

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**Introduction - Executive Summary

---

Page Last Modified: 06/06/2022

**Executive Summary**

WILLIAM FLOYD UFSD - 580232030000

The New York State Education Department (NYSED) has developed the online *2022-23 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 *2022-23 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](mailto:conappta@nysed.gov).

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**Introduction - Submission Instructions

---

Page Last Modified: 05/31/2022

**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: 2022-23 Consolidated Application for ESSA-Funded Programs*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

**Deadline for Submitting the Applications:**

The *2022-23 Consolidated Application for ESSA-Funded Programs* is due by August 31, 2022.

Signed Budget documents must be postmarked by no later than August 31, 2022.

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**Introduction - Point of Contact Information

---

Page Last Modified: 05/31/2022

**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	Maryann Siano	631-874-1507	msiano@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@wfsd.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	Deborah Gurney	631-874-1170	dgurney@wfsd.k12.ny.us

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

## Assurances &amp; Consultation - Section 8306 Assurances

Page Last Modified: 05/31/2022

**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.

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

Assurances &amp; Consultation - State and Federal Assurances

Page Last Modified: 05/31/2022

**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)**

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

Assurances &amp; Consultation - State and Federal Assurances

Page Last Modified: 05/31/2022

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.

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

## Assurances &amp; Consultation - State and Federal Assurances

Page Last Modified: 05/31/2022

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.

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

## Assurances &amp; Consultation - State and Federal Assurances

Page Last Modified: 05/31/2022

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.



**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**Assurances & Consultation - Consultation & Collaboration

---

Page Last Modified: 06/21/2022

**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 stakeholder groups listed below using the "2022-23 Consultation and Collaboration Documentation Form" and upload completed forms with original signatures. For individuals whose signatures are unobtainable, documentation of outreach must be maintained by the district (and made available upon request).**

**In order to document that appropriate consultation/collaboration has occurred or was attempted with required stakeholder groups, this form, as well as supporting documentation (e.g., meeting agenda, minutes, and rosters), must be maintained on file by the district.**

**LEAs must:**

- **Identify individuals from the required stakeholder group using the "2022-23 Consultation and Collaboration Documentation Form" and upload multiple forms as needed to accommodate all stakeholders involved; and**
- **Verify that all required stakeholder groups have been included for each program area - please clearly label the professional title and stakeholder group represented for each individual listed.**

**The "2022-23 Consultation and Collaboration Documentation Form" may be found in the Documents panel to the left.**

2022-23\_Consultation\_Collaboration\_Documentation\_Form uploaded.docx

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

ESSA Programs - Intent to Apply

---

Page Last Modified: 07/05/2022

**Intent to Apply**

WILLIAM FLOYD UFSD - 580232030000

1. **Does the LEA intend to apply for Title I, Part A funding for the 2022-23 school year?**  
Yes, the LEA intends to apply for Title I, Part A funding for the 2022-23 school year.
2. **Does the LEA intend to apply for Title I, Part D funding for the 2022-23 school year?**  
No, the LEA did not receive an allocation for Title I, Part D funding for the 2022-23 school year.
3. **Does the LEA intend to apply for Title II, Part A funding for the 2022-23 school year?**  
Yes, the LEA intends to apply for Title II, Part A funding for the 2022-23 school year.
4. **Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2022-23 school year?**  
Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2022-23 school year.
5. **Does the LEA intend to apply for Title III, Part A - Immigrant Education funding for the 2022-23 school year?**  
Yes, the LEA intends to apply for Title III, Part A - Immigrant funding for the 2022-23 school year.
6. **Does the LEA intend to apply for Title IV, Part A funding for the 2022-23 school year?**  
Yes, the LEA intends to apply for Title IV, Part A funding for the 2022-23 school year.
7. **Does the LEA intend to apply for Title V - Rural Low Income Student (RLIS) funding for the 2022-23 school year?**  
No, the LEA did not receive an allocation for Title V, RLIS funding for the 2022-23 school year.

**Transferability**

8. **Does the LEA intend to use Transferability for the 2022-23 school year?**  
Yes, the LEA intends to use Transferability in 2022-23.

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

ESSA Programs - Transferability

Page Last Modified: 08/16/2022

**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 <u>Title II</u> Funds (\$)	Transferring the use from <u>Title IV</u> Funds (\$)
Transferring to Title I, Part A	170,517	0
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 - <b>TOTAL</b>	<i>Transferability FROM</i> Title IV, Part A - <b>TOTAL</b>
Funds Subject to Transferability FROM	-170,517.00	-0.00

- 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	170,517.00	0.00	0.00	0.00	0.00	0.00

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

---

Page Last Modified: 08/09/2022

**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.

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/09/2022

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 impact of the loss of instructional time resulting from the pandemic is still a reality. Beginning in the 2019-20 learning was compromised by the mandated school closures and subsequent remote teaching platforms. In 2021-22, students returned to full in-person mode of instruction, however the students were still transitioning to post-pandemic learning behaviors. The levels of motivation, attention, and focus did not reflect pre-pandemic levels of engagement. As a result, the academic progress they made did not meet grade level expectations of performance and achievement. Therefore, many of the same identified needs from the past still exist moving forward.

Data reviewed included a reflection on the short term resources that have been made available to the District as a result of ESSER funding. A portion of ESSER funds will be used to provide professional learning experiences to educators. This work will focus on addressing learning loss/gaps, the social emotions impact of COVID, and creating culturally responsive learning environments. When weighing the professional learning support already being received through ESSER funding against the immediate needs of students, the LEA has decided to reallocate a large amount of Title II funding to Title I through transferability. Transferability of these funds will provide an increased opportunity for Title I eligible students to receive direct support in the areas of ELA and Mathematics beyond the in class support they receive in a typical school day. This information was considered when analyzing additional District data and needs assessment information.

The William Floyd School District's (LEA) Title I Part A program provides interventions to students based on needs that have been identified using multiple measures including local and State Assessment, attendance, school suspension rates, and family engagement data.

*1) Preliminary 2022/23 New York State Assessment Data has been reviewed. Trend data was looked at to determine how students in the District performed compared to other students in the county and state. NWEA MAP data in grades K-8 was also analyzed. Although growth in some areas was noted, gaps between local student performance and regional performance still exists. In District subgroup data was also analyzed and a gap between demographic groups continues to occur in both English Language Arts and Mathematics.*

*Analysis of data led to the identification of the following needs:*

1. *An inconsistency in deficit areas between grade levels exists. For example, in one year a strength was seen and the next year the same area appeared as a weakness. The changes in performance identify potential inconsistency in instruction, which impact students. Students **need consistent and systematic scaffolded instruction to close learning gaps.** Title I students require scaffolded support that creates pathways for them to access grade level standards and curriculum.*
  - *Inconsistencies in the data identifies different areas of foci may be occurring at each grade level that require clearly defined connections to prior learning in order to maintain performance.*
  - *These gaps occur in both English Language Arts and Mathematics.*
  - *Providing students with support from a consistent team of intervention specialists and support personnel will provide opportunities to bridge instruction between grade levels.*
  - *Academic Intervention Support teachers and Teaching Assistants create systems that link new information to prior learning.*
  - *These educators design targeted plans that focus on students' present levels of performance and the skills they need to improve their academic and social skills.*
  - *Funding in the Title I budget will be used to provide the resources needed to pay the salaries of AIS teachers and teaching assistants to support students.*
2. *Data showed a widening of learning gaps when students transitioned from Elementary School to Middle School. As middle schools students encounter the many changes they must learn to navigate, there is **an increased need to provide targeted support and scaffolds in order to ensure their success.***
  - *Students entering Middle School move from a program that connects them to one teacher to a program that requires them to connect with many teachers.*
  - *Students working with many teachers need to navigate the different demands each teacher places on their students and the different structures of each class. This occurs in courses connected to both ELA and Mathematics content.*
  - *Students who have difficulty navigating the changes that occur when they move to Middle School need targeted support provided by an Academic Intervention Support teacher.*
  - *An increased amount of Title I funding will be used to provide ELA and/or Mathematics AIS support to Middle School students.*
  - *Some middle school students require intensive support that reaches beyond AIS periods. Teaching Assistants will be retained to work with these students in content specific classes. They will support the application of learned scaffolds exist in these spaces.*
  - *Title I funding will be allocated to pay for Teaching Assistants to support identified eligible middle school students in classroom setting.*

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/09/2022

2 ) NWEA data collected in the 2021/22 school year was reviewed to identify student growth during the school year. *Analysis of data led to the identification of two needs:*

1. *Elementary data indicated that a significant number of students entering kindergarten perform below grade level benchmarks. **Elementary students performing below grade level need targeted support to close the performance gap.***

- *Students who enter school below grade level need targeted support to close the learning gap.*
- *Students who perform below grade level in kindergarten need additional support for several years beyond kindergarten.*
- *Title I funding will be used to provide targeted support to students in kindergarten. Reading Teaching Assistants will be used to provide additional reading instruction to Title I kindergarten students outside of the classroom setting.*
- *Additionally, Teacher Assistants will be used to provide students with support during the school day to support the application and transfer of skills.*
- *Title I funds will be used to provide on demand support to students in kindergarten classrooms. Teaching Assistants will be used to provide this support.*
- *Title I funds will be used to provide targeted instruction to students in grades 1-5, ensuring that students who struggled in kindergarten have continued access to support. Additional reading support will be provided by Academic Intervention Support Reading Teachers.*

2. Student data was included in the matrix of information used to identify students who would benefit from Title I support services. In collecting multiple measures, it was determined that on the elementary level, additional information in the form of Fountas and Pinnell Guided Reading Levels, written response to text, word list reading accuracy, and other Response to Intervention data was available. At the secondary level, a consistent, district wide set of data points were not available. As a result, in the 2021/22 school year, the digital platform Successmaker was piloted to be used with grade 6-8 students who were supported by AIS teachers. This same need was also seen at Our Lady Queen of Apostles, a Private School Partner. IXL was used in this setting.

- *Analysis of current assessment data provides educators with information to identify student groups and programs that support them.*
- **Having timely data that is both reliable and valid is needed** to ensure building plans meet the needs of all students.
- *NWEA data indicates that although students in the pilot continue to perform in the areas of low achievement, that the growth scores many were at or above the mean.*
- *Title I funds will be used to purchase licenses for Successmaker for use in middle school AIS sections. This is a digital program that provides data that is both reliable and valid. (Transferability will be used to secure licenses.)*
- *iReady data at Our Lady Queen of Apostles showed a decreased number of students performing in the area known as *Need Improvement*.*
- *Funding in the Title I budget will be used to fund IXL for Our Lady Queen of Apostles private school students. This is a digital program that provides data that is both reliable and valid.*

3) Data indicates that the District serves more than 450 students who have been displaced from their home and are identified as homeless.

- **Students displaced from their homes need resources that allow them to participate in events and to succeed academically and emotionally.**
- *The Title I budget includes funding that will be used to ensure that all students, including those who are homeless, have the resources to participate in all learning activities.*
- *Funds will be used to secure staff who will provide academic, social and/or emotional support to students who have been displaced from their homes.*
- *Funds will be allocated to ensure all homeless students can participate in events that may incur a fee (i.e. field trips, competitions, and athletic opportunities).*
- *Funds will be allocated to purchase supplies needed by homeless students. (i.e. school supplies, CTE supplies, instruments etc.)*

4) Family engagement is a key component of student success. Since March of 2020, COVID restrictions have caused the LEA to stop all in person family and community events. During this time work has been done to connect virtually and through other low contact events.

- **A need to reconnect families with on campus experiences exists.**
- *Ensuring that all families, including those unable to attend scheduled on campus events, have the opportunity to participate in family engagement activities is needed.*
- *Title I funds will be used to fund the transportation of homeless families to and from school sponsored activities if they do not have their own transportation to and from school.*
- *Title I funds will be used to provide ongoing family engagement opportunities at each Title school that meets the needs of all stakeholders.*
- *Title I funds will be used to ensure that incoming kindergarten students and their families are provided with an opportunity to acclimate to schools prior to the first day through kindergarten orientation programs.*

5) Title I students attending 4201 schools have specific and individualized needs. The William Floyd Schools District has Title I eligible students who attend Cleary School for the Deaf, a 4201 school. Title I funds will be used to support these students specific needs:

- *Educators at Cleary School for the Deaf will assess students to identify specific materials to purchased that will support the individualized needs of*

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

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

---

Page Last Modified: 08/09/2022

students.

- Title I funds will be used to purchase materials to use during student interventional instruction.
- Student's progress toward identified goals and academic benchmarks will be used to measure the impact of the materials.

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

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

Page Last Modified: 08/09/2022

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.**

**The goal by the close of the 2022-23 is to increase students' reading achievement as evidenced by a closing of the gap between current student performance on New York State Assessments and NWEA Assessments and comparable end of year data in the Spring of 2023. This long term goal will be achieved by meeting two supporting goals.**

**Goal:**To develop a system where all students are able to access grade appropriate content that is provided through culturally responsive curricula.

**Objectives:**

- Objective 1: Ensure that students engage with curricula that are culturally responsive:
- In 2021/22, the LEA began the process of auditing curricula to identify ways to ensure materials are culturally responsive. In the 2022/23 shifts in curricula material will be implemented creating learning environments that are more engaging to students by providing texts and instructional practice that is reflective of their culture.
- Objective 2: Students will learn to utilize scaffolds that allow them to access curricula:
- Ensuring all students are able to access materials will require that instruction utilizes Universal Design for Learning which provides students with the opportunity not only to support student access with scaffolds that allow them to engage with content, but also to teach them to independently identify when to implement supports and when they are not needed.
- Objective 3: Academic Intervention Support Teachers and/or Teaching Assistants teach students how and when to use instructional scaffolds that provide access to curricula:
- Students supported by AIS teachers and/or Teaching Assistants, will develop the ability to identify and use scaffolds that allows them to access and/or to communicate responses to grade level curriculum.
- Objective 4: Educational decisions about how to scaffold learning for students should be driven by data:
- Educators must have the ability to analyze and translate data into learner centered problems that are remedied by teacher centered solutions.
- Having data that is valid and reliable is needed to ensure decisions have the greatest impact. This includes standardized assessments, like NWEA (and iReady in Our Lady Queen of the Apostles) data as well as intervention based assessments, like Successmaker (and IXL in Our Lady queen of the Apostles).
- Action plans will be developed by AIS support personnel to support Title I students.
- Plans will include student support and structures that allow them to self identify which learned support is best for tackling a specific learning demand.

**Targeted Measurable Outcomes:** Growth scores on NWEA MAP and/or New York State assessments will be used to measure the impact of this work. Assessment scores of students receiving Title I support will be analyzed to determine success toward this goal.

- In the William Floyd School District, NWEA growth scores of Title I students and their peers will be compared. Success toward this goal will be shown through a closing of gaps between these two sub groups.
- At Our Lady Queen of the Apostles, iReady data scores will be analyzed.
- At Cleary School for the Deaf, IEP and local assessment data will measure impact of programming.
- New York State Assessment Data in grades 3-8 will be analyzed to compare Title I students and their peers. Success toward this goal will be shown through a closing of gaps between these two sub groups.

**Goal:** To increase student engagement: The LEA has identified an increase in student suspensions and behavioral referrals since the return to school after COVID shutdowns occurred. This is coupled with a decrease in student attendance.

- Objective 1: Displaced students need additional resources and support so they are able to participate in a well rounded learning experience:
- In order to be successful learners, students need to be engaged in school and participate in learning that connects them to instruction.
- All interested students need to be able to participate in events offered. This includes students who have been displaced from their homes.
- Funds will be used to support students who are homeless and require 1:1 or small group intervention with an educator who can support them as they navigate challenges they are encountering at home and/or school.
- Funds will be used to support students who are homeless and want to participate in school events that require financial obligation on the part of the family (i.e. purchasing an instrument to be a part band or a special footwear to participate in a sport).
- Objective 2: In order to increase student engagement we need to improve the ability to engage their families.
- Families who are displaced, or who live in a home that requires support in order to connect with schools, require educators to provide purposeful and intentional pathways that build bridges between home and school.
- Title I families will be provided transportation, resources, and other support that allows them to attend school events and/or participate in family engagement activities.
- All incoming Kindergarten students and their families require targeted integration opportunities to ensure that they have a smooth transition into



**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**ESSA Programs - Title I Part A - Program Information (1 of 6)

---

Page Last Modified: 08/09/2022

school environments. Therefore these stakeholders will be provided with an opportunity to connect with their new school and staff before the start of the school year.

**Targeted Measurable Outcomes:** Student behavioral data will be collected and analyzed to determine success toward this goal.

- An decrease in the number of days Title I students are absent will indicate success toward this goal.
- A decrease in the number of Title I students suspended and/or receiving a behavioral incident report will indicate success towards this goal.
- An increase in the number of homeless students participating in school events that provide a well rounded educational experience will indicate success towards this goal.
- An increase in the number of families, identified as needing assistance to engage in school events, attending parent engagement events and/or student centered school events will indicate success towards this goal.

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/16/2022

**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.

- Please provide the LEA allocation for Title I, Part A funds for the 2022-23 school year. Do not include carryover funding from the previous year.**

	Title I, Part A 2022-23 <u>Allocation</u> (\$)	<u>Transferability</u> Funds <u>to</u> Title I, Part A (\$)	<b>TOTAL FUNDS</b> for Title I, Part A Purposes (Allocation + Transferability) (\$)
Title I, Part A Calculations	1,871,207	170,517.00	2,041,724.00

- 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) (#)	140
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 (#)	5,856
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) (#)	12

- 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	347.94	2,037,548.70	4,175.30

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/16/2022

**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 (#)	<i>Best Practice</i> Reserve Amount (Per Pupil Am't x Student Count) (\$)	<i>Minimum</i> Recommended Reserve Amount (Student Count x \$100) (\$)
Calculating Homeless Reserves	450	156,573.93	45,000.00

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).**

20,375.49

- 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).**

41.75

**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.)**

**(PLEASE NOTE - All reserves should be clearly labeled in the FS-10 budget and budget narrative documents.)**

	Amount (\$)
Administration	0
Homeless Reserve (REQUIRED for All LEAs - See Item #1 Above)	45,000
Neglected Youth Reserve (See Item #2 Above)	0
Professional Development	0
Capital Expense	0

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/16/2022

	Amount (\$)
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 #3a Above)	20,375
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	2,037,548.70	65,375.00	1,972,173.70

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**ESSA Programs - Title I Part A - Distribution Processes (4 of 6)

---

Page Last Modified: 05/31/2022

**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 fewer than 1000 students)

**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.

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/04/2022

**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).

336.78

- 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.
- All expenditures must be reflected in the Title I budget. Within the FS-10, please identify the expenditures by school to reflect the Title I distribution of funds reflected in the chart below.

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)	814	567	69.66	233,641	412.07
580232030006	MORICHES ELEMENTARY SCHOOL	Elementary	Targeted Assistance (TA)	842	587	69.71	275,460	469.27
580232030011	NATHANIEL WOODHULL ELEMENTARY SCHOOL	Elementary	Targeted Assistance (TA)	725	394	54.34	132,691	336.78
580232030005	TANGIER SMITH ELEMENTARY	Elementary	Targeted Assistance (TA)	771	502	65.11	169,396	337.44

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/04/2022

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							
580232030004	WILLIAM FLOYD ELEMENTARY SCHOOL	Elementary	Targeted Assistance (TA)	726	443	61.02	149,194	336.78
580232030002	WILLIAM FLOYD HIGH SCHOOL	Senior High	Non-Title I	2,902	1,787	61.58	0	0.00
580232030014	WILLIAM FLOYD LEARNING CENTER	Elementary	Targeted Assistance (TA)	69	59	85.51	98,223	1,664.80
580232030010	WILLIAM FLOYD MIDDLE SCHOOL	Middle	Targeted Assistance (TA)	1,034	726	70.21	438,598	604.13
580232030012	WILLIAM PACA MIDDLE SCHOOL	Middle	Targeted Assistance (TA)	1,048	785	74.90	474,970	605.06

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.

	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	1,972,173.70	0.70

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 05/31/2022

**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".

- 1. **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. 2021) (#)	Facility Allocation (\$)	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

- 2. **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.



**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

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

---

Page Last Modified: 08/09/2022

**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.

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

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

Page Last Modified: 08/09/2022

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.)**

Data reviewed included a reflection on the short term resources that have been made available to the District as a result of ESSER funding. A portion of ESSER funds will be used to provide professional learning experiences to educators. This work will focus on addressing learning loss/gaps, the social emotions impact of COVID, and creating culturally responsive learning environments. When weighing the professional learning support already being received through ESSER funding against the immediate needs of students, the LEA has decided to reallocate a large amount of Title II funding to Title I through transferability. Transferability of these funds will provide an increased opportunity for Title I eligible students to receive direct support in the areas of ELA and Mathematics beyond the in class support they receive in a typical school day. The reduction of these funds in Title II will require the LEA to select adult learning that will translate into increased student achievement. This information was considered when analyzing additional District data and needs assessment information.

The LEA has reflected on the needs of educators to identify areas of focus for Professional Learning Activities. Teacher focus groups, feedback from professional learning offered in the 2021/22 school year and facilitator feedback were considered. This coupled with student assessment scores, including State Assessment, NWEA MAP Scores, and data collected from building data teams provided information about areas of focus for professional learning projects designed for the 2022/23 school year. Through this work the following needs will be addressed:

1. Professional learning implemented between March of 2019 and June of 2022 was impacted due to COVID restrictions. An inability to gather together and engage in collaborative learning experiences made it difficult to offer higher level learning experiences to educators. This pause in quality professional learning occurred at a time when some State Standards were shifting and others were being released. *There is a need to re-engage in high quality professional learning experiences that focus on New York State Learning Standards and initiatives.* The LEA will provide professional learning designed to ensure that all teachers have the information they need to implement New York State Education Department initiatives. In the 2019/20 school year, professional learning was focused on building awareness of the Next Generation Learning Standards and the Culturally Responsive and Sustaining Framework. Teacher Leaders were being cultivated to prepare them to lead learning experiences focused on this work. One of the impacts of COVID has been that this work ceased. As focus on instructional shifts forced by COVID, the Diversity, Equity and Inclusion Call to Action was launched. As educators return to a more normalized school year, they need to be provided with professional learning focusing on these NYSED initiatives.
  - The LEA will use funds to utilize Teacher Leaders who will design and implement professional learning experiences focused on the Next Generation English Language Arts and Mathematics Standards.
  - The LEA will use Title II funds to utilize Teacher Leaders who will design and implement professional learning experiences focused on the Culturally Responsive and Sustaining Framework and the Diversity, Equity, and Inclusion Call to Action.
2. Educators will provide targeted support to students when they have an understanding of how to measure individual student performance and to remediate areas of weakness. Response to Intervention (RTI) is the mechanism where teachers progress-monitor students and identify interventions to support those who struggle academically. The LEA has identified inconsistencies in educators' understanding of the RTI process and how to use it as a way to avoid, not move towards, a more restrictive setting. *The LEA needs to provide professional learning opportunities that focus on the RTI process, progress monitoring tools and supporting interventions.*
  - Response to Intervention (RTI) is designed to ensure students remain in the least restrictive settings.
  - Ensuring that educators understand the purpose of RTI and tools used by the District during the RTI process is vital for it to succeed.
  - Professional learning experiences focusing on RTI are needed to ensure all educators have a clear understanding how to progress- monitor and select interventions to support learners. Teacher leaders with an expertise in RTI will facilitate this work.
  - Newly hired teachers need to know how to use assessments and utilize data to ensure that they receive instruction in their least restrictive learning environment.
  - The LEA will provide new teachers with a series of professional learning sessions that focuses on executing Guided Reading Benchmark Assessments and on how to utilize assessment data to develop lessons.
  - Title II funding will be used to design and implement professional learning experiences focused on Response to Intervention and utilizing Benchmark Assessments.
3. In the 2022/23 school year, the LEA will be adding STEM Labs to serve each of the elementary schools. A commitment has been made to ensure that rigorous and meaningful learning experiences occur in these classrooms. Five teachers have been hired to design and implement lessons in STEM Labs. In order to ensure that they have the tools they need to develop curriculum and assessments, they will need to participate in professional learning experiences that are consistent across all schools. *The LEA will need to provide deep and ongoing professional learning opportunities to STEM Lab teachers.*

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/09/2022

- STEM Labs will be built to serve all elementary school students.
- Equitable learning experiences will be provided to all students.
- In order to ensure experiences are equitable, there must be consistent programming across the District.
- In order to be consistent, educators must have a common understanding of information and opportunities to collaboratively unpack it.
- The LEA will allocate Title II funds to secure consultants who will provide professional learning experiences to STEM Lab Teachers to build High Quality Instruction of Science, Math, Engineering, and Technology.

4. The LEA analyzed demographic data. In recent years the District has seen an increase in students new to the country and who require additional support to acquire language skills that will allow them to be successful academically and socially. Included in this work A decision has been made to allocate funds to provide professional learning focused on the needs of students identified as English Language Learners and their families. *There is a need to provide services to English language learners and their families that make them successful in navigating school. Educators need to understand the cultural norms of all learners so they can successfully provide instruction to students.*

- Ensuring educators have the skills they need to provide instruction in a culturally responsive manner, will occur by providing them with sustained and ongoing professional learning opportunities that allow them to collaborate with colleagues including teachers who have created learning environments that have successfully engaged students and their families.
- The LEA will use Title II funds to utilize educators who will design and implement professional learning experiences focused on providing effective instruction for English Language/Multilingual Learners and their families

5. Analysis of data from William Paca Middle School identified student gaps in student achievement when NYS and NWEA Assessment scores were compared with comparable schools, In addition to this data, discipline reports were also reviewed. This data indicated that students in this building's suspension rate was double the District rate. In order to address both of these issues, leadership has identified teachers who have successfully supported students and aided in their academic and social success and has asked them to serve as instructional coaches.

- Instructional coaches will be provided with opportunities to engage in professional learning that will cultivate their skills in academic and social/emotional learning. This will include work focused on conflict resolution techniques like Restorative Justice.
- Instructional coaches will model techniques to colleagues who will observe them working with students.
- Instructional coaches will observe colleagues and provide feedback to them about their practice.
- Title II funding will be used to pay for the professional learning experiences Instructional Coaches attend.
- Title II funding will be used to pay for substitute teachers who will allow classroom teachers to participate in observational experiences and debriefing sessions.

Transferability to Title I

Middle school students', who are Title I eligible, assessment data was compared to how they performed in elementary school. Achievement scores on New York State Assessments and NWEA MAP Assessments showed that they are performing at lower achievement levels when compared to the scores they achieved in elementary school. A plan has been developed to better identify the learning needs of these students and to create scaffolds that will support them so they close, not widen, gaps in performance.

- AIS teachers will be utilized to provide targeted instruction that scaffolds learning for students.
- In order to create structures that meet the targeted needs of students, AIS teachers need to have reliable and valid information that is not only meaningful but is also current.
- Transferability of Title II Funds to Title I funds will be used to secure student licenses for Successmaker, a program identified as a ESSA Evidenced Based Solution for each student receiving AIS support in middle school. <https://www.savvas.com/index.cfm?locator=PS3zYd>
- Students will complete Successmaker activities. Data from this work will be used by AIS teachers to develop programming in ELA and Mathematics for identified students that fills gaps in understanding and allows them to access grade level content.
- Analysis of the impact of this work will be done by comparing entrance data (NWEA and NYS Assessment) in September of 2022 and comparing it with exit data in June of 2023. .

Elementary school instruction creates the foundations for student success, Ensuring that students have the support they require from the time they enter school in kindergarten strengthens these foundations. Kindergarten NWEA data indicates that William Floyd Kindergartener students are performing behind their peers from comparable schools. If students are not provided with opportunities to close these gaps they grow when students move into upper elementary grades. Therefore funds transferability of Title II funds into Title I will be used to support kindergarten students and to continue that support as they transition into upper grades.

1. *Elementary data indicated that a significant number of students entering kindergarten perform below grade level benchmarks. Elementary students performing below grade level need targeted support to close the performance gap.*
  - *Students who enter school below grade level need targeted support to close the learning gap.*
  - *Students who perform below grade level in kindergarten need additional support for several years beyond kindergarten.*
  - *Transferability Title II funding to Title I funding will be used to provide target support to students in kindergarten. Reading Teaching Assistants will be used to provide additional reading instruction to Title I kindergarten students.*

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

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

---

Page Last Modified: 08/09/2022

- *Transferability Title II funding to Title I funding will be used to provide on demand support to students in kindergarten classrooms. Teaching Assistants will be used to provide this support.*
- *Transferability Title II funding to Title I funding will be used to provide targeted instruction to students in grades 1-5, ensuring that students who struggled in kindergarten have continued access to support. Additional reading support will be provided by Academic Intervention Support Reading Teachers.*

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/09/2022

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.**

The LEA has identified ensuring that all students receive educational learning experiences aligned with New York State Department of Education initiatives as a goal for the 2022/23 school year. Achieving this goal will be measured through student growth on New York State and/or NWEA Assessments.

**Goal:** Provide students with instruction from educators, including those who have been newly hired, who have a strong foundation in curriculum, instruction, assessment, and policy.

**Objectives:** Provide professional learning to all educators to ensure they are prepared to utilize Response to Intervention to keep students in general education settings.

- Educators need clear and consistent information to ensure the RTI process is effectively implemented.
- Ongoing and meaningful professional learning provides educators with opportunities to unpack each piece of the RTI process.
- Ongoing and meaningful professional learning provides educators with opportunities to practice using progress monitoring tools.
- Provide newly hired teachers targeted professional learning focusing on Benchmark Assessment and the use of data.
- The LEA will provide professional learning experiences focused on Response to Intervention.

**Targeted Measurable Outcome:** Growth scores on NWEA MAP and New York State Assessments will be used to compare the success of William Floyd students with students in comparable schools. A closing of gaps between student achievement will indicate success towards this goal. An additional data point will be student referral rates to special education/support services. A reduction in this rate will indicate growth towards this goal.

**Goal:** Provide students with educational experiences that are aligned with New York State Learning Standards in English Language Arts and Mathematics.

**Objectives:**

- Objective : Ensure that all educators have received accurate information about the Next Generation English Language Arts and Mathematics Standards and understand how to create lessons aligned to them.
- Objective : Cultivate Lead Teachers who have an expertise in the Next Generation Learning Standards. Provide opportunities for Lead Teachers to design professional learning experiences that will provide colleagues with the tools they need to implement this work.
- Objective : Provide educators with professional learning experiences that connect Standards to classroom instruction.
- Objective : Educators who have a clear understanding of NYSED initiatives will develop instruction that is aligned with State Standards and ensures students have opportunities to meet the States' rigorous criterion.

**Targeted Measurable Outcome:** Growth scores on NWEA MAP and New York State Assessments will be used to measure the impact of this work. Increasing student performances that closes the achievement gap between students and their peers in comparable schools will serve as evidence towards meeting this goal.

**Goal:** Provide students with learning environments that are culturally responsive and sustaining. Meeting this goal will lead to increased student engagement and decreased behavioral incidents

**Objectives:**

- Provide professional learning to Lead Teachers focusing on The Culturally Responsive and Sustaining Education Framework and the Diversity, Equity, and Inclusion Call to Action.
- Provide Lead Teachers with opportunities to develop professional learning experiences that provide the information found in these documents in a manner that best meets the culture of the buildings they work in.
- Lead Teachers will execute professional learning experiences to provide colleagues with pathways toward developing culturally responsive learning environments that are welcoming and affirming for students and their families.
- Students educated in a culturally responsive setting are more engaged in learning and better prepared to succeed in school

**Targeted Measurable Outcome:** Growth scores on NWEA MAP and New York State Assessments will be used to measure the impact of this work. Increasing student performances that closes the achievement gap between students and their peers in comparable schools will serve as evidence towards meeting this goal.

**Goal:** Create systems that ensure that all students and their families, including those new to the country, are considered when designing school programming.

**Objectives:**

- Identify teachers who successfully engage Multilingual/English Language Learners and their families to provide professional learning on effective teaching strategies to use with ELL/MLL students.
- Identified facilitators will collaboratively design professional learning experiences for their colleagues. Learning opportunities may include large and small group experiences that allow teachers to discuss the challenges of working through language barriers and identifying ways to navigate around them.

• Facilitators will provide professional learning experiences in each building. All educators will have an opportunity to participate in this work.

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**ESSA Programs - Title II Part A - Program/Fiscal Information

---

Page Last Modified: 08/09/2022

- Teachers who engage in professional learning will implement new strategies that will lead to student success and increased engagement of all stakeholders.

**Targeted Measurable Outcome:** Success towards this goal will be measured by student achievement data on NWEA, NYS and Local Assessment data. A second data point analyzed will be participation data for families (i.e. attendance at events, response to outreach, initiated contact from families)

**Transferability from Title II to Title I:**

**Goal from Title I :**To develop a system where all students are able to access grade appropriate content that is provided through culturally responsive curricula.

**Objectives:**

- Objective 1: Students will engage with curricula that are culturally responsive:
- In 2021/22, the LEA began the process of auditing curricula to identify ways to ensure materials are culturally responsive. In the 2022/23 shifts in curricula material will be implemented creating learning environments that are more engaging to students by providing texts and instructional practice that is reflective of their culture.
- Objective 2: Students will learn to utilize scaffolds that allow them to access curricula:
- Ensuring all students are able to access materials will require that instruction utilizes Universal Design for Learning which provides students with the opportunity not only to support student access with scaffolds that allow them to engage with content, but also to teach them to independently identify when to implement supports and when they are not needed.
- Objective 3: Middle School Academic Intervention Support Teachers and/or Teaching Assistants teach students how and when to use instructional scaffolds that provide access to curricula:
- Students supported by AIS teachers and/or Teaching Assistants, will develop the ability to identify and use scaffolds that allows them to access and/or to communicate responses to grade level curriculum.
- Students in the middle schools will consistently use Successmaker as part of their programming. Data from this practice will be used by their AIS Teachers.
- Objective 4: Educational decisions about how to scaffold learning for students should be driven by data:
- Educators must have the ability to analyze and translate data into learner centered problems that are remedied by teacher centered solutions.
- Having data that is valid and reliable is needed to ensure decisions have the greatest impact.
- Action plans will be developed by AIS support personnel to support Title I students.
- Plans will include student support and structures that allow them to self identify which learned support is best for tackling a specific learning demand.
- Objective 5: Elementary Academic Intervention Support Teachers and/or Teaching Assistants provide students information about how and when to use instructional scaffolds that provide access to curricula:
- Students supported by AIS teachers and/or Teaching Assistants, will develop the ability to identify and use scaffolds that allows them to access and/or to communicate responses to grade level curriculum.
- Kindergarten Reading and Classroom Teaching Assistants will provide students with targeted strategies that help kindergarten students decode/encode texts and to develop comprehension skills.
- Students who continue to require literacy support after they have exited kindergarten will work with an AIS reading specialist outside of their regular classroom instruction. A reading specialist will provide students with foundational support and strategies for navigating increasingly complex texts.

**Targeted Measurable Outcomes:** Growth scores on NWEA MAP and/or New York State assessments will be used to measure the impact of this work. Assessment scores of students receiving Title I support will be analyzed to determine success toward this goal.

- In the William Floyd School District, NWEA growth scores (K-8) Title I students and their peers will be compared. Success toward this goal will be shown through a closing of gaps between these two sub groups.
- New York State Assessment Data in grades 3-8 will be analyzed to compare Title I students and their peers. Success toward this goal will be shown through a closing of gaps between these two sub groups.

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/09/2022



**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 2022-23 school year. Do not include carryover funding from the previous year.

	Title II, Part A - 2022-23 <u>Allocation</u>	<u>Transferability</u> Funds (Funds <u>to</u> Title II added, Funds <u>from</u> Title II deducted) (\$)	<b>TOTAL FUNDS</b> for Title II, Part A Purposes (Allocation +/- Transferability) (\$)
Title II Calculations	235,143	-170,517.00	64,626.00

- 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
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	8,927
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	7.24	64,626.00	0.00

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

ESSA Programs - Title II Part A - Use of Funds

Page Last Modified: 08/08/2022

**Title II Part A - Use of Funds**

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

1. **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	64,626.00	0.00

**Title II Part A - 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.

2. **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. The instructional coaches can ensure a consistent curriculum implementation throughout a school; 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 2022-23 school year - Instructional Coaching.**

8,027

3. **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.



## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

ESSA Programs - Title II Part A - Use of Funds

---

Page Last Modified: 08/08/2022

## 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 2022-23 school year - Teacher Leadership.

35,962

## 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.

## 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.

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

## ESSA Programs - Title II Part A - Use of Funds

Page Last Modified: 08/08/2022

## 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 II Part A - 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.

## 10. Is the LEA using Title IIA funds for Recruiting &amp; 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 searching for and screening candidates and enabling early hiring; B) offering differential pay and recruitment incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas (including but not limited to performance-based pay systems, housing subsidies, travel costs, etc.); 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.

## 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.

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

## ESSA Programs - Title II Part A - Use of Funds

Page Last Modified: 08/08/2022

## 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.

## 13a. Title II, Part A funding amount for the 2022-23 school year - Effective Teaching of ELL/MLL Students.

15,237

## 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 2022-23 school year - High Quality Instruction of Science, Technology, Engineering and Math.

5,400

## 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.

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

ESSA Programs - Title II Part A - Use of Funds

---

Page Last Modified: 08/08/2022

## 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.

## 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 II Part A - Use of Funds - Class Size Reduction (Part 3 of 3)

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

ESSA Programs - Title II Part A - Use of Funds

Page Last Modified: 08/08/2022

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 programs?

**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 II Part A - 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 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	64,626.00	0.00

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

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

---

Page Last Modified: 08/08/2022

**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.

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

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

Page Last Modified: 08/08/2022

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 impact of the loss of instructional time resulting from the pandemic is still a reality. Beginning in the 2019-20 learning was compromised by the mandated school closures and subsequent remote teaching platforms. In 2021-22, students returned to full in-person mode of instruction, however the students were still transitioning to post-pandemic learning behaviors. The levels of motivation, attention, and focus did not reflect pre-pandemic levels of engagement. As a result, the academic progress they made did not meet grade level expectations of performance and achievement. Therefore, many of the same identified needs from the past still exist moving forward.

The William Floyd School District Title III, Part A –

To determine and identify needs and obstacles which impact language proficiency and student achievement of our English Language Learners, the William Floyd School District continues to utilize analysis of the following data as a method to assess local needs.

- NYSESLAT levels,
- NYSITELL,
- NYS assessment data,
- ESSA Accountability Status Data,
- NWEA assessment data,
- Parent, student, and teacher feedback

Analysis of data indicates that although our ELL students are making progress in the areas of language acquisition and academic growth, they still require additional support to close the achievement gap that exists between them and their peers.

Multilingual Learners need additional support to close the gap between them and their peers. Once the gap is closed, students need targeted support to pass the required assessments that are needed to obtain a NYS Regents Diploma. During the 2022-23 school year, the William Floyd School District will provide targeted support to Multilingual learners in the following ways:

- After school ELL programs at the elementary and middle school levels, will be provided to students in each school to ensure that they are able to access content area standards.
- Collaboration between classroom teachers and ENL/Bilingual specialists can provide Multilingual Learners with rigorous programs that are accessible to them. Therefore, teams of content area and ENL/Bilingual teachers will be created in both elementary and middle school settings.
- Programs that use collaborative professionals that extend the school day, allow students to have additional support without requiring them to leave the classroom for additional periods of time. Therefore, collaborative teams will offer 25 extended day sessions to ELL/MLL students.
- Programs will be designed to meet the needs of MLL/ELL students in the areas of 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 Learning Standards.
- Title III, Part A funds will be used to purchase supplies and materials for use during supplemental instruction in after school programs. This includes texts that are culturally responsive and in students' home languages.
- The success of this instructional support plan will be measured by an increase in achievement scores on New York State Assessments, NWEA Assessments and other local benchmark assessments for students identified as Multilingual or English Language Learners.
- To assist in increasing the graduation rate for ELL/MLLs, additional sessions at the high school level will be provided.
- Content area teachers will collaborate with ENL/Bilingual teachers to provide programs to MLLs preparing to take regents exams.
- In these sessions, students will receive targeted support that focuses on preparation for regents exams.
- The district will provide needed instructional materials aligned with language proficiency standards and content area academic standards to be utilized during these learning periods.
- If these objectives are successfully met, the LEA will see an increase in the number of students identified as ELL/MLL graduating from High School with a Regents Diploma.
- English Language Learners (ELLs) and Multilingual Learners (MLLs) succeed when they are supported by educational teams who understand not only how to present information in classroom settings but also how to scaffold learning so students can apply this learning outside of the classroom.
- English as a New Language teachers work with all stakeholders, including Teaching Assistants. The LEA has identified Teaching Assistants as vital support team members who will support learners in the school and who can connect with families outside of the school environment.
- Teaching Assistants will be provided with professional learning opportunities taught by District ENL teachers. These learning experiences will focus on academic and social skills. Additionally, learning will include application strategies and techniques on how to work with families outside the school setting.

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/08/2022

- Teaching Assistants will be prepared to support students both in and out of the classroom. (Title III Immigrant Funding will be used for home/school programming)
- Students who have the support of teaching assistants and families who have been provided with information about at home support will be prepared to be successful on academic assessments and graduate from High School.

**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 2022-23 school year, the William Floyd School district will focus on the following goals and objectives:

**Goals:**

- In the 2022/23 school year, the District has established a goal to increase language proficiency of multilingual learners.
- In the 2022/23 school year, the District has established a goal to increase the number of multilingual learners graduating with a NYS Regents diploma.

**Objectives:**

- Improvements in students' language proficiency and their ability to access curriculum will occur by utilizing effective teaching techniques, strategies, curricula and instructional resources during an extended school day. Provide extended day programs at all levels.
- Collaborative partnerships between teachers who specialize in grade level standards/content with ENL/Bilingual teachers will lead to programming that is targeted on curriculum and is presented in a format that is accessible to MLL students. Create collaborative teams to support all extended day programs.
- Improvements in academic performance will occur in elementary and middle schools when MLLs are provided with support that provide academic materials in an accessible way. Extended day programs will provide students with this opportunity. Provide materials in English and home language to support learning in extended day programs.
- Improvements in student's graduation rate will occur when they are provided with targeted support that couples students' needs and interventions. When MLLs are provided with support that provides academic materials in an accessible way, their graduation rate will increase. Extended day programs will provide students with this opportunity.
- Improvement in academic achievement and attendance occurs when students and families have access to personnel who can provide academic and social support. Teaching assistants will be used to provide support to both students in the classroom and, through use of additional funding, families. When students are supported by school staff and families, they achieve higher levels of academic success and graduation rates will increase.

**Targeted Measurable Outcomes:**

- An increase in student's academic language proficiency as demonstrated on the NYSESLAT.
- An increase in students' academic performance on NYS Assessments
- An increase in the number of students graduating with a Regents diploma.

**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 2022-23 school year.**

	Title III, ELL - 2022-23 Allocation	Transferability Funds to Title III, ELL (\$)	TOTAL FUNDS for Title III, ELL Purposes (Allocation + Transferability) (\$)
Title III, ELL Calculations	124,807	0.00	124,807.00

**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.**



2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

---

Page Last Modified: 08/08/2022

	Amount (#)
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	1,063
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	117.41	124,807.00	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.

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

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

---

Page Last Modified: 08/10/2022

**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.

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

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

Page Last Modified: 08/10/2022

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.)**

To determine and identify needs and obstacles which impact language proficiency and student achievement of our English Language Learners, the William Floyd School District continues to utilize analysis of:

- NYSESLAT levels,
- NYSITELL,
- NYS assessment data,
- ESSA Accountability Status Data,
- NWEA assessment data,
- Graduation Rate
- and Family Participation Rate in School Events
- Stakeholder Feedback

Focusing on the subgroup of students who would be identified as eligible for Title III Immigrant support brought to the forefront a need to create a system that builds collaborative partnership between home and school. It is through this partnership that programming can be created that allows educators to develop culturally responsive lessons and provides families with information that will build their understanding of their child's school as well as learning demands and opportunities.

The LEA will utilize funding to build home school connections.

1. In order to ensure all home school partnerships are created with all families, systems of communication must be established:
  - Schools and families need to be able to develop two way communication systems in order to create educational partnerships.
  - The William Floyd School District has had an influx of students whose parents' primary language is not English. This includes more than 25 different languages.
  - All families must have access to information in their own language to ensure that they can participate in their child's learning and make informed decisions about programming.
  - Title III Immigrant Funding will be used to secure Proprio, an on demand translation service, that will translate written and oral communications.
  
1. Stakeholders build their cultural competence when they have relationships that are developed with each other.
  - Families who are new to the country need to learn how to navigate new systems and learn about the cultural norms of America.
  - Immigrant families may need support connecting with health care providers, applying for social services, or finding employment training.
  - When families are focused on the needs of daily life, they have less time to support educational initiatives.
  - When they have less time to support educational initiatives, they are less able to build home school relationships.
  - Educators working with immigrant families need to build relationships with families so they learn about the cultural norms they follow.
  - Educators need to build learning environments that are welcoming and affirming to all students.
  - In order to build welcoming environments, educators need to understand the culture of the students they serve.
  - If families are unable to devote time to follow traditional models of building home school connections, the schools must create a new system.
  - A Community Service Aide can serve as a liaison between schools and families. Community Service Aides can provide direct support to families and provide opportunities for schools to connect with them.
  - Community Service Aides can support families who are having difficulty navigating social services, securing health care or finding job training opportunities.
  - Through their work, Community Service Aides build positive relationships with families as they provide the targeted support they need.
  - While providing the support families need, a Community Service Aide can provide families with school based information. This could include navigating school platforms in their native language, enrolling their child in extra curricular events, or filling out school forms.
  - Once families have the resources they need and have a basic understanding of the schools their children attend, they will be able to connect with other members of the school system.
  - Once ready, a transition from the Community Service Aide, to school personnel who will connect with families at their preferred location (home/community/school) to continue the work of building a home/school connection.

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

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

Page Last Modified: 08/10/2022

- Title III Immigrant Funding will be used to create a program that provides families with the opportunity to work with a Community Service Aide as a way to create a strong home/school connection.
- Families will transition away from Community Service Aide support to having educators connect with them in a preferred location. Title III Immigrant funding will be used to pay the stipends of educators who are providing family support services off of school grounds.
- 1. Students succeed when they are educated in classrooms that are culturally and academically supportive.
- Students who are given materials that provide connections to students will be able to learn and apply classroom content.
- Providing materials that are multilingual and present information in culturally responsive ways is important for students new to this country.
- Title II Immigrant funding will be used to provide students placed in bilingual classrooms with materials that support their learning.

**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.**

**Goal:** All families, including those new to the country, will find schools welcoming and that they are able to serve as partners in their child's education.

**Objective:** All families will be provided information in their home language.

**Objective:** Students in bilingual settings will be given access to materials in English and in their home language.

**Objective:** Written communication will be translated into the home language using a translator or a translation tool or service.

**Objective:** Oral communication will be done in the home language of the family. When staff is not available to translate, a translator will be secured through an outside agency.

**Objective:** Use Title III Immigrant Funds to secure a translation service that will be able to support written and oral communication.

**Objective:** Use of Title III Immigrant Funds will be used to purchase materials for bilingual classes/

**Goal:** Create a system that fosters collaborative partnerships between the school and families, including those new to the country.

**Objective:** Invite all families to attend events on schools' campuses.

**Objective:** Design a program that creates a home visit structure connecting families and schools.

**Objective:** Provide opportunities for families to host a representative from the school in their home or at a preferred location in the community for the purpose providing reciprocal information that will lead to student success.

**Objective:** Title III Immigrant funding will be used to pay stipends to representatives from the LEA to provide direct support to immigrant families. It will also be used to purchase supplies and materials to bring with them to home/community visits.

**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 2022-23 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.**

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

---

Page Last Modified: 08/10/2022

	Amounts (# or \$)
Title III, Part A Immigrant ALLOCATION(\$)	191,640
Total Number of K-12 Immigrant Students Enrolled in PUBLIC Schools (#)	662
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	289.49	191,640.00	0.00

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

---

Page Last Modified: 08/09/2022

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

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/09/2022

- 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 LEA has reflected upon programming, viewing it through a post COVID lens, and has identified areas for improvement.

**Well Rounded (STEM and SEL):**

During COVID, students were forced to use technology and connect remotely to each other. *Students needed to solve problems, communicate effectively, collaborate remotely, and independently make decisions.* These skills, which define the ability to apply knowledge, were challenges to many learners. Upon reflection, the LEA has identified that *improvements need to be made to ensure that learners have the tools they need to meet these demands.* Without these skills, students will struggle on assessments, in school, and beyond. Providing opportunities to engage in STEM activities will improve programming and provide a well rounded education to participants.

- The LEA will utilize funds to ensure students receive a well rounded education by providing them with programs focused on Science, Technology, Engineering, and Mathematics (STEM).
  - **Robotics:**
    1. Robotics competitions provide students with the opportunity to engage in hands-on learning that exposes them to STEM and cultivates the 4 Cs of Learning.
    2. Robotics Teams will be funded at 4 of the 6 elementary schools.
  - **STEM and Coding:**
    1. Early exposure to STEM and Coding in clubs that extend the school day, provides students with opportunities to explore, inquire, and problem solve in a supportive and collaborative environment.
    2. Funds will be used to support STEM and Coding Clubs in 1 of the elementary schools in the district.
- During COVID it became apparent that while some families had the tools and resources to remain connected to a safe school environment, others struggled. Upon returning to full time instruction, some required additional support to return and remain in class. Students struggled socially and emotionally. There is an increased need for targeted student support. *The LEA is working to improve support programs by expanding social emotional support to include engaging programs that students seek to attend.* Providing social and emotional learning opportunities to students creates a well rounded programming that improves student success by making school a welcome and affirming place to be. Two subgroups have been identified and programming will be developed to support them.
- **Girls:**
    1. Targeted support for girls in elementary school will ensure they have opportunities to build foundational skills needed to develop social/emotional skills.
    2. **Girls on the Run** is a national program that is based on positive youth development for girls in grades 3-8.
    3. Girls on the Run provides students with lessons in: showing gratitude, expressing emotions, forming healthy friendships/relationships, building confidence, and helping the community.
    4. Title IV Funds will be allocated to support Girls on the Run Teams in 5 of the 6 elementary schools.
  - **At Risk Students:**
    1. Students who were having difficulty navigating the school environment before the 2019/20 COVID shutdown showed increases in emotional outbursts and decreases in school attendance.
    2. William Floyd Learning Center is a school that provides rigorous learning experiences to students who require small class size and additional support. These students require focused social emotional learning experiences that targets their ability to identify negative thoughts and learn to regulate them. This need increased when learning was interrupted.
    3. Title IV funds are being spent to create a specialized learning environment in William Floyd Learning Center, a school for emotionally at risk students. This setting will support a curriculum developed by school psychologists that will teach students how to deal with situations in a way that is social and emotionally safe and appropriate.

**Safe and Supportive (Relationship Building):**

The LEA will use Title IV funds to *improve support systems in both elementary and middle schools.* The LEA is focused on increasing student attendance and decreasing discipline reports. *It recognizes that student attendance increases when students feel supported and welcomed in school.*

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**ESSA Programs - Title IV Part A - Program/Fiscal Information

---

Page Last Modified: 08/09/2022

Discipline reports decrease when students have developed strong relationships with staff and peers. The LEA needs to provide students with skills that teach them how to build relationships and navigate difficult situations. Funding will be used to support programs at the elementary and middle school levels:

1. Elementary (Relationship Building)

- Students at the elementary level need targeted support from an adult they can meet with on a regular basis.
- Students given targeted support are provided with a safety net that helps them when they are faced with challenges. Students who can navigate through challenges they face at school feel successful and avoid disciplinary action. As a result they will want to attend class more regularly.
- Title IV funding will be used to provide stipends to Deans who will provide Mentorship and School Counseling outside of their contractual day to students.

2. Middle School (Relationship Building)

- Students at the middle school level need opportunities to build relationships with peers and adults.
- Students who speak languages other than English need opportunities to build relationships in a safe and supportive environment.
- Title IV funding will be used to establish middle school clubs focused on developing relationship building skills for students, including those with limited English proficiency.

**Technology:**

Technology provides growth opportunities to students when educators understand how to leverage and thoughtfully utilize it. Students served by the LEA have historically been at a disadvantage due to lack of resources. When COVID forced online learning to occur, devices were secured to support the learning of students. *The LEA needs to improve instructional technology programs for learners.* The LEA has a goal to have 1:1 access to devices by the 2025-26 school year. NYSED has a goal to mandate computer based assessments in 2024. Having access to technology does not ensure students will have the ability to succeed using devices. Devices have a positive impact on learning when teachers understand the gateways they open and how to ensure students safely step through them. Stakeholders need to develop foundational knowledge and skills that will allow them to take advantage of technology-rich learning environments.

1. Educators need to learn how to utilize technology effectively so they support current practice and develop forward thinking lessons and techniques.
  - The introduction of technological devices into classrooms will create opportunities to shift current practice.
  - Educators need to learn how to use technology in safe and effective ways to ensure that it amplifies and expands the impact of classroom instruction.
  - Title IV funds will be allocated to provide professional learning opportunities for educators focused on using technology in the classroom.
  - Educators will learn how to introduce keyboarding, coding, and cybersecurity into instructional practice.
2. Students are successful when they have the basic skills to serve as a foundation for their work.
  - Students who have increased opportunities to use technology in the classroom need to develop foundational skills to ensure success.
  - Educators will attend professional learning opportunities focused on using technology in the classroom.
  - Students will implement lessons taught using technology.
  - Students will learn to keyboard, code, and navigate the internet safely.
  - Title IV funding will be used to secure software that builds foundational skills in students.



## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/09/2022

- 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.

**Well Rounded**

**Goal:** By the close of the 2022-23 school year is to increase students' science and mathematics achievement as evidenced by a closing of the gap between current student performance on New York State Assessments and NWEA Assessments and comparable end of year data in the Spring of 2023.

- Objective 1 : In order to be successful in science and mathematics, students need to be engaged in hands-on learning experiences that require them to communicate, collaborate, and think critically. This type of programming will be offered to students.
- Objective 2: Students will be provided with multiple pathways to engage in this work, based on decisions made by local leaders.
- Objective 3: In some schools, students will be provided with elementary club experiences that will provide opportunities to unpack STEM based challenges and create solutions to them.
- Objective 4: In some schools, elementary Robotics Teams will be formed and they will engage in opportunities to unpack competitive challenges and participate in regional Robotics competitions.
- Objective 5: Students who engage in STEM programming will have increased success in mathematics and science coursework.

**Targeted Measurable Outcomes:** Growth scores on NWEA MAP and/or New York State assessments will be used to measure the impact of this work. Assessment scores of students participating in STEM programs will be analyzed to determine success toward this goal.

This long term goal will be by providing project based learning opportunities through STEM based learning experiences.

**Goal:** By the close of the 2022/23 school year, there will be increases in student attendance and decreases in student discipline reports.

- Objective 1: Students need to have developed a social and emotional toolbox in order to successfully navigate the school day. The LEA will work with subgroups of students who are prone to need additional support in developing these skills.
- Objective 2: Identify target groups.
- Post COVID data indicates that girls have an increased level of anxiety and stress. Girls have been identified as a target group requiring additional support.
- Post COVID students who struggled with social and emotional regulation before the pandemic had more difficulties during the return to normalcy. These students have been identified as the second target group.
- Objective 3: Secure a program that supports the needs of each target group.
- Girls:
  - Secure the national program Girls on the Run, designed to support Social Emotional Learning in girls at 5 elementary schools.
  - Select girls grades 3-5 to participate in the program
  - Execute lessons focused on developing social emotional skills.
  - Ensure all interested participants can be included regional events regardless of their ability to pay participation fees.
  - Participate in 2 regional Girls on the Run events.
- At Risk:
  - Identify large pocket of at risk students (William Floyd Learning Center)
  - Develop a curriculum that focuses on self regulation and social emotional wellness.
  - Purchase items to create a sensory space where students can go to implement self regulation strategies.

**Targeted Measurable Outcomes:** Student attendance data and discipline reports will be analyzed to measure the impact of these interventions.

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

Page Last Modified: 08/09/2022

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.

**Safe and Healthy Students**

**Goal:**

**Goal:** By the close of the 2022/23 school year, there will be increases in student attendance and decreases in student discipline reports.

- Objective 1: Students will attend school and adhere to school rules when they have developed meaningful relationships with peers and adults. Create opportunities for students to develop meaningful relationships.
- Objective 2: Identify groups in need of support and the type of support they need.
- At the elementary level, students who need support navigating the school day would benefit from building relationships with a trusted adult who can help them navigate the school day.
- At the middle school level, students need to develop relationships with peers who can provide insight into how they are alike despite their differences.
- Objective 3: Develop a program based on student needs
- At the elementary level, create a Dean program that matches students to trusted adults.
- At the middle school level, create clubs that provide relationship building experiences.

**Targeted Measurable Outcomes:** Student attendance data and discipline reports will be analyzed to measure the impact of these interventions.

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.

**Goal:** To increase the ability of teachers to execute lessons that utilize technology as a tool which enhances instruction and increases opportunities for students to engage in safe, self directed learning experiences that prepare them for computer based assessments and for life beyond graduation.

- Objective 1: Students need to be prepared to safely navigate the digital world. In order to provide them with the foundational skills they need to succeed, educators need to learn how to use technology as an educational tool.
- Objective 2: Educators will engage in collaborative professional learning that focuses on the NYS Computer Science and Digital Fluency Learning Standards.
- Objective 3: Educators will learn about tools and resources that can be used to enhance learning environments.
- Object 4: Educators will develop personalized pathways for students to utilize technology in a safe way that adds value to their educational experience.
- Objective 5: Students who are engaged in lessons aligned with NYS Computer Science and Digital Fluency Learning Standards will show increases in problem solving and digital literacy skills

**Targeted Measurable Outcomes:** Students who have an increased number of experiences using technology to complete assignments will show growth on assessment. Growth scores on NWEA MAP and/or New York State assessments will be used to measure the impact of this work.

**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 2022-23 school year. Do not include carryover funding from the previous year.

	Title IV, Part A - 2022-23 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	151,771	0.00	151,771.00

4. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title IV,

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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

---

Page Last Modified: 08/09/2022

**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) (#)	8,927
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 <u>Per Pupil Amount</u> (\$)	Title IV, Part A <u>LEA Share</u> (\$)	Title IV, Part A <u>Private School Share</u> (\$)
Title IV, Part A Calculations	17.00	151,771.00	0.00

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

ESSA Programs - Title IV Part A - Use of Funds

Page Last Modified: 08/09/2022

**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.)**

	<b>TOTAL FUNDS</b> for Title IV, Part A Purposes (Public and Private Shares) (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title IV, Part A Use of Funds	151,771.00	0.00

**Title IV Part A - Use of Funds**

Please reference the "Title IV, Part A Allowable/Unallowable Expenditures" document for allowable activities, which can be found in the *Documents* panel along the left side of the application.

*(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.)

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	41,879	<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
World 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

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

ESSA Programs - Title IV Part A - Use of Funds

Page Last Modified: 08/09/2022

	Funding Amounts (\$)	LEA and/or Private School Activities
		<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 <input checked="" type="checkbox"/> N/A - Not Applicable
Social Emotional Learning	46,367	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input 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	54,052	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
School Dropout Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" 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

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

ESSA Programs - Title IV Part A - Use of Funds

Page Last Modified: 08/09/2022

	Funding Amounts (\$)	LEA and/or Private School Activities
		<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	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Culturally Responsive Teaching and Professional Development of Implicit Bias	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" 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	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Physical Education 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 Instruction	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 to Improve Academic Achievement	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		

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

ESSA Programs - Title IV Part A - Use of Funds

Page Last Modified: 08/09/2022

	Funding Amounts (\$)	LEA and/or Private School Activities
Resources	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement Online and Blended Learning Strategies	9,473	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Implement School-wide and District-wide Approaches to Inform Instruction, Support Teacher Collaboration, and Personalize Learning	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" 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 <u>TOTAL</u> (\$)	Safe & Healthy Students <u>TOTAL</u> (\$)	Educational Technology <u>TOTAL</u> (\$)	<u>Maximum</u> for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) (\$)
Content Area Use of Funds	88,246.00	54,052.00	9,473.00	1,420.95

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 <u>minimum</u> (20% of <u>total</u> Title IV Allocation) (\$)	Safe & Healthy Students <u>minimum</u> (20% of <u>total</u> Title IV Allocation) (\$)
Content Area Minimum/Maximum	30,354.20	30,354.20

**2022-23 Consolidated Application for ESSA-Funded Programs - 2022**

Equitable Services - Equitable Services

---

Page Last Modified: 06/01/2022

**Equitable Services**

LEAs should utilize the "2022-23 Private School Equitable Services Consultation Resource" in the Documents panel to determine private schools that served resident students during the 2021-22 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.



2022-23 Consolidated Application for ESSA-Funded Programs - 2022

Equitable Services - Equitable Services Details

Page Last Modified: 08/16/2022

**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 2022-23" form. If a private school was not responsive to the LEA's attempts to consult, please provide dated evidence 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 2022-23." If a private school was not responsive to the LEA's attempts to consult, please provide dated evidence 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
280202175545	KELLENBERG MEMORIAL HIGH SCHOOL	Declining	0	0	0	0	(No Response)
280517177171	HOLY TRINITY DIOCESAN HIGH SCHOOL	Declining	0	0	0	0	Title-1 William Floyd SD from Holy Trinity HS.pdf
310500998545	KING'S ACADEMY (THE)	Declining	0	0	0	0	(No Response)
332200126077	ST MARK CATHOLIC ACADEMY	Declining	0	0	0	0	(No Response)
580101449925	SOUTH BAY JR ACADEMY OF SDA	Declining	0	0	0	0	(No Response)

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

## Equitable Services - Equitable Services Details

Page Last Modified: 08/16/2022

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
580107996584	OUR LADY OF GUADALUPE SCH-WEST CAMPU	Declining	0	0	0	0	Our Lady Guad.pdf
580201996687	STONY BROOK SCHOOL (THE)	Declining	0	0	0	0	The Stony Brook School 2022-23.pdf
580211319411	OUR SAVIOR NEW AMERICAN SCHOOL	Declining	0	0	0	0	our savior new american 22-23.pdf
580224175573	HOLY ANGELS REGIONAL SCHOOL	Declining	0	0	0	0	Holy Angels Regional School.PDF
580233175585	OUR LADY QUEEN OF THE APOSTLES RGNL SCHO	Accepting	3189	0	0	0	floyd title_202207 28093958.pdf OLQA UPDATED.pdf OLQA 22-23.pdf
580233808755	LEONARD E BURKET CHRISTIAN SCHOOL	Declining	0	0	0	0	Leonard E Burket.pdf
580235809581	VICTORY CHRISTIAN ACADEMY	Declining	0	0	0	0	victory christian 22-23.pdf
580302999478	ROSS SCHOOL	Declining	0	0	0	0	The Ross School 22-23.pdf
580413175554	ST ANTHONY'S HIGH SCHOOL	Declining	0	0	0	0	St. Anthonys HS 22-23.pdf
580503175607	ST MARY SCHOOL	Declining	0	0	0	0	st marys rc school 22-23.pdf
580504806692	WEST SAYVILLE CHRISTIAN SCHOOL	Declining	0	0	0	0	west sayville christian 21-22.pdf
580509177155	ST JOHN THE BAPTIST DIOCESAN HS	Declining	0	0	0	0	St. John the Baptist HS 2022.pdf

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

Equitable Services - Equitable Services Details

Page Last Modified: 08/16/2022

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
580512995496	MDQ ACADEMY	Declining	0	0	0	0	William Floyed 2022-23.pdf MDQ Request for Rescan 7.15.22.pdf
580602996112	PECONIC COMMUNITY SCHOOL	Declining	0	0	0	0	Peconic Community School 22-23.pdf
580602996426	SAINT JOHN PAUL II REGIONAL SCHOOL	Declining	0	0	0	0	St. John Paul II.PDF
580801808242	SMITHTOWN CHRISTIAN SCHOOL	Declining	0	0	0	0	Smithtown Christian 22-23.pdf
580801997107	HARBOR COUNTRY DAY SCHOOL	Declining	0	0	0	0	Harbor Country Day School 22-23.pdf
580901999526	RAYNOR COUNTRY DAY SCHOOL	Declining	0	0	0	0	Raynor Country 22-23.pdf
580906178656	OUR LADY OF THE HAMPTONS RGNL SCHOOL	Declining	0	0	0	0	our lady of hamptons .pdf
580801997644	Cleary School for the Deaf	Accepting	638	0	0	0	CLEARY UPDATED TITLE.pdf William Floyd School District FINAL 07.28.2022.pdf Cleary School of th Deaf 22-23.pdf
580507997853	AHRC Suffolk Chapter	Declining	0	0	0	0	AHRC-Copier_2022 0805_14503 8.pdf

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

Equitable Services - Equitable Services Details

Page Last Modified: 08/16/2022

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
3104009973 24	Saint Bernard	Declining	0	0	0	0	st bernard 21-22.pdf
2804099964 53	Henry Viscardi	Declining	0	0	0	0	HEnry Viscardi 2022-2023.pdf
5805011756 29.	Saint Patrick School Bayshore	Declining	0	0	0	0	ST. Patrich School Bayshore 2022.pdf
5804031756 31	Saint Patrick School Smithtown	(No Response)	0	0	0	0	St. Patrick School Smithtown.pdf
2804101755 63	CHAMINADE HS	Declining	0	0	0	0	Chaminade HS.pdf
5804051756 02	SCO Family Serives Madonna Heights	Declining	0	0	0	0	William Floyd MHS Title I 2022 2023 affirmation.pdf

**Equitable Services - Pooling Funds**

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)

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.

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

Equitable Services - Equitable Services Details

Page Last Modified: 08/16/2022

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)

**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).

41.75

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)	501
Direct Instructional Services to Students	0
Other	0

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	4,175.30	3,674.30

**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

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

Equitable Services - Equitable Services Details

Page Last Modified: 08/16/2022

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.)

	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

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

## Budgets/Narratives - Budgets/Narratives

Page Last Modified: 08/10/2022

**Budget/Narrative - Title I, Part A**PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2022-23 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. LEAs 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.
6. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

1. **The amount of funds shown in the space below reflects the LEA's 2022-23 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.**

1,871,207.00

2. **Upload a completed and signed copy of the FS-10 Budget for Title I, Part A. The FS-10 should represent the 2022-23 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 budget narrative must be mailed to NYSED as part of the LEA's application submission).**

Budget\_Narrative Title I 22.23.docx

**Budget/Narrative - Title I, Part D**PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2022-23 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. LEAs 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. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

4. **The amount of funds shown in the space below reflects the LEA's 2022-23 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)

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

Budgets/Narratives - Budgets/Narratives

Page Last Modified: 08/10/2022

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

**(Please Note - an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

## Budget/Narrative - Title II, Part A

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2022-23 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. LEAs 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. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.
6. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by Title II, Part A Use Funds category to align with the Title II, Part A Use of Funds Chart.
7. **The amount of funds shown in the space below reflects the LEA's 2022-23 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.**

235,143.00

## 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 budget narrative must be mailed to NYSED as part of the LEA's application submission).**

Budget\_Narrative Title II.docx

## 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 2022-23 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. LEAs 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 FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.
10. **The amount of funds shown in the space below reflects the LEA's 2022-23 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.**

124,807.00



## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

Budgets/Narratives - Budgets/Narratives

Page Last Modified: 08/10/2022

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 budget narrative must be mailed to NYSED as part of the LEA's application submission).

Budget\_Narrative Title III ELLs.docx

### Budget/Narrative - Title III - Immigrant Education

13. The amount of funds shown in the space below reflects the LEA's 2022-23 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.

191,640.00

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 budget narrative must be mailed to NYSED as part of the LEA's application submission).

Title III Immigrant.docx

### 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 2022-23 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. LEAs 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. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.
6. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by Title IV, Part A Use Funds category to align with the Title IV, Part A Use of Funds Chart.

16. The amount of funds shown in the space below reflects the LEA's 2022-23 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.

151,771.00

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)

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2022

Budgets/Narratives - Budgets/Narratives

Page Last Modified: 08/10/2022

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

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

Title IV Budget Narrative 22.23.docx

## 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 2022-23 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. LEAs 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. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

## 19. The amount of funds shown in the space below reflects the LEA's 2022-23 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

## 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 budget narrative 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.

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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	1,871,207.00	2,041,724.00	347.94	2,037,548.70	4,175.30

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.)	65,375.00	1,972,173.70

**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	235,143.00	64,626.00	7.24	64,626.00	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	124,807.00	124,807.00	117.41	124,807.00	0.00

6.

2022-23 Consolidated Application for ESSA-Funded Programs - 2022

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	191,640.00	289.49	191,640.00	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	151,771.00	151,771.00	17.00	151,771.00	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	88,246.00	54,052.00	9,473.00

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