

**2022-23 Consolidated Application for ESSA-Funded Programs - 2023**Introduction - Executive Summary

---

Page Last Modified: 08/04/2022

**Executive Summary**

HIGHLAND FALLS CSD - 440901040000

The New York State Education Department (NYSED) has developed the online *2022-23 Consolidated Application for ESSA-Funded Programs* to support the timely administration of ESSA-funded programs to local educational agencies (LEAs) across the state.

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

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

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

Questions about the *2022-23 Consolidated Application for ESSA-Funded Programs* can be directed to the Office of ESSA Funded Programs at 518-473-0295 or via email at [conappta@nysed.gov](mailto:conappta@nysed.gov).

**2022-23 Consolidated Application for ESSA-Funded Programs - 2023**Introduction - Submission Instructions

---

Page Last Modified: 08/04/2022

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

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

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

**Directions for Submitting the Application:**

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

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

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

*Office of ESSA-Funded Programs - Rm 320 EB*

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

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

**Deadline for Submitting the Applications:**

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

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

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Introduction - Point of Contact Information

---

Page Last Modified: 08/04/2022

**Point of Contact Information**

HIGHLAND FALLS CSD - 440901040000

- 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	Michael McElduff	845-446-9575	michael.mcelduff@hffmcsd.org
McKinney-Vento Homeless Liaison	Sarah FitzSimmons	845-446-9575	sarah.fitzsimmons@hffmcsd.org
Neglected/Delinquent Transition Liaison	Sarah FitzSimmons	845-446-9575	sarah.fitzsimmons@hffmcsd.org
Foster Care Student Point of Contact	Sarah FitzSimmons	845-446-9575	sarah.fitzsimmons@hffmcsd.org
Migrant Student Data Point of Contact	Michael McElduff	845-446-9575	michael.mcelduff@hffmcsd.org

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2023

## Assurances &amp; Consultation - Section 8306 Assurances

Page Last Modified: 08/04/2022

**Section 8306 Assurances**

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

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

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Assurances & Consultation - State and Federal Assurances

---

Page Last Modified: 08/04/2022

**State and Federal Assurances (Part 1 of 8)**

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

**Federal Assurances and Certifications, General:**

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

**Federal Assurances and Certifications, ESEA:**

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

- ESEA Assurances
- School Prayer Certification

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

YES, the LEA provides the above assurances.

**Supplement Not Supplant (Part 2 of 8)**

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurance.

**Title I Assurances (Part 3 of 8)**

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/04/2022

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

 YES, the LEA provides the above assurances.

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

 YES, the LEA provides the above assurance.

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Assurances & Consultation - State and Federal Assurances

Page Last Modified: 08/04/2022

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

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

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

YES, the LEA provides the above assurance.

**Title II Assurances (Part 4 of 8)**

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

YES, the LEA provides the above assurances.

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

YES, the LEA provides the above assurance.

**Title III Assurances (Part 5 of 8)**

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

YES, the LEA provides the above assurances.

**Title IV Assurances (Part 6 of 8)**

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

Yes, the LEA provides the above assurance.

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Assurances & Consultation - State and Federal Assurances

Page Last Modified: 08/04/2022

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

Yes, the LEA provides the above assurance.

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

Yes, the LEA provides the above assurances.

**McKinney-Vento Assurances (Part 7 of 8)**

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

YES, the LEA provides the above assurance.

**Migrant Education Program Assurances (Part 8 of 8)**

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

YES, the LEA provides the above assurances.



**2022-23 Consolidated Application for ESSA-Funded Programs - 2023**Assurances & Consultation - Consultation & Collaboration

---

Page Last Modified: 08/11/2022

**Consultation & Collaboration**

HIGHLAND FALLS CSD - 440901040000

- 1. The Every Student Succeeds Act (ESSA) contains several provisions requiring LEAs to consult and/or collaborate with various groups in the development of the LEA's application/program with respect to each Title. Please identify individuals from the appropriate stakeholder groups listed below using the "2022-23 Consultation and Collaboration Documentation Form" and upload completed forms with original signatures. For individuals whose signatures are unobtainable, documentation of outreach must be maintained by the district (and made available upon request).**

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

**LEAs must:**

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

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

Student Consultation 22 23 SY.pdf

2022-23\_Consultation\_Collaboration\_Documentation\_Parent Form.docx

2022-23\_Consultation\_Collaboration\_Documentation\_Teacher Admin form.docx

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

ESSA Programs - Intent to Apply

---

Page Last Modified: 08/04/2022

**Intent to Apply**

HIGHLAND FALLS CSD - 440901040000

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

**Transferability**

- 8. **Does the LEA intend to use Transferability for the 2022-23 school year?**  
No, the LEA does not intend to use Transferability in 2022-23.

**2022-23 Consolidated Application for ESSA-Funded Programs - 2023**

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

---

Page Last Modified: 08/04/2022

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

HIGHLAND FALLS CSD - 440901040000

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

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

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

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

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/04/2022

2. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title I, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, include homeless and/or neglected youth as applicable, and provide the basis for coordinated efforts on the part of the LEA to address them.  
**(PLEASE NOTE - All program activities supported by Title I, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.)**

Due to the disruption in the education program in response to COVID-19, the district was able to conduct progress monitoring or administer beginning and end of the year assessments to evaluate student growth and/or achievement. The District used i-Ready data to evaluate the growth. Additionally, we are using previously collected data to identify goals and to design a program for the 2022-2023 school year. Although the district was able to evaluate growth, the district is waiting for the 2022 NYS 3-8 tests results and were unable to use current state test data in our goals setting. Thus, we are using previously collected state test data to help identify goals for the 2022-2023 school year. Additionally, the district will be conducting a National School Climate Survey for 2022-2023 school year. This survey was intended to be conducted during the 2021-2022 school year, but were unable to complete it due to time constraints, thus we are using the 2018-2019 ASCD School Improvement Tools/Survey.

i-Ready Data 2022-2023 School Year:

ELA Data

Grade Level	Percentage of Students Met ELA Goals	Percentage of Students Building ELA Goals
K	47%	
1	38%	50%
2	65%	
3	51%	
4	67%	
5	79%	
6	60%	
7	43%	58%
8	49%	

Math Data

Grade Level	Percentage of Students Met ELA Goals	Percentage of Students Building ELA Goals
K	27%	
1	33%	38%
2	54%	
3	53%	
4	71%	
5	66%	
6	58%	
7	46%	58%
8	55%	

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/04/2022

In February, 2018 we administered the ASCD School Improvement Tools/Survey based on the whole child approach to education. We are using this data to drive our school improvement efforts over the next three-year period. As a part of this multi-year process, it is our intention to administer this survey again in November, 2021. In the previous survey, the stakeholders identified the following three areas to examine more closely: Healthy, Engaged, and Sustainability.

Key indicators for the tenet Healthy include:

- Our school culture supports and reinforces the health and well-being of each student.
- Our school addresses the health and well-being of each staff member.
- Our school sets realistic goals for students and staff health that are built on accurate data and sound science.
- Our school facilitates student and staff access to health, mental health, and dental services.

Key indicators for the tenet Engaged include:

- Our teachers use active learning strategies, such as cooperative learning and project-based learning.
- Our school offers a range of opportunities for students to contribute to and learn within the community at large, including service learning, internships, apprenticeships, and volunteer projects.
- Our curriculum and instruction promote students' understanding of the real-world global relevance and application of learned content.
- Our teachers use a range of inquiry-based experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
- Our staff works closely with students to help them monitor and direct their own progress.

The key indicators for the tenet Sustainability include:

- Implementation of a whole child approach to education is a cornerstone of our school improvement plan and is included in our data collection and analysis process.
- Our school uses a balanced approach to formative and summative assessments that provide reliable, developmentally appropriate information about student learning.
- Our school identifies and collaborates with community agencies, service providers, and organizations to meet specific goals for students.
- Our school leaders implement a distributed leadership plan to ensure progress.
- Our school and all our partners consistently assess and monitor our progress on all indicators of student success to ensure progress and make necessary changes in a timely manner.

In addition, we examined students' scores on the 3rd-8th grade NYSED ELA and Mathematics assessments. Below you will find a summary of the scores over a 5-year period.

5-Year Results of 3rd - 8th Grade NYS ELA Assessment

Score	School Year				
	2018-19	2017-18	2016-17	2015-16	2014-15
Total Students Assessed	276	297	280	281	307
% Proficient	37%	32%	32%	33%	22%
4	34 (13%)	25 (8%)	26 (9%)	32 (11%)	23 (7%)
3	67 (24%)	69 (23%)	63 (23%)	60 (21%)	45 (15%)
2	99 (36%)	105 (35%)	104 (37%)	98 (35%)	124 (40%)
1	76 (28%)	98 (33%)	87 (31%)	91 (32%)	115 (37%)

5-Year Results of 3rd - 8th Grade NYS Mathematics Assessment

Score	School Year				
	2018-19	2017-18	2016-17	2015-16	2014-15
Total Students Assessed	267	280	265	257	290

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/04/2022

% Proficient	40%	39%	31%	36%	27%
4	43 (16%)	34 (12%)	25 (9%)	23 (9%)	15 (5%)
3	64 (24%)	76 (27%)	56 (21%)	69 (27%)	63 (22%)
2	67 (25%)	63 (23%)	83 (31%)	89 (35%)	109 (38%)
1	93 (35%)	107 (38%)	101 (38%)	76 (30%)	103 (36%)

The overall trends observed in the ELA and Mathematics Assessment indicate a 15% increase in the ELA scores from 2014-15 to 2018-19 and an 13% increase in Mathematics. While there has been an increase, the majority of our students have not achieved proficiency in either ELA or Mathematics. In addition to the above, each year the administrative team attends a retreat to conduct an analysis of NYS Accountability Data. For the 2019-20 and 2020-201 school year, the focus of the analysis/review was school climate, specifically related to the following dimensions:

- Safety and Order
- Relationships
- Curriculum and Instruction
- School-wide Environment and Structures

Based on the data review, we identified the need to focus on the factors associated with decreases in attendance:

**School Factors**

- inconsistent or unclear attendance policies (addressed in updates to the code of conduct and implemented consistent practices across all schools))
- student behavior management; schools expectations of students (e.g. work load, testing, performance); levels of support for students and relationships with teachers; attitudes of teachers, students and administrators
- ability and willingness to engage the diverse cultures and learning needs/styles of students
- teaching quality
- effective monitoring by schools of attendance and a timely and meaningful response when issues arise for a student is critical to ensure that attendance rates remain high (addressed by establishing attendance committees at all schools led by the guidance office staff)
- learning needs that are not being addressed in the classroom or unidentified learning difficulties
- lack of timely and appropriate intervention.

**Student Factors**

- past negative school experiences, lack of interest in school , lack of knowledge about future pathways and the links between school attendance, educational outcomes and work, personal occupational goals and school completion
- student academic self-concept
- social competence and confidence leading to conflict and/or isolation
- students' health and wellbeing; for example, low self-esteem, high levels of anxiety or physical health
- habituated school absence or misunderstanding or ignorance of attendance laws and incentives
- being bullied
- levels of attention in classes
- lower levels of literacy and numeracy achievement
- a need to demonstrate 'adult' behavior, a rejection of authority
- drug and alcohol use
- difficulties at the time of transitions

**Family Factors**

- specific parental behaviors (such as opting to take children on vacation when school is in session or opting to keep children home for extended periods of time for undiagnosed medical/mental health issues)
- parents not being aware of attendance law and obligations
- lack of parental insistence that children go to school in the morning
- differing views about education or the value of education
- competing family priorities; for example, conflicts, getting organized, babysitting, interpreting for parents, transport, holidays or students caring for other family members
- parents with multiple jobs
- single parent families
- specific parental behaviors (such as opting to take children on vacation when school is in session or opting to keep children home for extended periods of time for undiagnosed medical/mental health issues)
- parents not being aware of attendance law and obligations

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

---

Page Last Modified: 08/04/2022

- lack of parental insistence that children go to school in the morning
- differing views about education or the value of education
- competing family priorities; for example, conflicts, getting organized, babysitting, interpreting for parents, transport, holidays or students caring for other family members
- parents with multiple jobs
- single parent families

**Low SES Factor**

- the need for student employment to supplement family incomes
- lack of affordable transportation to school
- domestic violence, child abuse or neglect, drug or alcohol abuse
- employment obligations of parents/caregivers and inflexible employers
- cultural obligations (commitments by families to attend significant cultural events)
- higher family mobility rates
- lack of affordable child care for students with parenting responsibilities.

A review of research confirms that students with low attendance report a range of reasons for this, including:

- poor relationships with teachers
- student perception of the teacher being uncaring or unorganized
- a general dislike of the atmosphere of schools or a dislike of schoolwork
- school programs that are seen by students as irrelevant, too difficult or too easy
- suspensions
- feeling unsafe
- issues such as anxiety

Based on the above, and the disruption to instruction during the 2019-20, 2020-221 and 2021-2022 school years, the district will use Title funds to support our intervention programs for ELA and Mathematics. At the school level, AIS teachers will work with faculty and administrators to examine early warning indicators of disengagement, identify students at risk for chronic absenteeism and address targeted learning needs to support students in literacy and mathematics. Although the District was open for the entire 2021-2022 school year, the social emotional stress and mental health needs of students slowed the growth of and the ability to close the achievement gaps.

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

Based on the above, the district will use Title I funds to support our intervention program for ELA and Mathematics. At the school level, AIS teachers will work with faculty and administrators to examine early warning indicators of disengagement, identify students at risk of chronic absenteeism and address targeted learning needs to support students' in literacy and mathematics.

The district will use i-Ready end of year goal growth percentages for additional goals:

- The district will increase 5% for both ELA and Math in grades K-8 end of year goal growth.

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/23/2022

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

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

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

	Title I, Part A 2022-23 <u>Allocation</u> (\$)	<u>Transferability</u> Funds <u>to</u> Title I, Part A (\$)	<b>TOTAL FUNDS</b> for Title I, Part A Purposes (Allocation + Transferability) (\$)
Title I, Part A Calculations	165,584	0.00	165,584.00

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

	Amount (#)
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	949
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) (#)	25
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 (#)	493
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) (#)	0

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

	Title I, Part A - <u>Per Pupil Amount</u> (\$)	Title I, Part A - <u>LEA Share</u> (\$)	Title I, Part A - <u>Private School Share</u> (\$)
Proportionate Share Calculations	335.87	165,584.00	0.00



2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/23/2022

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

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

- The following chart should be used to assist the LEA in calculating appropriate Homeless Reserve figures for completing the chart below (Item #4).**

**(PLEASE NOTE - All LEAs are required to reserve funds for homeless youth.)**

	Homeless Students (#)	<i>Best Practice</i> Reserve Amount (Per Pupil Am't x Student Count) (\$)	<i>Minimum</i> Recommended Reserve Amount (Student Count x \$100) (\$)
Calculating Homeless Reserves	33	11,083.72	3,300.00

- The following chart should be used to assist the LEA in calculating appropriate Neglected Youth Reserve figures for completing the chart below (Item #4).**

**(PLEASE NOTE - When determining the amount of funds reserved for services to students in Neglected Facilities, the LEA must multiply the established per pupil amount by the student count.)**

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

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

No, the LEA does not have a Title I, Part A allocation (including Transferability) greater than \$500,000?

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

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

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

	Amount (\$)
Administration	0
Homeless Reserve (REQUIRED for All LEAs - See Item #1 Above)	2,000
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)	0
Improvement Reserve (OPTIONAL - funds reserved to support activities related to Targeted Support and Improvement and/or Comprehensive Support and Improvement schools)	0

- 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.**

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

---

Page Last Modified: 08/23/2022

	Title I, Part A - <u>LEA Share</u> (\$)	Title I, Part A - <u>Funds Reserved</u> (\$)	Title I, Part A - <u>Funds to be Distributed to Title I Schools</u> (LEA Share minus Funds Reserved) (\$)
Title I, Part A Funds to be Distributed	165,584.00	2,000.00	163,584.00

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

---

Page Last Modified: 08/04/2022

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

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

- LEA-Wide (K-12)
- Grade Span Grouping
- K-12 Administrative Option (Applies only to LEAs with fewer than 1000 students)

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

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

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

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

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

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

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

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

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

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

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/23/2022

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

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

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

331.81

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

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

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

**PLEASE NOTE:**

- If your school participates in the Community Eligibility Provision (CEP), your school is not automatically 100 percent FRPL. The school is still required to submit actual FRPL information. If no funds are allocated to a school, please indicate this with a response of "0". For more information on how to make within district allocations please see the document titled "USDE Fact Sheet on USDA Meal Waivers" in the Documents panel of the application.
- All expenditures must be reflected in the Title I budget. Within the FS-10, please identify the expenditures by school to reflect the Title I distribution of funds reflected in the chart below.

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)	School-Level Per Pupil Amount (\$)
440901040001	FORT MONTGOMERY ELEMENTARY	Elementary	School-Wide Program (SWP)	169	82	48.52	55,225	673.48
440901040004	HIGHLAND FALLS INTERMEDIATE SCHOOL	Elementary	School-Wide Program (SWP)	324	152	46.91	108,359	712.89
440901040003	JAMES I O'NEILL HIGH SCHOOL	Senior High	Non-Title I	456	109	23.90	0	0.00

- As the LEA completes the school allocation chart above (Item #3), the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned.

	Title I, Part A - <i>Funds to be Distributed</i> (LEA Share minus Funds Reserved) (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title I, Part A Funds to be Distributed	163,584.00	0.00

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/04/2022

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

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

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

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

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

Name of Facility	Type of Facility	Child Count (Oct. 2021) (#)	Facility Allocation (\$)	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

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

**2022-23 Consolidated Application for ESSA-Funded Programs - 2023**

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

---

Page Last Modified: 08/23/2022

**Title II Part A Program Information**

HIGHLAND FALLS CSD - 440901040000

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

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

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

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

**2022-23 Consolidated Application for ESSA-Funded Programs - 2023**

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

Page Last Modified: 08/23/2022

2. **In the space provided below, please describe (1) the specific student and/or teacher needs that impact academic achievement, and (2) how your Title II, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**  
**(PLEASE NOTE - All program activities supported by Title II, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.)**

Due to the disruption in the educational program as a result of the school closure in response to COVID-19 over the past 2 and half years (March 2020-June 2022), the district was able to administer end of the year assessments and evaluate student growth and/or achievement. However, the results were less than satisfactory and were not entirely completed. Thus, we are using previously collected data to identify goals and design a program for the 2022-2023 school year.

The Highland Falls-Fort Montgomery Central School District comprises one high school, one intermediate school, and one primary school. The Professional Learning Plan (PLP) has been developed by a committee consisting of teachers, building administration, curriculum administration, parent representation, and representation from higher education. The plan was developed to show a comprehensive and targeted approach to our professional learning program and our educational goals. In addition to the PLP, the professional learning needs of staff members will be met in the following manner:

- The Superintendent of Schools and the Assistant Superintendent for Curriculum, Instruction, and Technology will keep each of the buildings informed of current and relevant educational issues through regularly scheduled administrative meetings (Instructional Council and Cabinet).
- Principals and Directors will conduct regular meetings with faculty and staff, departments, teams and grade levels to keep all parties informed of current initiatives and projects.

The Highland Falls-Fort Montgomery Central School District expects that all staff will participate in professional learning throughout the school year. These experiences will count toward the 100 hours of professional development for administrators, teachers and teaching assistants. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

It is expected that every administrator and faculty member will be involved with professional learning, each year, through various forms, such as:

- Superintendent's Conference Days...3 to 4 annually (22.5-30 hours annually)
- Professional Conferences (require administrative approval)
- In-service Courses (require administrative approval)
- Graduate Courses (require administrative approval)
- Professional Learning Communities/Groups (require administrative approval)
- District/School Organized Instructional Rounds and Lab Site Visits

MyLearningPlan, or some other professional development management system, will be used to enable teachers to track their professional learning hours for the purpose of reporting to the NYSED TEACH System. Under the new Continuing Teacher and Leader Education requirements (CTLE), teachers and administrators must affirm their completion of 100 hours of state approved professional development in the NYSED TEACH system to maintain their NYS teaching certification.

A needs assessment for developing each of the experiences listed above is planned for the 2021 school year. Staff members are encouraged to share their professional development needs and ideas with principals and directors. Principals and directors will actively seek staff input. Goals, objectives, workshops and topics will be developed from this input. In the early spring of the school year, the professional learning committee will begin to identify areas of focus for the following year based on surveys and meetings at each building, with prioritization based on meeting state requirements and mandates and meeting the needs of students.

A specific emphasis must be placed, for each experience, on improving pedagogical skills, content knowledge, meeting individual student's needs and student learning outcomes. The focus must be on continually improving the experiences of students in our classrooms and improving HFFMCSD results on tests, assessments and overall student achievement.

*CTLE Activities*

CTLE activities must be offered in appropriate subject areas, as defined in law and regulation Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the establishment of CTLE requirements for Professional and Level III Teaching Assistant certificate holders, which:

- will expand educators' content knowledge and the knowledge and skills necessary to provide rigorous, developmentally appropriate instructional strategies and assesses student progress;
- is research-based and provides educators with opportunities to analyze, apply, and engage in research;
- includes the necessary opportunities for professionals to obtain CTLE to meet the English language learner provisions;
- is designed to ensure that educators:

(1) have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment;

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/23/2022

- (2) have the knowledge and skill to meet the diverse needs of all students;
- (3) have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students;
- (4) have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education;
- uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth;
- promotes technological literacy and facilitates the effective use of all appropriate technology; and
- evaluates using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Activities that may count for CTLE credit must be:

- offered by a SED-approved sponsor;
- formal courses of learning including, but not limited to, university and college credit and non-credit courses;
- professional development programs and technical activities offered by national, state and local professional associations and other organizations acceptable and approved by SED; and
- any other organized educational and technical activities related to continuing teacher and leader education that are acceptable and approved by SED.

Any continuing education designed for the sole purpose of personal development, marketing, business practices, and maximizing profits for schools or school personnel will not be considered by SED as acceptable CTLE activities.

#### *Description of Professional Learning*

The teachers of our district must be pedagogical innovators and use the tools and techniques of today to meet our students' changing needs. The pandemic learning environment challenged our norms and forced us to find new and innovative ways to provide a student-centered learning experience. More than ever, post-pandemic learning requires critical thinking, problem-solving, adept use of technology and global collaboration. This should be offered to our students on a regular basis. We must make the best possible use of the technology tools available to us so that our students are better prepared to participate in the global community. Most teachers do not need to be persuaded that inquiry-based learning is beneficial for students – they already believe that. What teachers need and desire is more robust training and support, including specific lesson plans that deal with the high cognitive demands and potential classroom management problems of using student centered methods.

The Highland Falls- Fort Montgomery CSD Board of Education recognizes that a comprehensive and appropriate professional learning program must be developed to ensure that teachers are well prepared to engage students in a way that will lead them to be well prepared for the demands to be college and career ready. Professional learning opportunities and strategies will be designed along a spectrum so that we provide ongoing, sustained professional learning for teachers, principals, administrators, and staff to ensure that everyone knows how to support the student learning environment.

#### *In-District Workshops (face-to-face and online)*

In-district workshops will be led by HFFMCS D teachers and administrators, external consultants and/or trainers from the BOCES on specific skills, tools and innovations, data-driven instruction, diversity, equity and inclusion, global learning connections, digital etiquette, safe, legal and ethical use of information, communication and collaboration, family and community engagement, assessment techniques, lesson feedback and creative presentations.

#### *Professional Learning Communities*

Professional Learning Communities will be established to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities.

- **Discussing teacher work:** Teachers may collectively review lesson plans or assessments that have been used in a class, and then offer critical feedback and recommendations for improvement.
- **Analyzing student work:** Teachers may look at examples of student work turned in for a class, and then offer recommendations on how lessons or teaching approaches may be modified to improve learning and the quality of student work.
- **Analyzing student data:** Teachers may analyze student-performance data from a class to identify trends—such as which students are consistently failing or underperforming—and collaboratively develop proactive teaching and support strategies to help students who may be struggling academically. By discussing the students, they have in common, teachers can develop a stronger understanding of the specific learning needs and abilities of certain students, which can then help them coordinate and improve how those students are taught.
- **Reading, discussing, and applying professional literature:** Teachers may select a text to read, such as a research study or an article about a specialized instructional technique, and then engage in a focused conversation about the text and how it can help inform or improve their teaching techniques.
- **Creating/Refining Curriculum:** Teachers may collaboratively work on assignments and projects such as an interdisciplinary unit taught by two teachers from different subject areas (for example, an ELA-history project taught by an ELA teacher and a history teacher). Teachers may also plan or develop other types of learning experiences, such as capstone projects, demonstrations of learning, learning pathways, or portfolios, for example.

#### *Needs Assessment*



**2022-23 Consolidated Application for ESSA-Funded Programs - 2023**ESSA Programs - Title II Part A - Program/Fiscal Information

---

Page Last Modified: 08/23/2022

As part of the ongoing professional learning planning cycle, the Highland Falls-Fort Montgomery Central School District reviews multiple sources of data. The following items are analyzed on an ongoing basis to determine the focus and content of the professional development plan.

*Teacher Observation Data*

The Highland Falls-Fort Montgomery CSD has adopted Charlotte Danielson's Framework for Teaching for the teacher evaluation process and the Learner-Centered Initiatives, Ltd. Multidimensional Performance Rubrics for principal, assistant principal and director evaluations. The goals for teacher/leader effectiveness and student learning growth are:

- To improve student achievement through improved performance;
- To improve instruction by creating long term yearly goals related to student learning;
- To establish a basis for continuing reflection and self-evaluation for professional staff.

To meet these goals, the district has established the following benchmarks for teachers and leaders:

1. 100% of the teachers/leaders set one major annual goal that is related to their continued improvement resulting in the improvement of student learning.
2. 100% of the teachers/leaders create a plan for achieving their goal and an evaluation of the goal's achievement.

In order to meet the benchmarks, all of the administrators in the district have been trained on how to actualize Danielson's Framework for Teaching. Further, the district leadership team, which is comprised of the Superintendent, the Assistant Superintendent for Curriculum, Instruction & Technology, the Director of Pupil Personnel Services, three Principals, and two Assistant Principals, engage in ongoing professional learning to monitor strategic initiatives for systemic improvement focused on the instructional core, evaluate current initiatives against our vision, and ensure that the strategy is understood and owned throughout the educational system.

Towards this end, the district leadership team has all been trained as Lead Evaluators using the Danielson Framework for Teaching. In addition, the use of student surveys will serve as another source of information for teachers/leaders to use to improve instruction and meet the learning needs of each student. Student feedback will assist teachers/leaders to evaluate the one major goal they set each year that is related to their continued improvement resulting in the improvement of student learning. This will allow the teachers/leaders to monitor instructional practices from the students' perspective and make informed instructional decisions to ensure a high-quality rigorous curriculum is available for each student. The student survey will balance the other tools that the district is currently using to gather student learning data: Fountas & Pinnell running records, iReady, recursive benchmarking in core subject areas, and ongoing classroom assessments. These practices will help us to focus on the instructional core and enable the teachers/leaders to make informed instructional decisions based on digital records of their observation and on student feedback of the learning environment, which will further help us identify areas of need for professional development.

*Needs Assessment Data Sources (Among Others)*

- NYS Report Card
- NYS Accountability Reports
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- NYSTART Reports and Analysis Tools
- Disaggregated Student Achievement Data
- Report Cards
- Student Discipline Reports
- Supervisor and Department Data Analyses and Recommendations
- Counseling and Social Work Records
- Student Attendance Data
- Graduation and Drop-out Rates
- Special Education Identifications and Annual Reviews
- NYS Next Generation Learning Standards
- NYS Culturally Responsive - Sustaining Framework
- College Placement Rates
- Academic Intervention Services Record
- Reading Assessments
- College Boards (AP, SAT)
- i-Ready, and other norm-referenced assessments
- Analysis of data from Fountas and Pinnell Assessments
- Analysis of data from student performance on Pre-Assessment and Post Assessments, K-5 Writing Assessments, etc.
- Professional Learning Evaluation/Feedback Surveys
- BEDS Data
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

---

Page Last Modified: 08/23/2022

- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- SED Regulations and Mandates
- Mentor Program Evaluations

*Administrative Retreat/Review*

Each year, the administrators attend a retreat to conduct an analysis of NYS Accountability Data. For the past three school years, the focus of the analysis/review was school climate, specifically related to the following dimensions:

- Safety and Order
- Relationships
- Curriculum and Instruction
- School-wide Environment and Structures

Based on the data review, we identified the need to focus on the factors associated with decreases in attendance:

**School Factors**

- inconsistent or unclear attendance policies
- student behavior management; schools expectations of students (e.g. work load, testing, performance); levels of support for students and relationships with teachers; attitudes of teachers, students and administrators
- ability and willingness to engage the diverse cultures and learning needs/styles of students
- teaching quality
- effective monitoring by schools of attendance and a timely and meaningful response when issues arise for a student is critical to ensuring attendance rates remain high
- learning needs that are not being addressed in the classroom or unidentified learning difficulties
- lack of timely and appropriate intervention.

**Student Factors**

- past negative school experiences, lack of interest in school , lack of knowledge about future pathways and the links between school attendance, educational outcomes and work, personal occupational goals and school completion
- student academic self-concept
- social competence and confidence leading to conflict and/or isolation
- students' health and wellbeing; for example, low self-esteem, high levels of anxiety or physical health
- habituated school absence or misunderstanding or ignorance of attendance laws and incentives
- being bullied
- levels of attention in classes
- lower levels of literacy and numeracy achievement
- a need to demonstrate 'adult' behavior, a rejection of authority
- drug and alcohol use
- difficulties at the time of transitions

**Family Factors**

- specific parental behaviors (such as opting to take children on vacation when school is in session or opting to keep children home for extended periods of time for undiagnosed medical/mental health issues)
- parents not being aware of attendance law and obligations
- lack of parental insistence that children go to school in the morning
- differing views about education or the value of education
- competing family priorities; for example, conflicts, getting organized, babysitting, interpreting for parents, transport, holidays or students caring for other family members
- parents with multiple jobs
- single parent families
- specific parental behaviors (such as opting to take children on vacation when school is in session or opting to keep children home for extended periods of time for undiagnosed medical/mental health issues)
- parents not being aware of attendance law and obligations
- lack of parental insistence that children go to school in the morning
- differing views about education or the value of education
- competing family priorities; for example, conflicts, getting organized, babysitting, interpreting for parents, transport, holidays or students caring for other family members
- parents with multiple jobs

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/23/2022

- single parent families

**Low SES Factors**

- the need for student employment to supplement family incomes
- lack of affordable transportation to school
- domestic violence, child abuse or neglect, drug or alcohol abuse
- employment obligations of parents/caregivers and inflexible employers
- cultural obligations (commitments by families to attend significant cultural events)
- higher family mobility rates
- lack of affordable child care for students with parenting responsibilities.

A review of research confirms that students with low attendance report a range of reasons for this, including:

- poor relationships with teachers
- student perception of the teacher being uncaring or unorganized
- a general dislike of the atmosphere of schools or a dislike of schoolwork
- school programs that are seen by students as irrelevant, too difficult or too easy
- preferring to truant and deal with the consequences rather than attend school
- suspensions
- feeling unsafe
- issues such as anxiety

*Summary*

In addition to the methods of professional learning referenced above, the district will use the following methods of professional learning to address the needs identified through the data analysis:

**Instructional Rounds**

The HFFMCSD and Building-level Administrators use instructional rounds to gauge the curriculum and instructional practices, and climate and school culture that are in place throughout our educational system. This process is used to examine instruction, student motivation and achievement; and it opens the door for meaningful discussions around “best practices”.

- Grade level rounds within your own building (first semester)
- Grade level rounds once a year outside of building (second semester)

Instructional rounds will be designed for teachers to participate from the perspective of instructor and observer. Rounds will be followed with organized inquiry whereby participants will evaluate best practices and engage in quality and meaningful conversations around instruction. The rounds and inquiry sessions develop a common language around instruction and foster a positive culture/environment for each building and the district. This process enables teachers and administrators to better understand the continuum of learning and how everyone's classroom is connected.

**Coaching and Lab Sites**

Coaching is school-based professional development designed to support the district's reform agenda. It is guided by the goal of meeting schools' specific instructional learning needs. Coaching includes activities related to developing the organizational capacity of whole schools (such as increasing leadership for instructional reform). It includes helping principals and teachers reallocate their resources and improve their use of data in the service of improving instruction. And it includes activities directly related to improving instruction (such as one-on-one observation and feedback of teachers' instructional strategies and small-group learning of new content and pedagogy). Coaches work at both the classroom level and the school level. At the classroom level, coaches:

- Help teachers transfer what they learn about new practices to their classrooms.
- Help establish a safe environment in which teachers can strive to improve their practice without fear of negative criticism or evaluation.

More specifically, in the classroom content coaches:

- work with teachers to plan and implement lessons;
- work with some content-area teachers to hone specific strategies;
- develop/find materials and other curriculum resources;
- work with new teachers on new-teacher issues as well as on instructional strategies; encourage teachers to talk about their practice with them and with one another;
- observe classes and provide written and oral feedback after observations; and
- provide demonstration lessons.

At the school level and district level, coaches will work with faculty and administrators to examine early warning indicators of disengagement, identify students at risk of chronic absenteeism and implement best practices to encourage student attendance.

**Goals:**

Based on the needs assessment completed in 2018 as well as the incomplete data from the past 2 and half years as well as the low growth rates due to Covid, the district identified the following multi-year goals and/or outcomes, which are still relevant as we assess the impact of the disruption to the

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/23/2022

instructional program resulting from COVID-19:

1. Literacy: While we are progressing towards our goal in literacy, based on a longitudinal assessment of student achievement on the NYSED ELA Assessment, we will continue our work in this area to support teacher professional learning in reading and writing.

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.

Based on the needs assessment completed in 2018 along with the difficulties the district had in closing the achievement gap, the district identified the following multi-year goals and/or outcomes, which are still relevant as we assess the impact of the disruption to the instructional program resulting from COVID-19:

1. Literacy: While we are progressing towards our goal in literacy, based on a longitudinal assessment of student achievement on the NYSED ELA Assessment, we will continue our work in this area to support teacher professional learning in reading and writing.

Our goal is to create a schedule for targeted classroom coaching/lab sites for English Language Arts (reading and writing). Through multiple sessions, teachers will examine their beliefs about children and their development, promoting an asset based mind-set and an understanding of how to use student performance/achievement data to best design responsive instructional strategies to influence children's learning outcomes.

**Title II Part A - Fiscal Information**

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

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

	Title II, Part A - 2022-23 Allocation	Transferability Funds (Funds to Title II added, Funds from Title II deducted) (\$)	TOTAL FUNDS for Title II, Part A Purposes (Allocation +/- Transferability) (\$)
Title II Calculations	32,257	0.00	32,257.00

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

	Amount (\$ or #)
Title II, Part A Program Administration Costs (Public and Private Schools) (\$)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	949
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 Per Pupil Amount (\$)	Title II, Part A LEA Share (\$)	Title II, Part A Private School Share (\$)
Title II, Part A Calculations	33.99	32,257.00	0.00

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

ESSA Programs - Title II Part A - Use of Funds

Page Last Modified: 08/23/2022

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

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

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

	Title II, Part A <i>LEA Proportionate Share</i> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	32,257.00	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.

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

**CONDITIONS OF USE:**

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

Common roles for coaches include:

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

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

- 2a. Title II, Part A funding amount for the 2022-23 school year - Instructional Coaching.

32,257

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

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

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

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2023

ESSA Programs - Title II Part A - Use of Funds

---

Page Last Modified: 08/23/2022

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

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

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

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

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

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

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

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

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

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

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

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

## 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.

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

ESSA Programs - Title II Part A - Use of Funds

---

Page Last Modified: 08/23/2022

**Title II Part A - Use of Funds - Additional Professional Development Activities (Part 2 of 3)**

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

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

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

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

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

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

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

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

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

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

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

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

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.

## 2022-23 Consolidated Application for ESSA-Funded Programs - 2023

ESSA Programs - Title II Part A - Use of Funds

---

Page Last Modified: 08/23/2022

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

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

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

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

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

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

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

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

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

## 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.



2022-23 Consolidated Application for ESSA-Funded Programs - 2023

ESSA Programs - Title II Part A - Use of Funds

Page Last Modified: 08/23/2022

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

ESSA Programs - Title II Part A - Use of Funds

Page Last Modified: 08/23/2022

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

**CONDITIONS OF USE:**

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

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

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

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

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

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

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

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

27.

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

(PLEASE NOTE - All expenditures must be reflected in the Title II budget. Within the FS-10, be sure to identify expenditures by Use of Funds category.)

	Title II, Part A <i>LEA Proportionate Share</i> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	32,257.00	0.00

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/23/2022

**Title III ELL - Program Information**

HIGHLAND FALLS CSD - 440901040000

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

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

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

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

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

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

Due to the disruption in the educational program as a result of the school closure in response to COVID-19 over the past 2 and half years (March 2020-June 2022), the district was able to administer end of the year assessments and evaluate student growth and/or achievement. However, the results were less than satisfactory and were not entirely completed. Thus, we are using previously collected data to identify goals and design a program for the 2022-2023 school year.

As evidenced by analyses of both NYS and local assessments, there is a gap in academic performance with our English Language Learner (ELL) population and their age level peers. To address this gap, the District is joining the OUBOCES Title III Consortium and will participate in the professional learning and other programming that is available to support this vulnerable population.

The district plan to capitalize on the professional learning to design a curriculum and plan instructional activities to ensure high quality learning opportunities for ELL/MLL students. To advance the district’s goal of creating challenging, engaging, and empowering learning environments for students, we will continue to include support for teachers with respect to their instructional planning, instructional delivery, and student assessment.

Instructional Planning

Sessions addressing this component will focus on teacher expectations, the development of learning outcomes, the selecting of materials to foster these expectations or outcomes, and organizing learning experiences into a coherent, reinforcing sequence that is aligned with the learning outcomes. A particular focus of this work will be to present research based approaches to learner-centered instructional planning.

Instructional Delivery

Given the focus on learner-centered approaches, sessions addressing this component will focus on delivering lessons that promote active learning, that include inquiry-based methods, and are context-based (such as service learning activities). Included in these sessions is a discussion of research-based strategies designed to promote culturally responsive instructional practices.

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.**

- Goal #1: To reduce the achievement gap between ELL students and their age level peers through improving teaching and learning.
- Goal #2: To increase ELL student literacy by providing supplementary ELL instructional materials.
- Goal #3: To support ELL students to develop literacy in two languages and graduate high school with the NYS Seal of Biliteracy on their diplomas.

**Title III ELL - Fiscal Information**

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

4. **Please provide the LEA allocation for Title III, Part A - ELL funds for the 2022-23 school year.**

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/23/2022

	Title III, ELL - 2022-23 <i>Allocation</i>	<i>Transferability</i> Funds to Title III, ELL (\$)	<b>TOTAL FUNDS</b> for Title III, ELL Purposes (Allocation + Transferability) (\$)
Title III, ELL Calculations	9,727	0.00	9,727.00

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 (#)	74
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	131.45	9,727.00	0.00

**Title III ELL - Intent to Apply**

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

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

- 7b. Please provide the BEDS number of the LEAD APPLICANT of the consortium the LEA intends to join.

449000000000

- 7c. Please provide your LEA Title III, Part A - ELL allocation.

9727

- 7d. I agree to be part of a shared services consortium with the consortium lead named above for the provision of services to English Language Learners under Title III, Part A of the Elementary and Secondary Education Act (ESEA). I hereby assure the State Education Department that the district will fully comply with all provisions established under the aforementioned Act.

- The LEA agrees to the above consent statement.

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

---

Page Last Modified: 08/23/2022

**Title IV Part A - Program Information**

HIGHLAND FALLS CSD - 440901040000

1. **Did the LEA evaluate the progress made toward achieving the Title IV, Part A program goals set for the previous school year?**
  - Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
  - No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.
  
- 1a. **To what degree did the LEA make progress toward achieving the Title IV, Part A goals from the previous school year?**
  - The LEA exceeded the goals it set for the previous school year.
  - The LEA met the goals it set for the previous school year.
  - The LEA did not meet the goals it set for the previous school year.
  
2. **Does the LEA have a Title IV, Part A allocation equal to or greater than \$30,000 prior to transferability?**
  - Yes, the LEA has a Title IV, Part A allocation equal to or greater than \$30,000 prior to transferability.
  - No, the LEA does not have a Title IV, Part A allocation equal to or greater than \$30,000 prior to transferability.

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/23/2022

- 2e. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title IV, 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. If an LEA is transferring 100% of its Title IV, Part A allocation, please identify the specific needs that informed the decision to transfer.  
**(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.)**

Due to the disruption in the education program in response to COVID-19, the district was able to conduct progress monitoring or administer beginning and end of the year assessments to evaluate student growth and/or achievement. The District used i-Ready data to evaluate the growth. Additionally, we are using previously collected data to identify goals and to design a program for the 2022-2023 school year. Although the district was able to evaluate growth, the district is waiting for the 2022 NYS 3-8 tests results and were unable to use current state test data in our goals setting. Thus, we are using previously collected state test data to help identify goals for the 2022-2023 school year. Additionally, the district will be conducting a National School Climate Survey for 2022-2023 school year. This survey was intended to be conducted during the 2021-2022 school year, but were unable to complete it due to time constraints, thus we are using the 2018-2019 ASCD School Improvement Tools/Survey.

i-Ready Data 2022-2023 School Year:

In February, 2018 we administered the ASCD School Improvement Tools/Survey based on the whole child approach to education. We are using this data to drive our school improvement efforts over the next three-year period. As a part of this multi-year process, it is our intention to administer this survey again in November, 2021. In the previous survey, the stakeholders identified the following three areas to examine more closely: Healthy, Engaged, and Sustainability.

Key indicators for the tenet Healthy include:

- Our school culture supports and reinforces the health and well-being of each student.
- Our school addresses the health and well-being of each staff member.
- Our school sets realistic goals for students and staff health that are built on accurate data and sound science.
- Our school facilitates student and staff access to health, mental health, and dental services.

Key indicators for the tenet Engaged include:

- Our teachers use active learning strategies, such as cooperative learning and project-based learning.
- Our school offers a range of opportunities for students to contribute to and learn within the community at large, including service learning, internships, apprenticeships, and volunteer projects.
- Our curriculum and instruction promote students' understanding of the real-world global relevance and application of learned content.
- Our teachers use a range of inquiry-based experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
- Our staff works closely with students to help them monitor and direct their own progress.

The key indicators for the tenet Sustainability include:

- Implementation of a whole child approach to education is a cornerstone of our school improvement plan and is included in our data collection and analysis process.
- Our school uses a balanced approach to formative and summative assessments that provide reliable, developmentally appropriate information about student learning.
- Our school identifies and collaborates with community agencies, service providers, and organizations to meet specific goals for students.
- Our school leaders implement a distributed leadership plan to ensure progress.
- Our school and all our partners consistently assess and monitor our progress on all indicators of student success to ensure progress and make necessary changes in a timely manner.

In addition, we examined students' scores on the 3rd-8th grade NYSED ELA and Mathematics assessments. Below you will find a summary of the scores over a 5-year period.

5-Year Results of 3rd - 8th Grade NYS ELA Assessment

	School Year				
Score	2018-19	2017-18	2016-17	2015-16	2014-15

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/23/2022

Total Students Assessed	276	297	280	281	307
% Proficient	37%	32%	32%	33%	22%
4	34 (13%)	25 (8%)	26 (9%)	32 (11%)	23 (7%)
3	67 (24%)	69 (23%)	63 (23%)	60 (21%)	45 (15%)
2	99 (36%)	105 (35%)	104 (37%)	98 (35%)	124 (40%)
1	76 (28%)	98 (33%)	87 (31%)	91 (32%)	115 (37%)
<b>5-Year Results of 3rd - 8th Grade NYS Mathematics Assessment</b>					
	School Year				
Score	2018-19	2017-18	2016-17	2015-16	2014-15
Total Students Assessed	267	280	265	257	290
% Proficient	40%	39%	31%	36%	27%
4	43 (16%)	34 (12%)	25 (9%)	23 (9%)	15 (5%)
3	64 (24%)	76 (27%)	56 (21%)	69 (27%)	63 (22%)
2	67 (25%)	63 (23%)	83 (31%)	89 (35%)	109 (38%)
1	93 (35%)	107 (38%)	101 (38%)	76 (30%)	103 (36%)
<p>The overall trends observed in the ELA and Mathematics Assessment indicate a 15% increase in the ELA scores from 2014-15 to 2018-19 and an 13% increase in Mathematics. While there has been an increase, the majority of our students have not achieved proficiency in either ELA or Mathematics. In addition to the above, each year the administrative team attends a retreat to conduct an analysis of NYS Accountability Data. For the 2019-20 and 2020-201 school year, the focus of the analysis/review was school climate, specifically related to the following dimensions:</p> <ul style="list-style-type: none"> <li>• Safety and Order</li> <li>• Relationships</li> <li>• Curriculum and Instruction</li> <li>• School-wide Environment and Structures</li> </ul> <p>Based on the data review, we identified the need to focus on the factors associated with decreases in attendance:</p> <p><b>School Factors</b></p> <ul style="list-style-type: none"> <li>• inconsistent or unclear attendance policies (addressed in updates to the code of conduct and implemented consistent practices across all schools))</li> <li>• student behavior management; schools expectations of students (e.g. work load, testing, performance); levels of support for students and relationships with teachers; attitudes of teachers, students and administrators</li> <li>• ability and willingness to engage the diverse cultures and learning needs/styles of students</li> <li>• teaching quality</li> <li>• effective monitoring by schools of attendance and a timely and meaningful response when issues arise for a student is critical to ensure that attendance rates remain high (addressed by establishing attendance committees at all schools led by the guidance office staff)</li> <li>• learning needs that are not being addressed in the classroom or unidentified learning difficulties</li> <li>• lack of timely and appropriate intervention.</li> </ul> <p><b>Student Factors</b></p> <ul style="list-style-type: none"> <li>• past negative school experiences, lack of interest in school , lack of knowledge about future pathways and the links between school attendance, educational outcomes and work, personal occupational goals and school completion</li> <li>• student academic self-concept</li> <li>• social competence and confidence leading to conflict and/or isolation</li> <li>• students' health and wellbeing; for example, low self-esteem, high levels of anxiety or physical health</li> <li>• habituated school absence or misunderstanding or ignorance of attendance laws and incentives</li> <li>• being bullied</li> <li>• levels of attention in classes</li> <li>• lower levels of literacy and numeracy achievement</li> </ul>					

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/23/2022

- a need to demonstrate 'adult' behavior, a rejection of authority
- drug and alcohol use
- difficulties at the time of transitions

**Family Factors**

- specific parental behaviors (such as opting to take children on vacation when school is in session or opting to keep children home for extended periods of time for undiagnosed medical/mental health issues)
- parents not being aware of attendance law and obligations
- lack of parental insistence that children go to school in the morning
- differing views about education or the value of education
- competing family priorities; for example, conflicts, getting organized, babysitting, interpreting for parents, transport, holidays or students caring for other family members
- parents with multiple jobs
- single parent families
- specific parental behaviors (such as opting to take children on vacation when school is in session or opting to keep children home for extended periods of time for undiagnosed medical/mental health issues)
- parents not being aware of attendance law and obligations
- lack of parental insistence that children go to school in the morning
- differing views about education or the value of education
- competing family priorities; for example, conflicts, getting organized, babysitting, interpreting for parents, transport, holidays or students caring for other family members
- parents with multiple jobs
- single parent families

**Low SES Factor**

- the need for student employment to supplement family incomes
- lack of affordable transportation to school
- domestic violence, child abuse or neglect, drug or alcohol abuse
- employment obligations of parents/caregivers and inflexible employers
- cultural obligations (commitments by families to attend significant cultural events)
- higher family mobility rates
- lack of affordable child care for students with parenting responsibilities.

A review of research confirms that students with low attendance report a range of reasons for this, including:

- poor relationships with teachers
- student perception of the teacher being uncaring or unorganized
- a general dislike of the atmosphere of schools or a dislike of schoolwork
- school programs that are seen by students as irrelevant, too difficult or too easy
- suspensions
- feeling unsafe
- issues such as anxiety

Based on the above, and the disruption to instruction during the 2019-20, 2020-221 and 2021-2022 school years, the district will use Title funds to support our intervention programs for ELA and Mathematics. At the school level, AIS teachers will work with faculty and administrators to examine early warning indicators of disengagement, identify students at risk for chronic absenteeism and address targeted learning needs to support students in literacy and mathematics. Although the District was open for the entire 2021-2022 school year, the social emotional stress and mental health needs of students slowed the growth of and the ability to close the achievement gaps.

**2f. In the space provided below, please describe the goals, objectives and intended outcomes of the Well Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology content areas of the Title IV, Part A program based on the results of a recent needs assessment.**

Based on the needs assessment, the district identified the following focus areas:

1. Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups.
2. Collect and analyze data related to student achievement in the areas of science and mathematics.

A STEM teacher will be assigned to facilitate instruction with students in grades K-6 related to science, technology, engineering and computer science with the goal of improving students' scores on the 4th and 8th grade NYS Science Assessment and the 3rd - 8th grade NYS Mathematics Assessment.



2022-23 Consolidated Application for ESSA-Funded Programs - 2023

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

Page Last Modified: 08/23/2022

**Title IV Part A - Calculation of Proportionate Shares**

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

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

	Title IV, Part A - 2022-23 <u>Allocation</u>	<u>Transferability</u> Funds (Funds <u>to</u> Title IV added, Funds <u>from</u> Title IV deducted) (\$)	<b>TOTAL FUNDS</b> for Title IV, Part A Purposes (Allocation +/- Transferability) (\$)
Title IV, Part A Calculations	12,419	0.00	12,419.00

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

	Amount (\$ or #)
Title IV, Part A Program Administration Costs (Public and Private Schools - no more than 2%) (\$)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	949
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	0

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

	Title IV, Part A <u>Per Pupil Amount</u> (\$)	Title IV, Part A <u>LEA Share</u> (\$)	Title IV, Part A <u>Private School Share</u> (\$)
Title IV, Part A Calculations	13.09	12,419.00	0.00

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

ESSA Programs - Title IV Part A - Use of Funds

Page Last Modified: 08/23/2022

**Title IV Part A - Balance**

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

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

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

	<b>TOTAL FUNDS</b> for Title IV, Part A Purposes (Public and Private Shares) (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title IV, Part A Use of Funds	12,419.00	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	12,419	<input checked="" type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Music and Arts	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
World Language Instruction	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Accelerated Learning Programs	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
HS Redesign with Dual/Concurrent Enrollment and/or Early College High Schools	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Civics Instruction	0	<input type="checkbox"/> LEA Activity

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

ESSA Programs - Title IV Part A - Use of Funds

Page Last Modified: 08/23/2022

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

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

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

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

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

ESSA Programs - Title IV Part A - Use of Funds

Page Last Modified: 08/23/2022

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

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

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

	Funding Amounts (\$)	LEA and/or Private School Activities
Provide Personalized Learning to Improve Academic Achievement	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Discover, Adapt, and Share High-Quality		

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

ESSA Programs - Title IV Part A - Use of Funds

Page Last Modified: 08/23/2022

	Funding Amounts (\$)	LEA and/or Private School Activities
Resources	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement Online and Blended Learning Strategies	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement School-wide and District-wide Approaches to Inform Instruction, Support Teacher Collaboration, and Personalize Learning	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

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

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

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

	Well-Rounded Educational Opportunities <u>TOTAL</u> (\$)	Safe & Healthy Students <u>TOTAL</u> (\$)	Educational Technology <u>TOTAL</u> (\$)	<b>Maximum</b> for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) (\$)
Content Area Use of Funds	12,419.00	0.00	0.00	0.00

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 <u>minimum</u> (20% of <u>total</u> Title IV Allocation) (\$)	Safe & Healthy Students <u>minimum</u> (20% of <u>total</u> Title IV Allocation) (\$)
Content Area Minimum/Maximum	2,483.80	2,483.80

**2022-23 Consolidated Application for ESSA-Funded Programs - 2023**

Equitable Services - Equitable Services

---

Page Last Modified: 08/04/2022

**Equitable Services**

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

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

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

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

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Equitable Services - Equitable Services Details

Page Last Modified: 08/11/2022

**Private School Consultation**

HIGHLAND FALLS CSD - 440901040000

- For EACH private school listed below (located inside of the district, serving district resident students), please indicate whether the private school is participating in one or more ESSA-Funded programs (participating or declining). Additionally, please indicate the funding amount for each program area, and upload a completed "LEA Affirmation of Private School Consultation 2022-23" form. If a private school was not responsive to the LEA's attempts to consult, please provide dated evidence of outreach conducted by the LEA.

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

Private School BEDS Code	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
440901996121	WEST POINT MIDDLE SCHOOL	Non-Responsive	0	0	0	0	_Memo.pdf

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

Please indicate whether the private school is participating in one or more ESSA-Funded program, and indicate the funding amount for each program area. Upload a completed "LEA Affirmation of Private School Consultation 2022-23." If a private school was not responsive to the LEA's attempts to consult, please provide dated evidence of outreach conducted by the LEA.

Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
(No Response)	Storm King School	Declining	0	0	0	0	Storm King Signed Affirmation.pdf
(No Response)	A.H Schreiber Hebrew Academy	Declining	0	0	0	0	A.H. Schreiber Hebrew School Declined.pdf
(No Response)	AEF Chapel Field	Non-Responsive	0	0	0	0	AEF Chapel Field Receipt.pdf

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Equitable Services - Equitable Services Details

Page Last Modified: 08/11/2022

Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
(No Response)	Albertus Magnus	Declining	0	0	0	0	Albertus Magnus Returned.pdf
(No Response)	Birch School	Declining	0	0	0	0	Title I - Highland Falls-Fort Montgomery.pdf
(No Response)	Blooming Grove Academy	Non-Responsive	0	0	0	0	Blooming Grove Receipt.pdf
(No Response)	HV Sudbury School	Non-Responsive	0	0	0	0	HV Sudbury Receipt.pdf
(No Response)	John S. Burke HS	Declining	0	0	0	0	highland falls title I Burke Catholic.pdf
(No Response)	Manitou School	Declining	0	0	0	0	Manitou School LEA Form 1.pdf
(No Response)	Millbrook School	Non-Responsive	0	0	0	0	Millbrook Receipt.pdf
(No Response)	Our Lady of Mount Carmel	Declining	0	0	0	0	Our Lady of Mount Carmel-Signed.pdf
(No Response)	St. Clare	Non-Responsive	0	0	0	0	St. Clare Receipt.pdf
(No Response)	St. Gregory Barbarigo School	Non-Responsive	0	0	0	0	St. Gregory Receipts.pdf
(No Response)	Thevenet Montessori School	Declining	0	0	0	0	Thevenet.pdf
(No Response)	Windsor Academy	Non-Responsive	0	0	0	0	Windsor Academy Receipt.pdf
(No Response)	Yeshiva OHR Torah	Non-Responsive	0	0	0	0	Yeshiva OHR Torah Receipt.pdf



2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Equitable Services - Equitable Services Details

Page Last Modified: 08/11/2022

Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
(No Response)	St. Johns	Non-Responsive	0	0	0	0	Yes-St. Johns.pdf Title I Paperwork.eml St. Johns Unresponsive.pdf

**Equitable Services - Pooling Funds**

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

If yes, please complete the chart below.

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

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

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

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

If yes, please complete the chart below.

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

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

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

**Private School Use of Funds - Title I Part A**

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

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

0.00

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Equitable Services - Equitable Services Details

Page Last Modified: 08/11/2022

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

	Amount (\$)
Administration	0
Professional Development	0
Pre-K Services	0
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000)	0
Direct Instructional Services to Students	0
Other	0

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

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

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

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

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

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

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

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

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

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

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

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Equitable Services - Equitable Services Details

---

Page Last Modified: 08/11/2022

**all PRIVATE SCHOOLS.**

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

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

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

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Budgets/Narratives - Budgets/Narratives

Page Last Modified: 08/11/2022

**Budget/Narrative - Title I, Part A**

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2022-23 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by school, as applicable, to reflect appropriately prioritized distribution of funds amounts.
6. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

1. **The amount of funds shown in the space below reflects the LEA's 2022-23 Title I, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #2 and #3.**

165,584.00

2. **Upload a completed and signed copy of the FS-10 Budget for Title I, Part A. The FS-10 should represent the 2022-23 allocation only. (Carryover may be accessed by way of an amendment, separate from this application process; and funds subject to Transferability should not be included in the FS-10 of another program area.)**

FS 10 Title I Signed Copy.xlsm

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).**

Title 1 Budget Narrative.docx

**Budget/Narrative - Title I, Part D**

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2022-23 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

4. **The amount of funds shown in the space below reflects the LEA's 2022-23 Title I, Part D allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #5 and #6.**

0.00

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

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

(No Response)

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Budgets/Narratives - Budgets/Narratives

Page Last Modified: 08/11/2022

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

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

(No Response)

**Budget/Narrative - Title II, Part A**

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2022-23 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.
6. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by Title II, Part A Use Funds category to align with the Title II, Part A Use of Funds Chart.

7. **The amount of funds shown in the space below reflects the LEA's 2022-23 Title II, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #8 and #9.**

32,257.00

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).

FS10 Title IIA Signed Copy.xlsm

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).

Title 2 Budget Narrative.docx

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

PLEASE NOTE:

1. Only SINGLE APPLICANTS and LEAD APPLICANTS of a consortium should upload Title III, Part A - ELL budget information.
2. LEAs applying as a MEMBER of consortium do not upload budget documents.
3. The FS-10 for each program area should reflect only the program area allocation for the 2022-23 school year.
4. Carryover funds should not be included in the FS-10.
5. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
6. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
7. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

10. **The amount of funds shown in the space below reflects the LEA's 2022-23 Title III, Part A English Language Learner allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #11 and #12.**

9,727.00

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Budgets/Narratives - Budgets/Narratives

Page Last Modified: 08/11/2022

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

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

(No Response)

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

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

(No Response)

**Budget/Narative - Title III - Immigrant Education**

- 13. The amount of funds shown in the space below reflects the LEA's 2022-23 Title III, Immigrant Education allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #14 and #15.

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)

**Budget/Narrative - Title IV, Part A**

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2022-23 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.
6. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by Title IV, Part A Use Funds category to align with the Title IV, Part A Use of Funds Chart.

- 16. The amount of funds shown in the space below reflects the LEA's 2022-23 Title IV, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #17 and #18.

12,419.00

- 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).

FS 10 Title IV Signed Copy.xlsm

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Budgets/Narratives - Budgets/Narratives

Page Last Modified: 08/11/2022

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

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

Title 4 Budget Narrative.docx

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

PLEASE NOTE:

1. The FS-10 for each program area should reflect only the program area allocation for the 2022-23 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

19. The amount of funds shown in the space below reflects the LEA's 2022-23 Title V, Rural Low Income Students (RLIS) allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #20 and #21.

0.00

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

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

(No Response)

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

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

(No Response)

**Funded Administrator**

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

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

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

2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Submission Summary - Submission Summary

Page Last Modified: 08/04/2022

**Submission Summary - Title I, Part A**

HIGHLAND FALLS CSD - 440901040000

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	165,584.00	165,584.00	335.87	165,584.00	0.00

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.)	2,000.00	163,584.00

**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	32,257.00	32,257.00	33.99	32,257.00	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	9,727.00	9,727.00	131.45	9,727.00	0.00



2022-23 Consolidated Application for ESSA-Funded Programs - 2023

Submission Summary - Submission Summary

Page Last Modified: 08/04/2022

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	12,419.00	12,419.00	13.09	12,419.00	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	12,419.00	0.00	0.00

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

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

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

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

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