

**State Budget Reporting Survey - Budget Reporting****Background/Instructions**

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**Background and Instructions****Background**

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

- An analysis of public comment;
- Goals and ratios for pupil support;
- Detailed summaries of Investments in current year activities; and
- Balance of funds spent in priority areas.

**Instructions**

The *State Budget Reporting Survey* is due by July 1, 2022.

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.

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

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

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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.**

Numerous opportunities for public comment were provided to stakeholders, at regular and special meetings. The original grant submission provided summary input support for our submitted plan.

Ongoing Public Comment Solicitation

- Public comment opportunities are provided in several formats at WAJ. The most common is providing two public comment periods, one at the beginning and one at the end of each monthly Board of Education meeting.
- Additionally, stakeholder public comments are encouraged at a plethora of meetings held at the school, both in-person and remotely, which include: parent input meetings, faculty meetings, and staff meetings. Posted contact e-mails and phone numbers are provided on the district website and written materials to encourage public comment as well.

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

Program Goals	Per Pupil Teacher Ratios (# : #)
WAZ's needs assessment and F&P diagnostic assessments demonstrate that reading at or above grade level continues to be a goal at the elementary level. To support this goal, we use the Fountas and Pinnell's Leveled Literacy Program in which our academic intervention teachers provide direct reading instruction. In 2019-2020, the district identified 20 students in grades K-4 who were not reading at grade level. We are pleased to announce the growth and success of this intervention with these twenty students. During the 2021-2022 school year 34 students were identified. Specifically, the district has identified 3 kindergartners, 9 first graders, 8-second graders, 7 third graders, and 7 fourth graders. We attribute this increase due the overall impact COVID has had on our ability to deliver LLI on a consistent basis to those students identified in need of reading intervention.	1:5

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

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Identifying students in need of academic intervention services in the area of math is accomplished by teachers using both the NYS-3-8 assessments as well as diagnostic and benchmark tests through the use of IXL. Teachers modify instruction throughout the year to best help our struggling learners in the area of math. WAZ will continue to use the IXL Math software benchmarking tool which is providing to be significantly beneficial to both the student as well as providing the teacher with real-time feedback to address specific student needs with respect to targeted skills. In addition to the diagnostic score recorded at the start of the school year (which was not our primary goal), the program is able to provide an ongoing benchmarking measurement that is specific to the student's weakness within any particular standard at any particular point during the school year. The teacher is then able to be very specific in assigning the next daily practice activity. Students continue to practice this weak skill until they demonstrate proficiency (85%) and eventually mastery (90-100%). If the student demonstrates	

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