and we have seen an increase in students attending summer enrichment programs. In addition, suspension rates have decreased in all schools and the graduation rate has increased while closing the gap amongst our subgroups.

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ESSA Programs - Title IV Part A - Program/Fiscal Information

2d. In the space provided below, please describe the goals, objectives and intended outcomes of the Effective Use of Technology content area of the Title IV, Part A program based on the results of a comprehensive needs assessment.

The William Floyd School District will utilize Title IV funds in the area of Effective Use of Technology: Implement school wide approaches to inform instruction. Funds will be utilized to secure a BOCES Data Consultant to provide professional development and support to school data teams. School data teams will attend professional development sessions on data analysis, attend meetings following the BOCES created protocol/timeline to analyze data and trends for all student subgroups, and meet with grade level/department colleagues to discuss data results, determine interventions and efficacy of interventions.

For the 2021-2022 school year, the William Floyd School District will focus on the following goals and objectives:

1. **Goal:** Improve ELA and Math academic performance closing the gaps of our student subgroups.

2. **Objective:** Increase administrator and teacher capacity to utilize data to inform instruction and determine efficacy of interventions.

Measurable Outcomes: Comparing our NYS ELA and Math assessment Data, Grades 3-8 has made slight gains surpassing NYS averages in ELA and Math by 2% in 2019. As a High Needs School District compared to Suffolk County we have made a gains surpassing Suffolk's Averages in ELA and Math by 3%. We will continue to evaluate our students with the goal of Increasing NYS assessment student performance to achieve: Top of similar schools; and reach achievement levels in all grades so they are at or above county/state averages. Goals in NWEA MAP testing for K-8 in ELA and Math include continued growth and achievement to increase ELA and Math performance across all subgroups.

Title IV Part A - Calculation of Proportionate Shares

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

3. Please provide the LEA allocation for Title IV, Part A funds for the 2021-22 school year. Do not include carryover funding from the previous year.

	Title IV, Part A - 2021-22 Allocation	Transferability Funds (Funds to Title IV added, Funds from Title IV deducted) (\$)	TOTAL FUNDS for Title IV, Part A Purposes (Allocation +/- Transferability) (\$)
Title IV, Part A Calculations	152,575	-34,218.00	118,357.00

4. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title IV, Part A funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence.

	Amount (\$ or #)
Title IV, Part A Program Administration Costs (Public and Private Schools - no more than 2%) (\$)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	8,930
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	0

5. Based on the information provided above, please find in the chart below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title IV, Part A .

	Title IV, Part A Per Pupil Amount (\$)	Title IV, Part A LEA Share (\$)	Title IV, Part A Private School Share (\$)
Title IV, Part A Calculations	13.25	118,357.00	0.00

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title IV Part A - Use of Funds

Title IV Part A - Balance

PLEASE NOTE - LEAs with greater than \$30,000 in funds used for Title IV, Part A purposes are required to allot:

- A minimum of 20% of its total funds to *Well-Rounded Educational Opportunities*;
- A minimum of 20% of its total funds to *Safe and Healthy Students*; AND
- Some portion of its total funds to support *Effective Use of Technology*.

1. **No direct action is required of the LEA for Item #1. The calculation chart below is for informational purposes only. As the LEA completes the items below (Items #2 - #4), the remaining balance will be reflected in the chart below to indicate when all of the funds have been appropriately assigned. (PLEASE NOTE - All expenditures must be reflected in the Title IV budget. Within the FS 10, be sure to identify expenditures by Use of Funds category.)**

	TOTAL FUNDS for Title IV, Part A Purposes (Public and Private Shares) (\$)	Amount Remaining to be Identified (\$) - <u>Remaining Balance</u>
Title IV, Part A Use of Funds	118,357.00	0.00

Title IV Part A - Use of Funds

All LEAs or consortiums of LEAs may spend no more than 15 percent of the funding allocated to support *Effective Use of Technology* activities on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. For example, if any LEA allocates \$1,000 toward *Effective Use of Technology* activities, no more than \$150 may be spend on infrastructure-related costs.

2. **Please complete the chart below by identifying the funds being used to support allowable activities associated with Well-Rounded Educational Opportunities. Please respond with "0" to indicate that no funds are being assigned to a given activity. The figures in this chart should represent BOTH public and private school funds.**

	Funding Amounts (\$)	LEA and/or Private School Activities
Science, Technology, Engineering, and Mathematics	45,986	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Music and Arts	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Foreign Language Instruction	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Accelerated Learning Programs	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
HS Redesign with Dual/Concurrent Enrollment and/or Early College High Schools	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Civics Instruction	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
College and Career Counseling	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity

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ESSA Programs - Title IV Part A - Use of Funds

	Funding Amounts (\$)	LEA and/or Private School Activities
		<input checked="" type="checkbox"/> N/A - Not Applicable
Social Emotional Learning	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Environmental Education	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

3. Please complete the chart below by identifying the funds being used to support allowable activities associated with Safe and Healthy Students. Please respond with "0" to indicate that no funds are being assigned to a given activity.

The figures in this chart should represent BOTH public and private school funds.

	Funding Amounts (\$)	LEA and/or Private School Activities
Preventing Bullying and Harassment	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Relationship-Building Skills	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
School Dropout Prevention	4,883	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Re-Entry Programs and Transition Services for Justice Involved Youth	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
School Readiness and Academic Success	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Child Sexual Abuse Awareness and Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Suicide Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Violence Prevention, Crisis Management and Conflict Resolution	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Preventing Human Trafficking	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Building School and Community Relationships	21,141	<input type="checkbox"/> LEA Activity

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ESSA Programs - Title IV Part A - Use of Funds

	Funding Amounts (\$)	LEA and/or Private School Activities
		<input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Culturally Responsive Teaching and Professional Development of Implicit Bias	20,080	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Drug and Violence Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Health and Safety Practices in School or Athletic Programs	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
School-Based Health and Mental Health Services	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Healthy, Active Lifestyle, Nutritional Education	4,883	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Physical Activities	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Trauma-Informed Classroom Management	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Chronic Disease Management	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

4. Please complete the chart below by identifying the funds being used to support allowable activities associated with Effective Use of Technology. Please respond with "0" to indicate that no funds are being assigned to a given activity.

The figures in this chart should represent BOTH public and private school funds.

	Funding Amounts (\$)	LEA and/or Private School Activities
Provide Personalized Learning	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Discover, Adapt, and Share High-Quality Resources	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement Blended Learning Strategies	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement School-wide and District-wide Approaches to Inform Instruction, Support	21,384	<input checked="" type="checkbox"/> LEA Activity

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

ESSA Programs - Title IV Part A - Use of Funds

	Funding Amounts (\$)	LEA and/or Private School Activities
Teacher Collaboration, and Personalize Learning		<input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable

Title IV Part A - Use of Funds CALCULATIONS

No direct action is required of the LEA for Items #5 and #6. The calculation charts below are for informational purposes only.

5. Please find total amounts allocated to each of the Title IV, Part A content areas - Well-Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology. Additionally, the chart provides the maximum of 15% of funds allotted to the Effective Use of Technology content area for equipment and infrastructure.

	Well-Rounded Educational Opportunities TOTAL (\$)	Safe & Healthy Students TOTAL (\$)	Educational Technology TOTAL (\$)	Maximum for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) (\$)
Content Area Use of Funds	45,986.00	50,987.00	21,384.00	3,207.60

6. For LEAs with an allocation (including Transferability) greater than \$30,000 - the following chart provides the minimum Title IV, Part A funding amounts of 20% that an LEA is required to allot to both Well-Rounded Educational Opportunities AND Safe and Healthy Students content areas.

	Well-Rounded Educational Opportunities minimum (20% of total Title IV Allocation) (\$)	Safe & Healthy Students minimum (20% of total Title IV Allocation) (\$)
Content Area Minimum/Maximum	23,671.40	23,671.40

2021-22 Consolidated Application for ESSA-Funded Programs - 2021Equitable Services - Equitable Services

Equitable Services

LEAs should utilize the "2021-22 *Private School Equitable Services Consultation Resource*" in the *Documents* panel to determine private schools that served resident students during the 2020-21 school year.

PLEASE NOTE - The equitable services requirement does not apply to Charter LEAs or Special Act LEAs, as these types of LEAs do not have a defined geographic catchment area for determining a student's residency.

1. **Does the LEA have any resident students attending private schools that are located either within the district's geographic boundaries or in another LEA?**

- Yes, the LEA does have students being served by private schools in or out of its district boundaries.
- No, the LEA does not have any students being served by private schools in or out of its district boundaries.
- Not Applicable, the applicant is a Charter LEA.
- Not Applicable, the applicant is a Special Act LEA.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

Equitable Services - Equitable Services Details

Private School Consultation

WILLIAM FLOYD UFSD - 580232030000

- For EACH private school listed below (located inside of the district, serving district resident students), please indicate whether the private school is participating in one or more ESSA-Funded programs (participating or declining). Additionally, please indicate the funding amount for each program area, and upload a completed "LEA Affirmation of Private School Consultation 2021-22" form. If a private school was not responsive to the LEA's attempts to consult, please provide copies of outreach conducted by the LEA.

(PLEASE NOTE - The column titled "Title I Private Sch (\$)" should reflect the total proportionate share of the Title I, Part A allocation and the Title I, Part A Parent and Family Engagement allocation.)

Private School BEDS Code	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

- Please complete the chart below detailing:
 - Private schools located outside of the district serving district resident students;
 - Approved 853 schools and 4201 schools serving district resident students;
 - Private schools located within the district that do not have a BEDS code; and/or
 - Any other private school otherwise not included in the chart above.

Please indicate whether the private school is participating in one or more ESSA-Funded program, and indicate the funding amount for each program area. Upload a completed "LEA Affirmation of Private School Consultation 2021-22." If a private school was not responsive to the LEA's attempts to consult, please provide copies of outreach conducted by the LEA.

Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
(No Response)	Our Lady Queen of Apostles	Accepting	4793	0	0	0	olqa 21-22.pdf
(No Response)	Harbor Country Day School	Declining	0	0	0	0	harbor country day school 21-22.pdf
(No Response)	Henry Viscardi School	Declining	0	0	0	0	Henry Viscardi.pdf
(No Response)	Holy Angels Regional School	Declining	0	0	0	0	holy angels 21-22.pdf
(No Response)	Leonard E. Burket Christian School	Declining	0	0	0	0	leonard burket 21-22.pdf
(No Response)	Our Savior New American School	Declining	0	0	0	0	Our Savior new

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

Equitable Services - Equitable Services Details

Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
							american school 21-22.pdf
(No Response)	Our Lady of Hamptons	Declining	0	0	0	0	our lady of the hamptons 21-22.pdf
(No Response)	Peconic Community School	Declining	0	0	0	0	Peconic community school 2021-22 William-Floyd LEA Written Affirmation.pdf
(No Response)	Raynor Country Day School	Declining	0	0	0	0	raynor country 21-22.pdf
(No Response)	St. Cyril & Methodius School	Non-Responsive	0	0	0	0	ss.cyril affirmation.pdf
(No Response)	St. John Paul Regional	Declining	0	0	0	0	St. John Paul II Regional.pdf
(No Response)	St. Mary School	Declining	0	0	0	0	st marys school 21-22.pdf
(No Response)	St. Bernard School	Declining	0	0	0	0	st bernards school 21-22.pdf
(No Response)	St. Patrick Bay Shore	Declining	0	0	0	0	st patricks bayshore 21-22.pdf
(No Response)	St. Patrick School	Declining	0	0	0	0	St. Patrick School - William Floyd UFSD.pdf
(No Response)	Victory Christian Academy	Declining	0	0	0	0	Victory Christian Academy.pdf

Equitable Services - Pooling Funds

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Equitable Services - Equitable Services Details

3. **Pooling within an LEA: Is the LEA providing equitable services to eligible children attending a private school that is part of a group of private schools (such as a group of schools under the authority of a single organization) by pooling the Title I funds generated by children from low-income families who reside in participating Title I public school attendance areas and attend a private school in the group?**

If yes, please complete the chart below.

- YES, the LEA is providing equitable services to eligible children by pooling funds WITHIN an LEA.
- NO, the LEA is not providing equitable services to eligible children by pooling funds WITHIN an LEA.

4. **As applicable based on the response to the item above, please complete the following chart identifying the nonpublic schools that are participating in pooling funds within an LEA.**

School Name	BEDS Code
(No Response)	(No Response)
	0

5. **Pooling across LEAs: Is the LEA providing equitable services to children attending private schools in coordination with multiple LEAs by pooling their Title I funds generated by their private school children from low-income families who reside in a participating Title I public school attendance area to serve eligible low-achieving private school children who reside in those LEAs**

If yes, please complete the chart below.

- YES, the LEA is providing equitable services to eligible children by pooling funds ACROSS LEAs.
- NO, the LEA is not providing equitable services to eligible children by pooling funds ACROSS LEAs.

6. **As applicable based on the response to the item above, please complete the following chart identifying the LEAs that are participating in pooling funds across LEAs.**

LEA Name	BEDS Code
(No Response)	(No Response)
	0

Private School Use of Funds - Title I Part A

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

7. **For LEAs with an allocation (including Transferability) greater than \$500,000, the following figure represents the minimum 1% Parent and Family Engagement Reserve for its participating private schools. Please use this to assist in completing the chart below (Item #4).**

47.93

8. **Please complete the following Title I, Part A Use of Funds chart by indicating the aggregate use of funds for all PRIVATE SCHOOLS.**

	Amount (\$)
Administration	0
Professional Development	0
Pre-K Services	0
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000)	48
Direct Instructional Services to Students	4,745
Other	(No Response)

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

Equitable Services - Equitable Services Details

9. As the LEA completes the use of funds chart above (Item #4), the remaining balance of Title I, Part A funds for Private Schools will be reflected below to indicate that all funds have been appropriately identified. (PLEASE NOTE - All expenditures must be reflected in the Title I, Part A budget. Within the FS-10, be sure to identify expenditures by participating private school.)

	Title I, Part A - <i>Private School Share</i> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title I, Part A Private School Use of Funds	4,793.31	0.31

Private School Use of Funds - Title II Part A

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

10. Please complete the following Title II, Part A Use of Funds chart by indicating the aggregate use of funds for all PRIVATE SCHOOLS.

	Amount (\$)
Professional Development for Teachers	0
Professional Development for Administrators	0
Professional Development for Other School Leaders	0

11. As the LEA completes the chart above (Item #6), the remaining balance of Title II, Part A funds for Private Schools will be reflected in the chart below to indicate that all funds have been appropriately identified. (PLEASE NOTE - All expenditures must be reflected in the Title II, Part A budget. Within the FS-10 be sure to identify expenditures by participating private school.)

	Title II, Part A Private School Share	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Private School Use of Funds	0.00	0.00

Private School Use of Funds - Title IV Part A

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

12. Please complete the following Title IV, Part A Use of Funds chart by indicating the aggregate use of funds for all PRIVATE SCHOOLS.

	Amount (\$)
Well-Rounded Educational Opportunities	0
Safe and Healthy Students	0
Effective Use of Technology	0

13. As the LEA completes the chart above (Item #8), the remaining balance of Title IV, Part A funds for Private Schools will be reflected in the chart below to indicate that all funds have been appropriately identified. (PLEASE NOTE - All expenditures must be reflected in the Title IV, Part A budget. Within the FS-10, be sure to identify expenditures by participating private school.)

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Equitable Services - Equitable Services Details

	Title IV, Part A Private School Share	Amount Remaining to be Identified (\$ - <i>Remaining Balance</i>)
Title IV, Part A Private School Use of Funds	0.00	0.00

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

Budgets/Narratives - Budgets/Narratives

Budget/Narrative - Title I, Part APLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2021-22 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by school, as applicable, to reflect appropriately prioritized distribution of funds amounts.

1. **The amount of funds shown in the space below reflects the LEA's 2021-22 Title I, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #2 and #3.**

2,044,306.00

2. **Upload a completed and signed copy of the FS-10 Budget for Title I, Part A. The FS-10 should represent the 2021-22 allocation only. (Carryover may be accessed by way of an amendment, separate from this application process; and funds subject to Transferability should not be included in the FS-10 of another program area.)**

(No Response)

3. **Upload a completed copy of the Budget Narrative for Title I, Part A.**

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title I WFSD Budget_Narrative.pdf

Budget/Narrative - Title I, Part DPLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2021-22 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

4. **The amount of funds shown in the space below reflects the LEA's 2021-22 Title I, Part D allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #5 and #6.**

0.00

5. **Upload a completed and signed copy of the FS-10 Budget for Title I, Part D.**

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

6. **Upload a completed copy of the Budget Narrative for Title I, Part D.**

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

Budget/Narrative - Title IIAPLEASE NOTE:

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

Budgets/Narratives - Budgets/Narratives

1. The FS-10 for each program area should reflect only the program area allocation for the 2021-22 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

7. **The amount of funds shown in the space below reflects the LEA's 2021-22 Title II, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #8 and #9.**

285,606.00

8. **Upload a completed and signed copy of the FS-10 Budget for Title II, Part A.**

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

9. **Upload a completed copy of the Budget Narrative for Title II, Part A.**

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title II 2021-2022 WFSD Budget_Narrative.pdf

Budget/Narrative - Title III, Part A - English Language Learners (ELL)

PLEASE NOTE:

1. Only SINGLE APPLICANTS and LEAD APPLICANTS of a consortium should upload Title III, Part A - ELL budget information.
2. LEAs applying as a MEMBER of consortium do not upload budget documents.
3. The FS-10 for each program area should reflect only the program area allocation for the 2021-22 school year.
4. Carryover funds should not be included in the FS-10.
5. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
6. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

10. **The amount of funds shown in the space below reflects the LEA's 2021-22 Title III, Part A English Language Learner allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #11 and #12.**

117,344.00

11. **Upload a completed and signed copy of the FS-10 Budget for Title III, Part A English Language Learners (ELL).**

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

12. **Upload a completed copy of the Budget Narrative for Title III, Part A English Language Learners (ELL).**

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title III ELL WFSD Budget_Narrative.pdf

Budget/Narative - Title III - Immigrant Education

13. **The amount of funds shown in the space below reflects the LEA's 2021-22 Title III, Immigrant Education allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #14 and #15.**

107,344.00

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

Budgets/Narratives - Budgets/Narratives

14. Upload a completed and signed copy of the FS-10 Budget for Title III, Immigrant Education.

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

15. Upload a completed copy of the Budget Narrative for Title III, Immigrant Education.

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title III Immigrant WFSD Budget_Narrative.pdf

Budget/Narrative - Title IV, Part A

PLEASE NOTE:

- 1. The FS-10 for each program area should reflect only the program area allocation for the 2021-22 school year.
- 2. Carryover funds should not be included in the FS-10.
- 3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
- 4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

16. The amount of funds shown in the space below reflects the LEA's 2021-22 Title IV, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #17 and #18.

152,575.00

17. Upload a completed and signed copy of the FS-10 Budget for Title IV, Part A.

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

18. Upload a completed copy of the Budget Narrative for Title IV, Part A.

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title IV WFSD Budget_Narrative.pdf

Budget/Narrative - Title V Rural Low Income Students (RLIS)

PLEASE NOTE:

- 1. The FS-10 for each program area should reflect only the program area allocation for the 2021-22 school year.
- 2. Carryover funds should not be included in the FS-10.
- 3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
- 4. LEA's must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.

19. The amount of funds shown in the space below reflects the LEA's 2021-22 Title V, Rural Low Income Students (RLIS) allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #20 and #21.

0.00

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

Budgets/Narratives - Budgets/Narratives

20. Upload a completed and signed copy of the FS-10 Budget for Title V Rural Low Income Students (RLIS).

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

21. Upload a completed copy of the Budget Narrative for Title V Rural Low Income Students (RLIS).

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

Funded Administrator

Please refer to the *Documents* panel along the left of the application for additional information and access to the "*Funded Administrative Position*" form.

22. Does the LEA have any professional-level administrative or supervisory positions included in the FS-10 Budget forms submitted for the federal Titles?

- Yes, the LEA does have professional-level administrative or supervisory positions included in the FS-10s submitted for one or more of the federal Titles?
- No, the LEA does not have professional-level administrative or supervisory positions included in the FS-10s submitted for any of the federal Titles?

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

Submission Summary - Submission Summary

Submission Summary - Title I, Part A

WILLIAM FLOYD UFSD - 580232030000

1. The following represents a summary of Title I, Part A funding figures based on the information provided in previous sections of the application.

	Title I, Part A Allocation (\$)	Total Funds for Title I, Part A Purposes (Allocation + Transferability) (\$)	Title I, Part A Per Pupil Amount (\$)	Title I, Part A LEA Share (\$)	Title I, Part A Private School Share (\$)
Title I, Part A - Summary	2,044,306.00	2,093,203.00	368.72	2,088,409.69	4,793.31

2. The following represents additional Title I, Part A summary figures based on information provided in earlier sections.

	Title I, Part A LEA Reserves (\$)	Title I, Part A LEA Funds Distributed to Public Schools (LEA Share minus Funds Reserved) (\$)
Title I, Part A - Summary (Cont.)	43,076.00	2,045,333.69

Submission Summary - Title I, Part D

3. The following represents a summary of Title I, Part D funding based on information provided in previous sections.

	Title I, Part D Allocation (\$)	Total Funds for Title I, Part D Purposes (Allocation +/- Transferability) (\$)
Title I, Part D - Summary	0.00	0.00

Submission Summary - Title II, Part A

4. The following represents a summary of Title II, Part A funding based on information provided in previous sections.

	Title II, Part A Allocation (\$)	Total Funds for Title II, Part A Purposes (Allocation +/- Transferability) (\$)	Title II, Part A Per Pupil Amount (\$)	Title II, Part A LEA Share (\$)	Title II, Part A Private School Share (\$)
Title II, Part A - Summary	285,606.00	270,927.00	30.34	270,927.00	0.00

Submission Summary - Title III ELL/Immigrant

5. The following represents a summary of Title III, Part A - ELL funding figures based on the information provided in previous sections.

	Title III - ELL Allocation (\$)	Total Funds for Title III - ELL Purposes (Allocation + Transferability) (\$)	Title III - ELL Per Pupil Amount (\$)	Title III - ELL LEA Share (\$)	Title III - ELL Private School Share (\$)
Title III - ELL Summary	117,344.00	117,344.00	132.00	117,344.00	0.00

6.

2021-22 Consolidated Application for ESSA-Funded Programs - 2021

Submission Summary - Submission Summary

The following represents a summary of Title III, Immigrant Education funding figures based on the information provided in previous sections.

	Title III - Immigrant Allocation (\$)	Title III - Immigrant Per Pupil Amount (\$)	Title III - Immigrant LEA Share (\$)	Title III - Immigrant Private School Share (\$)
Title III - Immigrant Summary	107,344.00	658.55	107,344.00	0.00

Submission Summary - Title IV, Part A

7. The following represents a summary of Title IV, Part A funding figures based on the information provided in previous sections of the application.

	Title IV, Part A Allocation (\$)	Total Funds for Title IV, Part A Purposes (Allocation +/- Transferability) (\$)	Title IV, Part A - Per Pupil Amount (\$)	Title IV, Part A - LEA Share (\$)	Title IV, Part A - Private School Share (\$)
Title IV, Part A - Summary	152,575.00	118,357.00	13.25	118,357.00	0.00

8. The following represents a summary of the total Title IV, Part A allocation - BOTH public and private school shares - use of funds by content area based on the information provided in previous sections of the application.

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - LEA Share	45,986.00	50,987.00	21,384.00

9. The following represents a summary of Title IV, Part A - Private School Share use of funds by content area based on the information provided in previous sections of the application.

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - Private School Share	0.00	0.00	0.00

Submission Summary - Title V Rural Low Income Students (RLIS)

10. The following represents a summary of Title V Rural Low Income Students (RLIS) funding based on information provided in previous sections.

	Title V - RLIS Allocation (\$)	Total Funds for Title V - RLIS Purposes (Allocation + Transferability) (\$)
Title V RLIS - Summary	0.00	0.00