

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

Page Last Modified: 06/07/2022

Background and Instructions

Background

Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritized spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

An analysis of public comment;

Goals and ratios for pupil support;

Detailed summaries of Investments in current year activities; and

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

Page Last Modified: 06/07/2022

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/28/2022

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	N/A	N/A	0
Reducing class sizes	The District added 7 teachers K-12 in order to reduce class sizes. For example K-1 classes will be 22 or below in each class. One of our goals for reduced class size is to tailor instruction and maximize one -on-one time with students, giving students more time and attention. Additional teachers were added at the elementary level to advance early literacy goals. We believe we will see an increase of 5% per year over 3 years in literacy benchmark proficiency. A math teacher was added at the middle school level in order to increase NWEA proficiency by 5% per year over 3 years. A New Social Studies teacher and a FACS teacher were added at the HS level. The addition of all of these position will lead to: Better Teacher/Student Relationships, More Customized Instruction, Classrooms Becoming More Collaborative, and Topics Being Explored In-Depth.	None received	767634

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/28/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	adjustment. Adding school psychologist will decrease caseloads leading to more individualized care. Improving staffing ratios for these professionals is critical to adequately supporting students' mental and behavioral health.		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The District added 2 Special Education Teachers, 11 Special Education Paras and a Special Olympics Coach. By adding more support in the Special Education classrooms, we will increase individualized instruction and improve relationships. We expect to see a decrease in discipline referrals and behavior issues. Our 15:1 Middle School classes will now have an extra person in the room to address both academics and behavior.	None received	516474



State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/28/2022

3.



State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/28/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>might be interested in. Most students engaging in education programs can develop an aptitude for something they may not have tried before.</p> <p>To increase motivation and positive feelings about school: Enrichment programs help students to build positive connections with the school and staff.</p>	
<p>Before and After School Programs</p> <p>Goal</p> <p>To increase skills and increase student achievement on standardized and formative assessments.</p>	1-8
<p>Social and Emotional Camp and After-School Clubs</p> <p>Goals:</p> <p>To reduce the number of students experiencing school-related anxiety</p> <p>To increase the number of positive interactions students have with staff</p> <p>To increase the number of positive interactions students have with other students</p> <p>To increase behavior skills</p> <p>To reduce discipline referrals</p>	1-10
<p>Increase the Number of Student Assistance Counselors/Guidance Counselors/Social Workers/Attendance Support</p> <p>Goal</p> <p>To decrease the caseload for each support staff in order to provide increased one-to-one and group interactions with students.</p> <p>To increase the number of counseling sessions for students in need of emotional support.</p> <p>To increase family engagement and outreach</p>	1-25
<p>Provide Additional Support for ENL Students to Address Learning Loss by Adding One ENL Teacher</p> <p>Goals</p> <p>Increase student knowledge of academic vocabulary</p> <p>Increase integration of ENL services in SS and Science</p> <p>Decrease the number of students per group for literacy interventions</p> <p>Increase student achievement of ENL students on standardized and formative assessments</p>	1-4
<p>Increase Special Ed Support (Teachers and Paras)</p> <p>Goals</p> <p>Increase Support for Integrated Co-Teach Model Resulting in Increase Student Achievement for Gen Ed and SPED</p> <p>Increase the amount and quality of differentiation instruction</p> <p>Increase student achievement on standardized and formative assessments</p> <p>Decrease behavior referrals</p>	1-15
<p>PE Program at the MS - Addition of a Teacher</p> <p>Goals</p> <p>Reduce class sizes to provide more support for students</p> <p>Expose all students to social and emotional skills within the context of PE classes</p> <p>Increase social skills</p> <p>Decrease discipline referrals</p>	1-20
<p>Expand HS Technology Program</p> <p>Goals</p>	1-18

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/28/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
Add one teacher in order to increase hands-on high-interest electives Provide additional career and college opportunities	
Check and Connect Program Goals Decrease Chronic Absenteeism Decrease Discipline Referrals Increase Positive Staff - Student Relationships	1-2
Culturally Responsive Instruction Goal Utilize a Culturally Responsive Instruction Coach to improve classroom instruction and teacher-student relationships Panorama Climate Survey Data will result in an increase in positive responses from students.	1-22

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>Evidence-based summer, afterschool, and other extended learning and enrichment programs. The team determined that an extensive research-based academic program would address the impacts of lost instructional time. Several Programs were created: Pre-K -5 Academic Summer School 6-12 Academic Summer School</p> <p>Elementary Our Pre-K -5 summer school program utilized and will utilize a curriculum that was written and designed extensively for the current circumstance. The 6-week district-sponsored literacy/math program was designed for Pre-K - Grade 5 elementary students. The program was held and will be held 5 days per</p>	

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/28/2022

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>who did not graduate in June are still enrolled in Valley Central High School to complete commencement requirements.</p> <p>The high school continued to run the GradPoint credit recovery lab from July 6, 2021 through August 12, 2021. All underclassmen were offered the same opportunities as the seniors, however, certain programs, such as the GradPoint lab, were organized to give seniors first priority. The GradPoint lab teachers spent a great deal of time working one-on-one with students in order to ensure their success in the program. We had seven students attend regularly and they completed nine credits of credit recovery.</p> <p>Middle school students in grades 6,7, and 8 were offered the opportunity to enroll in up to four classes from ELA, Math, Science, and Social Studies. This provided students the opportunity to recover credit and build academic skills. This format aligns more closely with the team system that is utilized in the middle school during the school year. The high school offered both repeat and accelerated course credit options for the summer. Students could select up to two periods of instruction.</p> <p>The District developed teacher-inspired, researched, and created summer enrichment programs for elementary and secondary students. These enrichment activities included art-based, music-based, STEM-based, and World Language learning opportunities for our students.</p> <p>For students who struggle in specific academic areas, or for students who demonstrate above-average academic abilities in core areas, these enrichment activities that focus on academic instruction allow students to enhance their cognitive skills and abilities.</p> <p>In addition, these programs will help support personal development and social development advancements as well.</p> <p>The Valley Central School District designed a before school program for students in Grades K-5. After meeting and consulted with MTSS expert, Jim Wright, it was determined that we should focus on students that were slightly behind due to loss of instruction during COVID 19. In this way, these students would not miss any instructional time during the school day.</p> <p>Before and afterschool programs can have an impact on academic achievement. Improved test scores are reported in evaluations of The After-School Corporation (TASC) programs in New York City (Reisner, White, Birmingham, & Welsh, 2001; White, Reisner, Welsh, & Russell, 2001) and in Foundations, Inc. elementary school programs (Klein & Bolus, 2002). A more recent longitudinal study showed significant gains in math test scores for elementary and middle-school students who participated in high-quality afterschool programs (Vandell, Reisner, & Pierce, 2007), and a meta-analysis of 35 studies of at-risk youth found that out-of-school time programs had a positive effect on reading and math achievement (Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006).</p> <p>The HFRP brief emphasizes that many studies “repeatedly underscore the impact of supporting a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to learn and practice new skills through hands-on, experiential learning,” (p. 3) citing evaluations of Citizen Schools (Espino, Fabiano, & Pearson, 2004; Fabiano, Pearson, & Williams, 2005) and of LA’s BEST (Huang, Coordt, La Torre, Leon, Miyoshi, & Pèrez, et al., 2007), among others. At Valley Central, our ELA and Math program incorporate many hands-on activities.</p> <p>Valley Central before-school programs balance academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that promote youth development in a variety of real-world contexts to support and improve academic performance.</p> <p>Valley Central has created a Fitness, Rec and SEL Inatramural Prgram that takes place before school. This group is open to all students who enjoy fitness, and recreation and would like to learn the important social-emotional life lessons physical activity provides. Each group will be limited to a safe number of students on a rotating basis.</p> <p>The program incorporates aspects of the following research-based programs: Life as Sport Yale Ruler</p> <p>Valley Cental has found that before-school programs work better for our elementary students than after-school.</p>	

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/28/2022

Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
This before-school ELA and Math Program will address the students who are just slightly behind due to	

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/28/2022