

State Budget Reporting Survey - Budget Reporting

ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

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

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

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

Stakeholders were engaged in meaningful consultation through a series of in-person "think-tank" faculty meetings and subcommittee meetings. A collaboration software called ThoughtExchange was used to give everyone a voice. Students, parents, teachers, administrators, and district stakeholders were also asked provide input using a feedback survey posted on our website (<https://www.mmcsd.org/Page/1750>). The email below describes the process we used to engage stakeholders in the Mount Markham Central School District. The data was collected, disaggregated, prioritized and shared with teachers and the community.

As you may know, the federal government has allocated nearly 5 million dollars in stimulus money for the Mount Markham CSD (via ARP, ESSER, CRRSA). The aid allocations were determined by a formula that prioritizes 2019 and 2020 Title I numbers. Unlike the majority of other federal

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>-Grade level teams will disaggregate student discipline data (using SchoolTool Dashboard reports- broken down by individual students and grade level) into identified subgroups (economically disadvantaged, race, ELL, SPED, gender, and homeless) to determine which students are struggling with behavior. Research shows that the social, emotional, and mental health needs often manifest in behavioral issues. Grade level teams will use this data to identify our "at risk" students and draft behavioral interventions, SEL interventions, and PBIS interventions. The team will also make appropriate referrals to the school counselor, social worker, and administrator.</p> <p>-Building level administrators, in consultation with our school counselors and social workers, will send out periodic social, emotional, and mental health surveys to students, parents, and staff members. The results of these surveys will help to identify the individuals needing support and intervention.</p> <p>-Social, emotional, and mental health appointment data tracking. Our school counselors, social workers, teachers, and administrators will track the number of appointments/conversations they are having on monthly basis. Names and details will remain confidential. The purpose of this strategy is to collect quantitative summary data that will identify building level trends.</p> <p>-Building level administrators will track the number of students participating in at least one extracurricular club, sport or activities in at least two academic quarters. Research shows that there is a strong correlation between mental health and student engagement in activities outside of the school day. Mental health checks, mentoring, and targeted interventions will be created for those students classified as "disengaged."</p> <p>Summer Learning and Enrichment Activities K-8: (NOTE: these activities will encompass tailored/individualized acceleration, curriculum-aligned enrichment activities, and high dosage tutoring programs).</p> <p>Goals, Objectives, and Structure: Building and District leaders will effectively use evidence-based systems and structures to create summer program for all students. These summer programs at the K-8 level will focus on student achievement, curriculum and teacher practices; gap analysis; literacy interventions; Data Driven Instruction (DDI) and student social and emotional developmental health. Teachers will implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. Building and District leaders will support the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) and SEL learning standards that is monitored and adapted to meet the needs of students.</p> <p>Goal/Objective # 1: Create a rigorous and comprehensive summer program FOR EACH GRADE</p>	

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>goals for the elementary level (end of fourth grade), the intermediate level (end of eighth grade), and the commencement level (when a student should graduate with a high school diploma). An alternate performance level is set for achievement for students with severe disabilities.</p> <p>A student's achievement of the New York State Department of Education's (Department) Learning Standards in an area reflects mastery of the subject. High school students typically demonstrate mastery of a subject by passing an exam (if applicable, a Regents exam) at the end of the course, thereby receiving credit for the course. If a student is unable to complete a course satisfactorily, the student can earn credit for the course by participating in one of the make-up credit programs, as listed in Section 100.5(d)8 of the New York State Commissi</p>	

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	173,898	173,898	173,898
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	756,413	756,414	756,413

6. If 'Other' is indicated in the table above, please describe.

N/A