

2026-27 Consolidated Application for ESSA-Funded Programs - 2026Introduction - Executive Summary

Page Last Modified: 06/25/2026

Executive Summary

IMPORTANT UPDATE - The Grants Finance Office has *updated* its *FS-10* form with new certification language. The new form must be used when completing the *2026-27 Consolidated Application for ESSA-Funded Programs*. Failure to do so will result in applications being returned to the LEA. The new form may be found [here](#).

The New York State Education Department (NYSED) has developed the online *2026-27 Consolidated Application for ESSA-Funded Programs* to support the timely administration of programs funded by the Every Student Succeeds Act (ESSA) to local educational agencies (LEAs) across the state. The application is streamlined to focus on the required assurances from Section 8306 of 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 an *LEA Affirmation of Private School Consultation* 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.

WHAT'S NEW - ***Please*** [click here](#) ***to view a brief instructional video about this year's Consolidated Application for ESSA-Funded Programs.***

Questions about the *2026-27 Consolidated Application for ESSA-Funded Programs* may be directed to the Office of ESSA-Funded Programs at 518-473-0295 or via email at conappta@nysed.gov. Please visit [our web-site](#) for funding allocations, student counts, and technical assistance resources.

2026-27 Consolidated Application for ESSA-Funded Programs - 2026Introduction - Submission Instructions

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Submission Instructions

The Grants Finance Office has *updated* its *FS-10* form with new certification language. The new form must be used when completing the *2026-27 Consolidated Application for ESSA-Funded Programs*. Failure to do so will result in applications being returned to the LEA. The new form may be found *here*.

Directions for Completing the Application:

- LEAs must complete all sections of the application 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 with program narratives and use of funds charts.
- Please click here to view a brief instructional video about completing an FS-10 for the Consolidated Application.
- Please click here to view a brief instructional video about completing the Budget Narrative.

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 rights necessary to successfully certify and submit 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 (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: 2026-27 Consolidated Application for ESSA-Funded Programs

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

- Applications cannot be fully approved without signed (blue ink) hard copies of the FS-10.

Deadline for Submitting the Applications:

- The *2026-27 Consolidated Application for ESSA-Funded Programs* is due by August 31, 2026.
- Signed Budget documents must be postmarked by no later than August 31, 2026.

2026-27 Consolidated Application for ESSA-Funded Programs - 2026Introduction - Point of Contact Information

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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	631-874-1653	dgurney@wfsd.k12.ny.us
Foster Care Student Point of Contact	Emilie Larson	631-874-1889	elarson@wfsd.k12.ny.us
Migrant Student Data Point of Contact	Deborah Gurney	631-874-1653	dgurney@wfsd.k12.ny.us

2026-27 Consolidated Application for ESSA-Funded Programs - 2026Assurances & Consultation - Section 8306 Assurances

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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.

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9. The LEA assures that the applicant will maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties. SEC. 8306. [20 U.S.C. 7846](a)(6)(B)

☒ YES, the LEA provides the above assurance.

10. The LEA assures that, before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment. SEC. 8306. [20 U.S.C. 7846](a)(7)

☒ YES, the LEA provides the above assurance.

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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.

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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)

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**

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(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.

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:

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(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 obtain 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.
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;

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- (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.

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Consultation & Collaboration

WILLIAM FLOYD UFSD - 580232030000

1. The Every Student Succeeds Act (ESSA) contains several provisions requiring local educational agencies (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 **"2026-27 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 **"2026-27 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 **"2026-27 Consultation and Collaboration Documentation Form"** may be found in the *Documents* panel to the left.

26-27 Consultation and Collaboration Documentation Forms.pdf

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Intent to Apply

WILLIAM FLOYD UFSD - 580232030000

1. **Does the LEA intend to apply for Title I, Part A funding for the 2026-27 school year?**
Yes, the LEA intends to apply for Title I, Part A funding for the 2026-27 school year.
2. **Does the LEA intend to apply for Title I, Part D funding for the 2026-27 school year?**
No, the LEA did not receive an allocation for Title I, Part D funding for the 2026-27 school year.
3. **Does the LEA intend to apply for Title II, Part A funding for the 2026-27 school year?**
Yes, the LEA intends to apply for Title II, Part A funding for the 2026-27 school year.
4. **Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2026-27 school year?**
Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2026-27 school year.
5. **Does the LEA intend to apply for Title III, Part A - Immigrant Education funding for the 2026-27 school year?**
No, the LEA did not receive an allocation for Title III, Part A - Immigrant funding for the 2026-27 school year.
6. **Does the LEA intend to apply for Title IV, Part A funding for the 2026-27 school year?**
Yes, the LEA intends to apply for Title IV, Part A funding for the 2026-27 school year.
7. **Does the LEA intend to apply for Title V - Rural Low Income Student (RLIS) funding for the 2026-27 school year?**
No, the LEA did not receive an allocation for Title V, RLIS funding for the 2026-27 school year.

TransferabilityPlease refer to "*Transferability Guidance*" located in the *Documents* panel along the left of the application.

8. **Does the LEA intend to use Transferability for the 2026-27 school year?**
Yes, the LEA intends to use Transferability in 2026-27.

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ESSA Programs - Transferability

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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.

For more information on *Transferability*, please refer to the technical assistance document, "*Transferability Guidance*" in the *Documents* panel along the left side of this page.

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

	Transferring the use <i>from</i> Title II, Part A Funds (\$)	Transferring the use <i>from</i> Title IV, Part A Funds (\$)
Transferring to Title I, Part A	(No Response)	(No Response)
Transferring to Title I, Part D	(No Response)	(No Response)
Transferring to Title II, Part A	(No Response)	(No Response)
Transferring to Title III, Part A - English Language Learners (ELL)	(No Response)	(No Response)
Transferring to Title IV, Part A	11,294	(No Response)
Transferring to Title V - Rural Low Income Students (RLIS)	(No Response)	(No Response)

2. 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.

	Transferability <u>FROM</u> Title II, Part A - TOTAL	Transferability <u>FROM</u> Title IV, Part A - TOTAL
Funds Subject to Transferability FROM	-11,294.00	-0.00

3. 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	0.00	0.00	0.00	0.00	11,294.00	0.00

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

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

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.

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.

1B. 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.

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.

William Floyd School District – Needs Assessment and ESSA Title I Focus

The William Floyd School District currently serves 9,237 students across nine schools, comprising of one high school, two middle schools, and six elementary schools.

The district's student demographics continue to evolve. Current enrollment by ethnicity is as follows:

- **Asian:** 2%
- **African American/Black:** 15%
- **Hispanic:** 52%
- **Multiracial:** 5%
- **White:** 25%

Additional student subgroup data includes:

- **Students with Disabilities:** 15%
- **Multilingual Learners:** 14%
- **Students Identified as Homeless:** 2%
- **Chronically Absent Students:** 29.5%

The LEA's graduation rate is 93%. However, proficiency on NYS Assessments in grades 3-5 is below 50%.

These data points were analyzed as part of the district's most recent comprehensive needs assessment. Based on this analysis, the Local Educational Agency (LEA) has determined that Title I support under ESSA would be most effectively allocated to students in grades K–5 across the district's six elementary schools, where a focus on developing strong foundational learning skills needs to be developed.

Each elementary school principal led a local planning team to develop Schoolwide Plans informed by school-specific data, including:

- Student performance on New York State Grades 3–5 English Language Arts (ELA) and Mathematics Assessments
- Results from Parallel Tasks aligned to state assessments

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- NWEA MAP Growth and Achievement data
- NWEA MAP Fluency assessments
- School Accountability Ratings

Identified Needs and Strategies from the Schoolwide/ Planning Process:

- Literacy instruction must be rooted in evidence-based practices aligned with the Science of Reading.
- Instruction should be data-informed and tailored using diagnostic assessments.
- Teachers require collaboration with literacy experts to develop and refine instructional practices based on data.
- Students must be supported through a comprehensive, integrated Multi-Tiered System of Supports (MTSS-I) where Tier 1 instruction is evidence-based and meets the needs of 80% of learners.
- Displaced and homeless students must have equitable access to resources that enable full participation in the learning process.
- Systems to engage families must be modified in a way that meets the need of more families.

LEA Summary and Title I Implementation Strategy:

The LEA will continue to direct ESSA Title I funds toward elementary-level programming, with a refined focus on implementing comprehensive schoolwide plans designed to support all learners. Key components of the Schoolwide Plans include:

• In-Class Literacy Support by Specialized Teachers:

Traditionally, reading teachers have provided targeted instruction to select students. Beginning in the 2025/2026 school year, their role expanded to include in-class student support, lesson modeling for teachers, and the facilitation of professional learning opportunities for staff. NWEA MAP Growth and MAP Fluency Data indicates that this change in approach positively impacted student performance. Schoolwide planning committees have decided to continue utilizing literacy experts in this capacity.

• Using Diagnostic Data to Drive Instruction:

In the 2025/2026 school year, the LEA piloted the use of digital platforms that provide additional data points that were used to drive literacy instruction. Having reliable and valid data that was easily accessible to all stakeholders resulted in an increase in targeted instruction. NWEA MAP Growth Data indicated that this change in instruction positively impacted student performance. In the 2026/2027 school year, the use of these tools will continue in Title I Schools to support all Tiers of Instruction.

• Use of Research Based Materials and Practices:

In the 2022/2023 school year, the William Floyd Learning Center's accountability rating identified it as a Comprehensive Support and Improvement School. As a result it received School Improvement Grant funds which it used to purchase material and engage in professional learning that impacted change. In the 2025/2026 school year, this school's status was changed to a Local Support and Improvement Plan. It was evident to the Schoolwide Plan development team for this building, that the use of these materials and methods implemented during the time they were identified, helped them successfully move back to being an unidentified school. In 2026/2027, they intend to continue the use of these materials and strategies that support the instructional needs of students.

• Outreach to Families:

Schools have traditionally offered Family Engagement experiences at school buildings. Analysis of participation rates has shown a steady decline in the number of families who attend these events, with average participation rates dropping to 30% . A survey sent to caregivers indicates that the traditional family engagement events are accessible to fewer families. In 2026/2027, schools will explore digital strategies to expand their outreach to their school community,

• Continued Support of Displaced Students

In 2026/2027 the LEA will continue to develop structures that ensure all students identified as homeless, receive the support they need to engage in their learning environment.

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

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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.

2026–2027 School Year: Goals and Measurable Outcomes

Goal 1:

Focus Area: Foundational Literacy Skills (Oral Language, Phonemic Awareness, and Phonics)

Statement: Primary students will demonstrate growth in foundational literacy skills, including oral language, phonemic awareness, and phonics, with an above average rate of improvement of 61% or higher.

Measurable Outcome: Student performance on the NWEA MAP Fluency Foundational Skills Assessment will improve by 61% or more, on average.

Goal 2:

Focus Area: Reading Comprehension, Vocabulary, and Fluency

Statement: Students will achieve an above average growth rate of 61% or higher in reading comprehension, vocabulary acquisition, and reading fluency.

Measurable Outcome: Student scores on the NWEA MAP Growth Assessment will show an average increase of 61% or more.

Goal 3:

Focus Area: Written Response to Text

Statement: Students will demonstrate the ability to respond to texts clearly, concisely, and effectively.

Measurable Outcome: At least 50% of students in Grades 3–5 will score at or above proficiency on the New York State ELA Assessments, and/or the district will rank among the top two when compared with eight demographically similar districts.

Goal 4:

Focus Area: Family Engagement

Statement: An increased number of families will engage in opportunities that connect them with schools.

Measurable Outcome: At least 50% of all families will participate in Family Engagement opportunities.

Goal 5:

Statement: All students, including those displaced from housing, are entitled to participate in all educational experiences.

Measurable Outcomes: 100% of students living in temporary housing will be given the support and resources they need to participate in learning experiences.

4. **An LEA with a Title I allocation (including any funds transferred into Title I) of more than \$500,000, must reserve 1% of the allocation for Title I parent and family engagement activities. Please describe the Title I parent and family engagement activities at your Title I schools. How are they designed to engage parents in the specific Title I program at each school?**

(Please respond with "NA" if the LEA has a Title I allocation (including any funds transferred into Title I) of less than \$500,000.)

Outreach to Families:

Schools have traditionally offered Family Engagement experiences at school buildings. Teacher facilitated workshops, often coupled with special events designed to increase attendance, have been offered. Analysis of participation rates has shown a steady decline in the number of families who attend these events, with average participation rates dropping to 30% .

In the Spring of 2026, a survey was sent to all guardians via ParentSquare. This survey elicited information about why parents were not

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

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attending workshops as well as topics of interest. The following data is from that survey.

Barriers

- 7% of respondents indicated that they lacked transportation to attend events at school.
- 11% of respondents lacked child care for students not associated with their siblings school.
- 41% of respondents indicated that work schedules made it difficult to attend school events.

Method of Presentation:

- 24% of respondents indicated that they were able to attend events at the school.
- 83% of respondents indicated they would access On Demand presentations that are pushed out through ParentSquare.

After sharing the survey data during *Consultation and Collaboration* with stakeholders, it was decided that the LEA needed to change its current methods of engaging families and should seek easy to utilize technology to increase and improve two way communication.

In 2026/2027, the LEA will pay teachers to work outside of their contractual day to design videos and resources that can be pushed out to caregivers through ParentSquare. These Family Engagement Ambassadors will design resources that not only convey information, but also embed opportunities for families to provide feedback and information to the LEA.

Districtwide topics will be selected based on the Family Engagement Survey results and will include:

- Understanding mental health benchmarks for children of my child's age.(55% of respondents requested)
- Ways to support students in the areas of STEM (53% of respondents requested)
- Understanding Artificial Intelligence and how it can impact education and my child's mental well being. (47% of respondents requested)
- Ways to support my child in the areas of literacy. (46% of respondents requested)

Additionally, each building will use their local Family Engagement Ambassadors to create materials aligned with their building's specific needs.

Schoolwide Programs

PLEASE NOTE - Please select "No" for any schools which have fallen below the 40% poverty threshold if they have previously been designated a Schoolwide Program school and have been maintaining the Schoolwide Program Plan per ESSA sec. 1114. For more information about the requirements, please refer to the "SWP Review Form" in the *Documents* panel.

5. **Is the LEA seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School?**

NO, the LEA is not seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School.

6. **If an LEA is seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School, does the school have a Schoolwide Program plan in place?**

N/A - Not Applicable.

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

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

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

1. Please provide the LEA allocation for Title I, Part A funds for the 2026-27 school year. Do not include carryover funding from the previous year. (Please click here to view a brief instructional video about this item.)

	Title I, Part A 2026-27 Allocation (\$)	Transferability Funds to Title I, Part A (\$)	TOTAL FUNDS for Title I, Part A Purposes (Allocation + Transferability) (\$)
Title I, Part A Calculations	2,184,274	0.00	2,184,274.00

2. Please complete the following chart to determine Per Pupil Amount and Private School Proportionate Share Amount for Title I, Part A funds. (Please click here to view a brief instructional video about this item.)

	Amount (#)
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	9,237
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) (#)	162
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 (Child Count Oct. 2025) (#)	2,504
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

3. Based on the information provided above, please find below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title I, Part A. (Please click here to view a brief instructional video about this item.)

	Title I, Part A - Per Pupil Amount (\$)	Title I, Part A - LEA Share (\$)	Title I, Part A - Private School Share (\$)
Proportionate Share Calculations	868.15	2,173,856.16	10,417.84

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

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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 students experiencing homelessness. LEAs should consult with their McKinney-Vento Liaison to determine an appropriate set-aside amount based on the identified needs of homeless students in the district.)

	Homeless Students (#)	Best Practice Reserve Amount (Per Pupil Am't x Student Count) (\$)	Minimum Recommended Reserve Amount (Student Count x \$100) (\$)
Calculating Homeless Reserves	318	276,072.79	31,800.00

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 (Child Count Oct. 2024) (#)	Neglected Youth Reserve (Per Pupil Am't x Student Count) (\$)
Calculating Neglected Reserves	0	0.00

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

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

- 3B. 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).

21,738.56

- 3C. 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).

104.18

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 [click here](#) to view a brief instructional video about this item.)

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

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(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)	31,800
Neglected Youth Reserve (See Item #2 Above)	0
Professional Development	0
Capital Expense	0
Pre-K Services	0
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000) - Enter LEA SHARE only, as applicable (See Item #3a Above)	21,756
Improvement Reserve (OPTIONAL - funds reserved to support activities related to Targeted Support and Improvement and/or Comprehensive Support and Improvement schools)	0
Indirect Costs	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 - <i>LEA Share</i> (\$)	Title I, Part A - <u>Funds Reserved</u> (\$)	Title I, Part A - <i>Funds to be Distributed to Title I Schools</i> (LEA Share minus Funds Reserved) (\$)
Title I, Part A Funds to be Distributed	2,173,856.16	53,556.00	2,120,300.16

2026-27 Consolidated Application for ESSA-Funded Programs - 2026ESSA Programs - Title I Part A - Distribution Processes (4 of 6)

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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)

1B. The LEA has selected Grade Span Grouping. Please select the criteria used in determining this.

Grade Span Poverty Average

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.

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

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

1. 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 #4).

846.77

2. 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.

3. The following student counts, indicated in *Title I Part A - Fiscal Information (Part 2 of 6)* of the application, should be used when completing the chart below (Item #4).

	K-12 Students Enrolled in the District (#)	Low-Income Students Residing in Title I School Attendance Area (#)	District Poverty Rate (%)
Title I Enrollment Figures	9,237.00	2,504.00	58.03

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

PLEASE NOTE - All expenditures must be reflected in the Title I budget. Within the FS-10, please identify the expenditures by school to reflect the dollar amount identified in the total School Building Allocation column in the chart below.

4. 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 documents titled "*Community Eligibility Provision*" and "*Within District Allocations*" in the *Documents* panel of the application.

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	School Bldg. Allocation (\$)	School Bldg. Per Pupil Amount (\$)
580232030008	JOHN S HOBART ELEMENTARY SCHOOL	Elementary	School-Wide Program (SWP)	822	532	64.72	450,482	846.77
580232030006	MORICHES ELEMENTARY	Elementary	School-Wide Program (SWP)	808	515	63.74	436,087	846.77

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

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School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	School Bldg. Allocation (\$)	School Bldg. Per Pupil Amount (\$)
	ARY SCHOOL							
580232030 011	NATHANIE L WOODHUL L ELEMENT ARY SCHOOL	Elementary	School-Wide Program (SWP)	839	465	55.42	393,734	846.74
580232030 005	TANGIER SMITH ELEMENT ARY SCHOOL	Elementary	School-Wide Program (SWP)	789	493	62.48	417,458	846.77
580232030 004	WILLIAM FLOYD ELEMENT ARY SCHOOL	Elementary	School-Wide Program (SWP)	789	445	56.40	376,813	846.77
580232030 002	WILLIAM FLOYD HIGH SCHOOL	Senior High	Non-Title I	2,880	1,548	53.75	0	0.00
580232030 014	WILLIAM FLOYD LEARNING CENTER	Elementary	School-Wide Program (SWP)	78	54	69.23	45,726	846.78
580232030 010	WILLIAM FLOYD MIDDLE SCHOOL	Middle	Non-Title I	1,117	657	58.82	0	0.00
580232030 012	WILLIAM PACA MIDDLE SCHOOL	Middle	Non-Title I	1,115	651	58.39	0	0.00

5. As the LEA completes the school allocation chart above (Item #4), the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned. The remaining balance should not be in excess of \$1,000.

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

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	Title I, Part A - <i>Funds to be Distributed</i> (LEA Share minus Funds Reserved) (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title I, Part A Funds to be Distributed	2,120,300.16	0.16

6. **New York State has implemented universal free lunch for all schools. This measure requires that schools maximize federal reimbursements. Please indicate which of the following options for determining your Title I schools' poverty has been employed.**

Community Eligibility Provision (CEP) using direct certification for all schools.

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

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

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

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. 2025) (#)	Facility Allocation (\$)	Does the LEA have a formal written agreement with this facility?	Neglected Affirmation of Proposed Expenditures Form
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

2026-27 Consolidated Application for ESSA-Funded Programs - 2026

ESSA Programs - Title I Part A - McKinney-Vento

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Title I Part A - McKinney-Vento

PLEASE NOTE - All program activities and the associated expenditures that are recorded in the chart below should be explicitly aligned with proposed expenditures represented in the FS-10 budget and Budget Narrative.

Please [click here](#) **for a brief instructional video about this section of the application - Title I Part A - McKinney-Vento.**

1. **Please complete the chart below by identifying the funds being used to support allowable Title I, Part A McKinney-Vento activities. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

	Funding Amounts (\$)
1. Clothing and footwear necessary for students to attend school and participate meaningfully in instructional activities.	15,000
2. Student fees required to participate fully in the general education program.	0
3. Essential school supplies, including backpacks, instructional materials, and technology necessary for learning (e.g., laptops, tablets, or internet access for instructional purposes).	12,800
4. Costs associated with obtaining or transferring required enrollment records, including birth certificates and immunization documentation.	0
5. Health related services or items necessary for school participation or learning, such as immunizations, eyeglasses, hearing aids, and limited medical or dental services when they directly support educational access.	0
6. Food provided to address an immediate barrier to school attendance or participation.	0
7. Counseling or supportive services that address the impacts of homelessness and are directly related to improving student engagement, attendance, or learning.	0
8. Outreach activities to identify students experiencing homelessness and connect them to educational services.	0
9. Extended learning opportunities, including before school, after school, weekend, or summer instructional programs.	0
10. Academic support services, such as tutoring, including services provided in shelters or other temporary living locations.	0
11. Participation fees for educationally related extracurricular activities when necessary to ensure equal access and inclusion.	2,000
12. Family or caregiver engagement activities that support student enrollment, attendance, or academic success.	0
13. Fees for required academic or postsecondary readiness assessments, including AP, IB, SAT/ACT, or GED testing, when fee waivers are unavailable or the student is ineligible.	0
14. All or a portion of the McKinney Vento liaison's salary, provided the funding supports the implementation of required liaison duties and services for students experiencing homelessness, consistent with Title I, Part A .	0
15. Transportation costs are allowable when they are reasonable, necessary, and directly connected to removing barriers to enrollment, attendance, or academic success resulting from a student's homeless status, and when such costs are not otherwise provided or reimbursed through federal, state, or local funding sources.	2,000
Other (Please specify below.)	0
Totals:	31,800

2. **If 'Other' is selected in the table above, please specify.**

(No Response)

3. **As the LEA completes the school allocation chart above (Item #1), the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned. The remaining balance should not be in excess of \$1,000.**

2026-27 Consolidated Application for ESSA-Funded Programs - 2026

ESSA Programs - Title I Part A - McKinney-Vento

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	Title I, Part A McKinney-Vento - <i>Funds to be Distributed</i> (LEA Homeless Reserve) (\$)	Title I, Part A McKinney-Vento - <u>Use of Funds TOTAL</u> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title I, Part A McKinney-Vento Funds to be Distributed	31,800.00	31,800.00	0.00

2026-27 Consolidated Application for ESSA-Funded Programs - 2026ESSA Programs - Title II Part A - Program/Fiscal Information

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Title II Part A Program Information

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.

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.

1B. 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.

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.

The use of Title II funding has been identified through the Consultation and Collaboration process and the development of Title I Schoolwide Plans. These two processes identified the following needs.

Identified Need 1:

In the 2026/2027 school year, the LEA must continue to strengthen educator capacity in elementary literacy, mathematics, social studies, and science.

This need is supported by analysis of proficiency rankings on the Grades 3–5 New York State Assessments compared to the local graduation rate. This focus is consistent with each building's Title I Schoolwide Plan.

The following will be done to address this need:

- Elementary teachers must be equipped with effective tools and strategies to implement the NYS Learning Standards in English Language Arts, Mathematics, Social Studies, and Science.
- Teachers need support in delivering differentiated instruction that scaffolds learning and ensures access to grade-level standards for all students.
- Professional development must be ongoing, embedded, and centered on Tier 1 and Tier 2 ESSA aligned, evidence-based instructional practices.
- The LEA will partner with vetted consultants to deliver sustained instructional coaching in elementary literacy, mathematics, social studies, and science.
- Consultants will provide professional learning, modeling, and coaching experiences to Teacher Leaders.
- Teacher Leaders will be trained as Ambassadors to support the implementation of work from outside consultants.

Identified Need 2:

In the 2025/2026 school year, the LEA began the process of replacing RTI structures with MTSS-I. While all building teams engaged in professional learning to unpack MTSS-I, two schools piloted implementation of a common plan.

2026-27 Consolidated Application for ESSA-Funded Programs - 2026ESSA Programs - Title II Part A - Program/Fiscal Information

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In 2026/2027 all elementary buildings will be utilizing a Districtwide MTSS-I Plan. While some buildings will need foundational support, pilot buildings will require guidance on how to navigate year two of implementation.

To address this need:

- Educators must engage in sustained professional learning focused on the essential components of an effective MTSS-I framework.
- Educators need to learn how to utilize multiple data points when making instructional decisions about students' programming.
- Educators need to learn how to look at longitudinal data to identify the instructional trends of buildings, grades, and individual students.
- Teachers need training in analyzing and applying data to inform instructional decision-making and support student growth.
- Educators must develop the skills to navigate MTSS-I structures, ensuring that all students receive appropriate supports and high-quality instruction.

Identified Need 3:

In 2026/2027, the District will need to dedicate time to unpack NYSED's Portrait of a Graduate, and begin the process of creating capstone projects for students taking nontraditional pathways to graduation. Teacher leaders at the Middle School and High School level will develop a deep understanding of these shifts in outcomes and how they impact instruction.

To address this need:

- Teacher Leaders need to engage in professional learning so they can build a strong understanding of what is changing and how it impacts daily lessons.
- Teacher leaders need to create materials to turn out this information to colleagues.
- Teacher leaders need to collaborate on the creation of capstone projects that can be used to replace current exit exams.

Identified Need 4

During the 2025/2026 school year implementation of Science of Reading methods were implemented in K-3 classrooms. During this time, data was collected on all students, and gaps in phonemic awareness and phonics was identified not only in primary classrooms but also in grades 4 and 5. The LEA looked for a method of instruction that would fill gaps in older students' learning, without requiring them to slip back into K/1 materials. The 95% Group's Multisyllable Routine Cards were identified and piloted with AIS teachers supporting students in grades 4 and 5.

The success of students receiving this instruction was evidence that the use of this product is beneficial and the decision to expand it as a Tier 1 resource was made.

- Classroom teachers will require support in using this digital resource in their classroom.
- AIS Teachers have been trained on utilizing the platform.
- AIS Teachers will serve as Teacher Leaders and provide workshops, model lessons, and coach 4th and 5th grade teachers on using the product.

- 2B. The LEA must prioritize Title II, Part A funds to schools that are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities under section 1111(d), and/or have the highest percentage of children counted under section 1124(c) (these include students from low-income households and those counted as part of Neglected and Delinquent student counts).**

Please indicate below which of the following needs were prioritized for the use of Title II, Part A funds. (Click all that apply)

ESSA Section 2101 (b) (2) (c)

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

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- ☐ Poverty Rate
- ☐ CSI/TSI
- ☒ Other (LEAs selecting this method must maintain documentation on file for review)

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.

Goal 1 : Leverage ongoing, embedded professional development to enhance standards-based instruction, ultimately leading to improved student achievement.

Objectives:

1. Improve mathematics, social studies, science, and literacy instruction in grades K–5 through implementation of standards-aligned, ESSA-approved programs.
2. Enhance literacy, mathematics, social studies, and science instruction in grades K–5 using ESSA approved, standards-based practices.
3. Employ instructional coaches with expertise in the New York Learning Standards and evidence-based programs to support teachers.
4. Ensure effective program implementation to drive gains in student achievement.

Targeted Measurable Outcome: Student growth on the NWEA assessment will be evaluated to determine if **75% of students meet or exceed the 60th percentile in growth**, representing more than one year's academic progress.

Goal 2: The LEA will empower building-level teams and teacher leaders with the knowledge and skills necessary to implement the LEA's MTSS-I Plan with fidelity, using data to drive instruction and improve student achievement.

Objectives:

1. Provide educators with training that supports their ability to utilize platforms that compile data from multiple sources.
2. Provide the opportunity to attend a series of aligned and sequential professional learning sessions for Building Teams to unpack and implement the LEA's MTSS-I Plan.
3. Ensure building teams implement strategies learned during each session, fostering a system of shared leadership and capacity building within schools.
4. Train teams to analyze diagnostic data and directly connect insights to classroom instruction.
5. Promote the effective and consistent application of MTSS-I practices to enhance student outcomes.

Targeted Measurable Outcome:

Student progress will be measured using NWEA assessment data. The goal is for **75% of students to meet or exceed the 60th percentile in growth**, representing more than one year's academic progress.

Goal 3: Secondary teachers will be able to articulate the differences between current graduation measures and the ones defined by New York Inspires: Portrait of a Graduate.

Objectives:

1. Teacher Leaders will attend workshops that help them build an understanding of the differences between the current pathway to graduation and the Portrait of a Graduate.
2. Teacher Leaders will design learning experiences for colleagues.
3. Teachers will collaborate to design capstone projects that can replace Regents Exams as a pathway to graduation.
4. Teachers will collaborate to design learning experiences that meet new expectations.

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Targeted Measurable Outcome:

An increased graduation rate will measure the impact of this work.

Goal 4: Students in grades 4 and 5 will develop foundational skills in literacy while utilizing grade appropriate materials.

Objectives:

1. At the beginning of the year, screening data is collected. Fourth and fifth grade teachers will work with AIS Teacher Leaders to analyze data and identify gaps in learning.
2. AIS Teacher Leaders will train classroom teachers on how to use the 95% Group's Multisyllable Routine Cards, an ESSA Tier 1 resource.
3. AIS Teachers will push into classrooms to model and coach classroom teachers on how to effectively utilize the tool.
4. As a result of receiving Tier 1 instruction that closes gaps in foundational skills, while still providing grade appropriate materials, students will show improved performance on benchmark assessments.

Targeted Measurable Outcome:

Fourth and Fifth Grade student progress will be measured using NWEA assessment data. The goal is for **75% of students to meet or exceed the 60th percentile in growth**, representing more than one year's academic progress.

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 2026-27 school year. Do not include carryover funding from the previous year.

	Title II, Part A - 2026-27 <i>Allocation</i>	<i>Transferability</i> Funds (Funds to Title II added, Funds from Title II deducted) (\$)	TOTAL FUNDS for Title II, Part A Purposes (Allocation +/- Transferability) (\$)
Title II Calculations	243,865	-11,294.00	232,571.00

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. ([Please click here for a brief instructional video about this item.](#))

	Amount (\$ or #)
Title II, Part A - Program Administration Costs (Public and Private Schools) AND/OR Indirect Costs (\$)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	9,237
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</u> Amount (\$)	Title II, Part A <u>LEA Share</u> (\$)	Title II, Part A <u>Private School</u> Share (\$)
Title II, Part A Calculations			

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	Title II, Part A <u>Per Pupil</u> Amount (\$)	Title II, Part A <u>LEA Share</u> (\$)	Title II, Part A <u>Private School</u> Share (\$)
	25.18	232,571.00	0.00

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ESSA Programs - Title II Part A - Use of Funds

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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 <u>LEA Proportionate Share</u> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	232,571.00	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.

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.

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- ☐ 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.

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.

4B. Title II, Part A funding amount for the 2026-27 school year - Principal Leadership.

4,800

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.

5B. Title II, Part A funding amount for the 2026-27 school year - Teacher Leadership.

227,771

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

CONDITIONS OF USE: High-quality mentoring (second year and beyond) and induction programs provide new and/or beginning teachers, mentors, and school leaders with professional development, research-based resources, and formative assessment tools, as well as technical assistance and capacity building. 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.

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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.

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 professional development session(s) that result in collaborative work 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 & 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,

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ESSA Programs - Title II Part A - Use of Funds

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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.

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

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

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

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

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

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

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

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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.

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.

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?

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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)

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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

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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 <u>LEA Proportionate Share</u> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	232,571.00	0.00

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

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Title III ELL - Program Information

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.

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.

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

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

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

Needs Assessment Summary and Title III, Part A – ELL Funding Use

Following a recent needs assessment, the Local Educational Agency (LEA) has identified the following priorities to support English Language Learners (ELLs) and will allocate Title III, Part A – ELL funds to meet these needs:

1. Development of Bilingual Programs

- **Need Identified:** Growing enrollment of Spanish-speaking students has created a demand for Bilingual instruction across multiple buildings.
- **Response:** The LEA will fund an ENL-certified administrator to work outside the contractual day as a Bilingual Program Coordinator to ensure consistent and equitable program development district-wide.

2. Classroom Support for Recently Arrived Students

- **Need Identified:** Newly arrived students require instructional support from Spanish-speaking educators to bridge prior knowledge and new learning.
- **Response:** Title III funds will support the hiring of non-mandated Spanish-speaking teaching assistants to push into classrooms and assist with academic language development and content comprehension.

3. Regents Exam Preparation

- **Need Identified:** ELL students need targeted support to succeed on NYS Regents Examinations, particularly at the middle school level.
- **Response:** The LEA will provide additional instruction outside the school day tailored to the specific needs of ELLs preparing for Regents Exams.

4. Social-Emotional Expression for Secondary Newcomers

- **Need Identified:** Secondary-level ELLs who are new to the country face challenges expressing social-emotional experiences.
- **Response:** Title III funds will be used to implement the "100 Cameras" program at the high school level. This initiative enables

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

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students to capture photographs and narrate their experiences in their native language as a medium for emotional expression and cross-cultural communication.

5. Family and Community Engagement

- **Need Identified:** Parents/guardians of ELLs need better access to information and opportunities to engage in their child's education.
- **Response:** Title III funding will be used to contract with BOCES to provide translation services that support family-school communication.

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.

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.

Goal 1: *Bilingual programs across the District are aligned to provide equitable access to instruction.*

- Objective: Secure a coordinator to oversee the implementation of Bilingual strategies in program across the District,
- Objective: The coordinator will vet materials and instructional strategies.
- Objective: The coordinator will secure professional learning opportunities for teachers of Bilingual students.

Targeted Measureable Outcome: Gaps in performance between comparable Bilingual sections will decrease. This will be measured through NWEA Assessments and performance on the IRLA.

Goal 2: Spanish speaking students will improve their ability to communicate their needs as a way to identify scaffolds to instruction.

- Objective: Secure Spanish speaking Teaching Assistants to work with Spanish Speaking students.
- Objective: Teaching Assistants will collaborate with classroom teachers to provide information about student academic and social/emotional needs.
- Objective: Classroom teachers will utilize information to make instruction more accessible to Spanish speaking students.

Targeted Measureable Outcome: Student growth scores of 50% or greater on NWEA Assessments.

Goal 3: A greater percentage of English Language Learners will pass the Regents in grade 8,.

- Objective: Identify English Language Learners who are scheduled to take a NYS Regents exam in grade 8.
- Objective: Provide targeted academic intervention services to these learners outside of the school day.
- Objective: Passing the Regents exam in grade 8, increases the likelihood of graduating High School.

Targeted Measureable Outcome: An increase of 10% in the number of English Language Learners who pass the grade 8 Regents.

Goal 4: High School Students, new to the country, will increase student engagement when provided with tools to express their social/emotional needs and personal stories.

- Objective: Identify students English Language Learners who would benefit from a program focused on Social Emotional Needs.
- Objective: Teach these learners how to use photography to tell a story that conveys feelings, thoughts, and emotions.
- Objective: Support students as they use photography to tell their personal stories. Supporting them is sharing their stories orally or in writing.

Targeted Measureable Outcome: An increase of 5% in student attendance of participating students.

Goal 5 : Developing systems of two-way communication between students' guardians and schools is vital to ensuring student success.

The LEA will create and implement accessible communication systems that foster inclusive and consistent engagement among all stakeholders.

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

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Objectives:

- **Identify Barriers:** The LEA will assess and identify language and cultural barriers that hinder effective communication between schools and families.
- **Translation Services:** The LEA will secure and provide translation and interpretation services for both written and oral communication to ensure equitable access for all stakeholders.
- **Family Engagement:** The LEA will design and implement strategies to actively engage immigrant families through culturally responsive and accessible two-way communication systems.

Targeted Measurable Outcome: The LEA will monitor building-level usage of communication systems (e.g., translated newsletters, interpreter services, family engagement platforms) to evaluate the impact of secured translation services. An increase in usage and family engagement, especially among families with language barriers, will indicate progress toward goal attainment.

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 2026-27 school year.

	Title III, ELL - 2026-27 Allocation	Transferability Funds to Title III, ELL (\$)	TOTAL FUNDS for Title III, ELL Purposes (Allocation + Transferability) (\$)
Title III, ELL Calculations	214,189	0.00	214,189.00

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

	Amount (#)
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	1,483
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	144.43	214,189.00	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.

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

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- ☐ The LEA intends to apply for its Title III funds as a MEMBER of a consortium.
- ☐ The LEA intends to apply as the LEAD APPLICANT of a consortium.

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

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Title IV Part A - Program Information

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.

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.

1B. 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.

2B. 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.

All LEAs that receive an allocation of \$30,000 or greater must conduct a comprehensive needs assessment at least once every three years. Documentation of the comprehensive needs assessment must be maintained on file by the district (and made available upon request).

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.

The following areas of improvement related to students' access to well-round educational opportunities, learning conditions that cultivate a safe and healthy environment for students and effective use of technology have been identified. The information below provides a summary of how Title IV funds will support this work.

Well Rounded STEM:

Regional STEM Competitions (First Inspire)

Feedback from constituents while completing the Title IV Comprehensive Needs Assessment, indicated that students need to be provided with opportunities that are not only equitable on the LEA's campus, but that also prepare them for state and regional experiences that will build a well rounded learning program. A continued interest in providing STEM opportunities to students, beginning at an early age, has also been expressed.

In 2025-2026, the LEA used Title IV funds to support First Inspires Robotics Teams in all six elementary, and two middle schools. Students who participated on these teams used the 4 Cs to tackle challenges and develop solutions to

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problems. Students had an opportunity to participate in regional competitions where they met unique challenges and were exposed to solutions created by teams from across the region. Student performance on NWEA MAP assessments was used to measure the impact of the programming. 63.47% of students who participated on a Robotics Team had literacy growth scores that exceeded one year. 57.93% of these students had math scores that exceeded a year of growth. 50% growth on NWEA is average, indicating that participants in Robotics exceeded projected growth in both subjects. This data suggests that students who participated on a Robotics Team that were provided with opportunities added to their learning program, creating a well rounded experience that had a positive impact on performance. In 2026-2027, the LEA will continue to utilize funds to ensure students receive a well rounded education by providing them with programs focused on Science, Technology, Engineering, and Mathematics. The 8 schools that participated in 2025/26 will continue to receive resources to support a Robotics program. This will ensure that students in all elementary and middle schools are able to participate. 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.

Well Rounded: Social Emotional Learning***I-Tri***

In 2025/26, while completing the Title IV Needs Assessment, a need to support middle school girls who were struggling with social emotional learning benchmarks became an area of focus. Middle School Counselors identified a program, I-Tri, as one that supports students in ways that build their social, emotional, and physical strength. As a result, I-Tri, which focuses on building self esteem for this population, while preparing them to run a triathlon was identified as a program to adopt. Although this program is free to participate in, the cost to transport girls to the training sessions and competitions exists. In 2026/27, the LEA will use Title IV funds to pay this cost.

Safe and Healthy Students: Relationship Building Skills***Elementary Deans***

The LEA will use Title IV funds to *improve support systems in elementary 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. 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.

In 2025/2026, the LEA used Title IV funds to fund stipends for Deans to work outside of their contractual day to provide students with skills that increased their ability to develop relationships improving their behavioral and academic performance as well as increase their attendance. Deans not only support students when they have been identified as misbehaving, but they proactively provide positive experiences to them. Data reviewed to measure the impact of this program was attendance, discipline reports, and number of suspensions reported at each building. 2025/2026 data show that there was a decrease in the number of students receiving suspensions as a result of a disciplinary infraction and an increase in student attendance. Additionally, a decrease in the number of disciplinary infractions in the cafeteria and on the bus was also noted. The LEA will continue to support the use of Deans at the elementary level.

Safe and Healthy Schools: **School Based Mental Health Service*****Northwell Transportation***

In 2025/2026 the LEA formed a partnership with Northwell Health. This partnership allows students who are in emotional crisis to have access to trained medical professionals who can evaluate and treat them quickly and efficiently. Once emergency treatment has been provided, Northwell will work to connect students to a permanent provider, working with

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

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families until this transition is complete.

While this program does not incur a cost when support is provided on-campus, at times a crisis occurs outside of the school day, which may require a parent to transport a student to the Northwell site. When this occurs for economically disadvantaged students, a choice of delay helping due an inability to transport a child may result in negative consequences. Therefore, the LEA will set aside funding to pay for emergency transportation to Northwell, when a parent is unable to provide transportation themselves.

Effective Use of Technology: Provide Personalized Learning to Improve Academic Achievement

Providing Opportunities for STEM Lab Teachers to Improve Practice.

The LEA has established STEM Labs in each elementary building and is developing them in the two middle schools. The lessons in each space are taught by a dedicated STEM Lab Teacher. Ensuring that STEM teachers have current information has been identified as an on going need. Ensuring that STEM have opportunities to engage in professional learning that will directly impact students is necessary.

In the 2026/2027 school year, STEM Lab teachers will be invited to participate in the Long Island Technology Summit in the Fall. Title IV funding will be used to pay for their registration to this event.

- 2C. 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: STEM

Goal: 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 2027 and the results of NYS Grade 5 Science Assessments.

- 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 elementary/middle school club experiences that will provide opportunities to unpack STEM based challenges and create solutions to them.
- Objective 3: Robotics Teams will be formed and they will engage in opportunities to unpack competitive challenges and participate in regional Robotics competitions.
- Objective 4: 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.

Well Rounded: Social Emotional Learning

I-TRI

Goal: By the close of the 2026/27 school year, middle school students identified as being at risk for social-emotional well being, will exhibit a reduction in anti-social behavior and an increase in attendance.

- Objective 1: Students will participate in I-Tri, a program that builds social skills while preparing students to participate in a Triathlon.

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- Objective 2: Students will build the 8 skills embedded in the program's curriculums. self-confidence mutual love & respect positive body image healthy eating habits STEM Education sense of community teamwork & dedication resilience & tenacity

- Objective 3: Students who build the skills targeted in I-Tri will develop social-emotional skills that will lead to a reduction of anti-social behavior and increase the desire to attend school.

Targeted Measurable Outcomes: Participating student attendance and data collected from the Hello Insight measure will be analyzed to measure the impact of this program.

- 2D. 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: Relationship Building***Elementary Deans***

Goal: By the close of the 2026/2027 school year, there will be increases in student attendance and decreases in student discipline reports at the elementary level.

- 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. Students who have difficulty during the trip to school, are unready to learn when they exit the bus and are often unable to regroup and navigate the school day. Students who receive bus reports will be targeted as needing the support of a Dean.
- Objective 3: Deans will work with students who are having inter-personal difficulties during the school day. Deans support students by serving as trusted adults who provide Social Emotional support to students and build connections. Deans will support students in their development of conflict resolution skills.

Targeted Measurable Outcomes: Student bus and discipline reports will be analyzed to measure the impact of these interventions. A decrease in reports will be sought.

Safe and Healthy Students: School Based Mental Health Service**Northwell Transportation**

Goal: By the close of the 2026/27 all students who experience emotional crisis will have quick access to expert support.

- Objective 1: Students identified as needing immediate emotional intervention from a highly trained provider will be connected with a Northwell Health expert.
- Objective 2: When support is needed during the school day, the district will ensure students have access to this support.
- Objective 3: When support is needed outside of the school day, parents who are unable to transport their child to the provider, will be able to secure emergency transportation.

Targeted Measurable Outcomes: All students who require emergency mental health support will have access to it.

- 2E. 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.**

Effective Use of Technology: Provide Personalized Learning to Improve Academic Achievement

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Goal: To provide educators with learning experiences and information that will prepare them to teach students how to utilize hands-on technology.

- Objective 1: Teachers will participate in learning experiences about the newest technology resources.
- Objective 2: Teachers will attend workshops that prepare them to utilize resources in a safe and effective way.
- Objective 3: Teachers will select resources that will be used to support implementation of the STEM Lab curriculum.

Targeted Measurable Goal: Increased performance on the New York State Science Assessment will occur.

3. **The LEA must prioritize the distribution of Title IV, Part A funds to its schools. Please indicate below which of the following needs were prioritized for the use of Title IV, Part A funds. (Select all that apply)**

- ☒ Schools with the greatest needs as determined by such local educational agency;
- ☐ Schools with the highest percentages or numbers of children counted under Section 1124(c);
- ☐ Schools identified for Comprehensive Support and Improvement (CSI) under Section 1111(c)(4)(D)(i);
- ☐ Schools implementing Targeted Support and Improvement (TSI) plans as described in Section 1111(d)(2); or
- ☐ Schools identified as a persistently dangerous public elementary school or secondary school under Section 8532.

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.

4. **Please provide the LEA allocation for Title IV, Part A funds for the 2026-27 school year. Do not include carryover funding from the previous year.**

	Title IV, Part A - 2026-27 <i>Allocation</i>	<i>Transferability</i> 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	165,730	11,294.00	177,024.00

5. **Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title IV, Part A funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence. (Please click here for a brief instructional video about this item.)**

	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) (#)	9,237
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	0
Indirect Costs (\$)	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 IV, Part A.**

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	Title IV, Part A <u>Per Pupil</u> Amount (\$)	Title IV, Part A <u>LEA Share</u> (\$)	Title IV, Part A <u>Private School</u> Share (\$)
Title IV, Part A Calculations	19.16	177,024.00	0.00

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ESSA Programs - Title IV Part A - Use of Funds

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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.**

	TOTAL FUNDS 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	177,024.00	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	45,350	☒ LEA Activity ☐ Private School Activity ☐ N/A - Not Applicable
Music and Arts	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
World Language Instruction	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Programs to Support Student Access to, and Success in, a Variety of Well-Rounded Education Experiences	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Accelerated Learning Programs and HS		

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ESSA Programs - Title IV Part A - Use of Funds

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	Funding Amounts (\$)	LEA and/or Private School Activities
Redesign with Dual/Concurrent Enrollment and/or Early College High Schools	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Civics Instruction	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
College and Career Counseling	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Social Emotional Learning	17,000	☒ LEA Activity ☐ Private School Activity ☐ N/A - Not Applicable
Environmental Education	0	☐ LEA Activity ☐ Private School Activity ☒ 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	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Relationship-Building Skills	112,932	☒ LEA Activity ☐ Private School Activity ☐ N/A - Not Applicable
School Dropout Prevention	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Re-Entry Programs and Transition Services for Justice Involved Youth	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
School Readiness and Academic Success	0	☐ LEA Activity ☐ Private School Activity

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ESSA Programs - Title IV Part A - Use of Funds

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	Funding Amounts (\$)	LEA and/or Private School Activities
		☒ N/A - Not Applicable
Child Sexual Abuse Awareness and Prevention	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Suicide Prevention	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Violence Prevention, Crisis Management and Conflict Resolution	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Preventing Human Trafficking	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Building School and Community Relationships	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Culturally Responsive Teaching and Professional Development of Implicit Bias	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Drug and Violence Prevention	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Health and Safety Practices in School or Athletic Programs	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
School-Based Mental Health Services	702	☒ LEA Activity ☐ Private School Activity ☐ N/A - Not Applicable
Healthy, Active Lifestyle, Nutritional Education	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable

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ESSA Programs - Title IV Part A - Use of Funds

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	Funding Amounts (\$)	LEA and/or Private School Activities
Physical Education Activities	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Trauma-Informed Classroom Management	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Chronic Disease Management Instruction	0	☐ LEA Activity ☐ Private School Activity ☒ 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	1,040	☒ LEA Activity ☐ Private School Activity ☐ N/A - Not Applicable
Discover, Adapt, and Share High-Quality Resources	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Implement Online and Blended Learning Strategies	0	☐ LEA Activity ☐ Private School Activity ☒ N/A - Not Applicable
Implement School-wide and District-wide Approaches to Inform Instruction, Support Teacher Collaboration, and Personalize Learning	0	☐ LEA Activity ☐ Private School Activity ☒ 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

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ESSA Programs - Title IV Part A - Use of Funds

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area for equipment and infrastructure.

	Well-Rounded Educational Opportunities TOTAL (\$)	Safe & Healthy Students TOTAL (\$)	Effective Use of Technology TOTAL (\$)	Maximum for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) (\$)
Content Area Use of Funds	62,350.00	113,634.00	1,040.00	156.00

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 <i>minimum</i> (20% of <i>total</i> Title IV Allocation) (\$)	Safe & Healthy Students <i>minimum</i> (20% of <i>total</i> Title IV Allocation) (\$)
Content Area Minimum/Maximum	35,404.80	35,404.80

2026-27 Consolidated Application for ESSA-Funded Programs - 2026Equitable Services - Equitable Services

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Equitable Services

LEAs should utilize the "2026-27 Private School Equitable Services Consultation Resource" in the *Documents* panel to determine private schools that served resident students during the 2026-27 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.

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Equitable Services - Equitable Services Details

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Private School Details

No direct action is required of the LEA for Item #1 and Item #2. These charts are for informational purposes only and may be used to assist the LEA in completing this portion of the application.

1.

The figures below, based on information provided in *Title I Part A - Fiscal Information (Part 2 of 6)* of the application, may be used when completing the sections below.

	Low Income Students (Participating In-District Private Schools) (#)	Low Income Students (Participating Out-of-District Private Schools) (#)	Title I, Part A Per Pupil Amount (\$)
Private School Details	0.00	12.00	868.15

2.

The figures below, based on information provided in other sections of the application, may be used when completing the sections below.

	Title II, Part A Participating Private School Students (#)	Title II, Part A Per Pupil Amount (\$)	Title III, Part A Participating Private School Students (#)	Title III, Part A Per Pupil Amount (\$)	Title IV, Part A Participating Private School Students (#)	Title IV, Part A Per Pupil Amount (\$)
Private School Details (cont.)	0.00	25.18	0.00	144.43	0.00	19.16

Private School Consultation

WILLIAM FLOYD UFSD - 580232030000

3. 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 2026-27" 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)
			0	0	0	0	

4.

Please complete the chart below detailing:

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1. Private schools located *outside* of the district serving district resident students;
2. Approved 853 schools and 4201 schools serving district resident students;
3. Private schools located within the district that do not have a BEDS code; and/or
4. 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 2026-27" 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.

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
580507999853	AHRC	Declining	0	0	0	0	26-27 AHRC Affirmation.pdf
80000077723	Bridges Academy	Declining	0	0	0	0	26-27 Bridges Academy Affirmation.pdf
580801997644	Cleary School for the Deaf	Accepting	1,736	0	0	0	26-27 Cleary School for the Deaf Affirmation.pdf
580413996433	Developmental Disabilities Institute	Declining	0	0	0	0	26-27 DDI Affirmation.pdf
580801997107	Harbor Country Day School	Declining	0	0	0	0	26-27 Harbor Contry Day School Affirmation.pdf
280409996453	Henry Viscardi School	Declining	0	0	0	0	26-27 Henry Viscaradi Affirmation.pdf
580884175573	Holy Angels Regional School	Declining	0	0	0	0	26-27 Holy Amgels Regional Affirmation.pdf
5805069981	Ivy League School and Day	Declining	0	0	0	0	26-27 Ivy

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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
27	Camp						League School Affirmation.pdf
580233808755	Leonard E. Burket Christian School	Declining	0	0	0	0	26-27 Leonard E Burket Affirmation.pdf
80000037236	Long Island School for the Gifted	Declining	0	0	0	0	26-27 Long Island School for the Gifted Affirmation.pdf
332000126098	Our Lady of Guadalupe-West Campus	Declining	0	0	0	0	26-27 Our Lady of Guadalupe Affirmation.pdf
580233175585	Our Lady Queen of the Apostles Regional	Accepting	8,681	0	0	0	26-27 Our Lady Queen of Apostles Affirmation.pdf
580906178656	Our Lady of Hamptons RC School	Declining	0	0	0	0	26-27 Our Lady of the Hamptons Affirmation.pdf
580211319444	Our Savior New American School	Declining	0	0	0	0	26-27 Our Savior New American Affirmation.pdf
580906999753	Peconic Community School	Declining	0	0	0	0	26-27 Peconic Community Affirmation.pdf
580901999526	Raynor Country Day School	Declining	0	0	0	0	26-27 Raynor

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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
							Country Day School Affirmation.pdf
580801808242	Smithtown Christian School	Declining	0	0	0	0	26-27 Smithtown Christian Affirmation.pdf
580509177155	St John the Baptist Diocesan High School	Declining	0	0	0	0	26-27 St. John the Baptist Affirmation.pdf
580602996426	St John Paul II Regional	Declining	0	0	0	0	26-27 St. John Paul II Regional Affirmation.pdf
580503175607	St Mary's RC School	Declining	0	0	0	0	26-27 St. Marys Affirmation.pdf
580413175554	St. Anthony's High School	Declining	0	0	0	0	26-27 St Anthony's HS Affirmation.pdf
8000000372	St Patrick School Smithtown	Declining	0	0	0	0	26-27 St Patrick School Affirmation.pdf
800000037704	The Stony Brook School	Declining	0	0	0	0	26-27 Stonybrook School Affirmation.pdf
800000037442	Victory Christian School	Declining	0	0	0	0	26-27 Victory Christian Affirmation.pdf

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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
			10,417	0	0	0	

Equitable Services - Pooling Funds

5. **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.

6. 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)

7. **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.

8. 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.

9. 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

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completing the chart below (Item #10).

104.18

10. 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)	1,250
Direct Instructional Services to Students	9,167
Other	0
Totals:	10,417

11. As the LEA completes the use of funds chart above (Item #10), 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 - Private School Share (\$)	Amount Remaining to be Identified (\$) - Remaining Balance
Title I, Part A Private School Use of Funds	10,417.84	0.84

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.

12. 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
Totals:	0

13. As the LEA completes the chart above (Item #12), 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.)

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	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.

- 14. 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
Totals:	0

- 15. As the LEA completes the chart above (Item #14), 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

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Budgets/Narratives - Budgets/Narratives

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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 2026-27 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 2026-27 Title I, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #2 and #3.**
2,184,274.00
 2. **Upload a completed and signed copy of the *FS-10 Budget* for Title I, Part A. The FS-10 should represent the 2026-27 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.*)**
26-27 Title I Grant.pdf
 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).
26-27 Title I Narrative.pdf

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 2026-27 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 2026-27 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

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

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

(No Response)

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

(Please Note - an original 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 2026-27 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 2026-27 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.

243,865.00

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).

26-27 Title 2 Grant.pdf

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).

26-27 Title 2 Narrative.pdf

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

PLEASE NOTE -

1. Only SINGLE APPLICANTS and LEAD APPLICANTS of a consortium should upload Title III, Part A - ELL budget information.

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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 2026-27 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 2026-27 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.**

214,189.00

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

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

26-27 Title III ELL FS-10.pdf

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).

26-27 Title III ELL Narrative.pdf

Budget/Narative - Title III - Immigrant Education

13. **The amount of funds shown in the space below reflects the LEA's 2026-27 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.**

0.00

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).

(No Response)

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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 2026-27 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.

Please [click here](#) to view an instructional video about completing the FS-10 and budget narrative for Title IV Part A.

- 16. The amount of funds shown in the space below reflects the LEA's 2026-27 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.**

165,730.00

- 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).**

26-27 Title 4 Grant.pdf

- 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).

26-27 Title 4 Narrative.pdf

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

1. The FS-10 for each program area should reflect only the program area allocation for the 2026-27 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 2026-27 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**
-

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Budgets/Narratives - Budgets/Narratives

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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.

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Submission Summary - Submission Summary

Submission Summary - Title I, Part A

WILLIAM FLOYD UFSD - 580232030000

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

	Title I, Part A Allocation (\$)	Total Funds for Title I, Part A Purposes (Allocation + Transferability) (\$)	Title I, Part A Per Pupil Amount (\$)	Title I, Part A LEA Share (\$)	Title I, Part A Private School Share (\$)
Title I, Part A - Summary	2,184,274.00	2,184,274.00	868.15	2,173,856.16	10,417.84

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.)	53,556.00	2,120,300.16

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	243,865.00	232,571.00	25.18	232,571.00	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					

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Submission Summary - Submission Summary

	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 (\$)
	214,189.00	214,189.00	144.43	214,189.00	0.00

6.

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	0.00	0.00	0.00	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	165,730.00	177,024.00	19.16	177,024.00	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	62,350.00	113,634.00	1,040.00

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.

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