

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

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

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

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

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Use of Foundation Aid Increase

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Use of Foundation Aid Increase

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

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

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

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

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ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

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

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

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

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

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

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

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>differentiation for different skill levels. Teachers, in cooperation with other providers, will work to ensure that written lesson plans align with co-created unit inquiry plans and that sequenced activities involving all students are in place. We will utilize the summer program to offer embedded professional development sessions for summer program teachers; building upon and linked to the work taking place within the regular school year. The size of the group and the content of instruction are appropriate. Students are in groups with other students who are at their same instructional level for targeted instruction and will be regrouped to fully participate in the broader inquiry project work. Throughout the summer program our team will engage in a program review of the process of planning, reviewing, analyzing, implementing and evaluating any changes. As a team, including key members of the outside provider group, we will meet weekly to:</p> <ul style="list-style-type: none"> · Review goals and objectives of the program · Conceptualize the process with consensus from stakeholders and program staff-answering the W's (who, what, when, where, why and how), including parent input · Collect data and conduct comprehensive review of literacy data, behavioral information, etc. · Analyze the data and develop recommendations for individual program adjustments · Implement changes as needed · Evaluate the impact of the changes as a result of the review <p>We will also include opportunities for parents to participate in daily experiences where applicable and create a culminating student inquiry presentation for parents to attend. The information gathered and projects created over the summer will also guide teachers and students as they launch the new school year. Start from a place of understanding and purpose.</p>	
<p>After school Intervention: Teacher/Student Ratio 1/6</p> <p>Our afterschool intervention is being closely linked to in-school literacy instruction in word study. Teachers engage in targeted instruction each day: integrating phonics, vocabulary instruction and spelling instruction with a developmental approach. The research of Invernizzi, Bear and Templeton, is guiding the work of our teachers and our students. We fully believe and understand that instruction is</p>	

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>readers, writers, and speakers. The imbedded word study practice in-school, afterschool and as an online support component at home through the Savvas program, will enhance student understanding and overall development. Words Their Way: Word Study In Action Developmental Model uses the research-based developmental approach to word study that is student-centered, and assessment driven. This approach fosters the progression of word knowledge, including the development of phonics, spelling, word recognition, and vocabulary.</p> <p>The SAVVAS</p>	

