

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

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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.

Surveys to all families served by Persistence Prep, focus groups with teachers, and analysis of academic and social emotional data yielded trends in how stakeholders felt ESSER funding should be invested within our community. School leadership synthesized all feedback received and determined 6 key areas of focus for our spending:

- Creation of an internal teacher talent pipeline
- Full alignment of our literacy program to the Science of Reading research
- Expansion and creation of key staff roles
- Expanded academic opportunities for all scholars
- Staff Development
- Social-Emotional Learning

Every six months (and often more frequently with staff), we checked in on these areas of focus and monitored progress towards our goals/benchmarks. The 2021-2022 school year served as a strong year of data collecting as we better understood the need of our students and where further investments need to be made. The majority of our spending will take place in the coming 2 years, but feedback remains that our 6 key areas of focus remain the same.

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

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>CREATION OF INTERNAL TEACHER TALENT PIPELINE A main area of focus will be the creation of an internal teacher talent pipeline to support our continued slow growth as a charter school. With the addition of a new grade level each year through 2025, we will continue to be in need of new teachers who are mission-aligned, highly skilled, and who have a deep understanding of our school culture and instructional expectations. In order to meet this goal, we will develop and maintain a Teaching Assistant pipeline that allows promising candidates to work alongside our classroom teachers and be immersed in our academic program. We will pair this immersion with enrollment in the RELAY Graduate School of Education, through which teachers will earn their Masters degree and obtain their NYS Teaching Certification.</p>	20:1
<p>ALIGNMENT OF LITERACY PROGRAM TO SCIENCE OF READING In the 2020-2021 school year, we partnered with The New Teacher Project (TNTP) to develop our understanding of the Science of Reading (simple view of reading), and began to make shifts in our literacy program in order to align it to the research. Since that initial partnership, we have developed a comprehensive 3-year plan to fully align our curriculum, Rtl services, and assessment program, as well as continue to provide strong training opportunities for staff.</p>	13:1
<p>EXPANSION/CREATION OF KEY STAFF ROLES In addition to the creation of an internal teacher talent pipeline, we also want to leverage funding to bring on an additional Rtl instructor and content coaches earlier than anticipated. Our school is grounded in the belief that effective coaching and immediate feedback is the best way to improve teacher practice, and will leverage additional coaches to shrink coaching caseloads and provide teachers with more individualized support. The expansion of our Rtl team will also allow for greater push-in support in classrooms, smaller group sizes for our most struggling scholars, and more targeted instruction tailored to individual demonstrated needs.</p>	20:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>EXPANDED ACADEMIC OPPORTUNITIES In order to catch our scholars up and accelerate their learning, we need time. We plan to utilize a portion of our funding allocation to ensure our scholars have access to strong morning care, summer learning academy, and a longer school year. This extra time will be leveraged to close scholar gaps in learning, so that core school time can be largely focused on just-in-time supports and grade level instruction.</p>	25:1
<p>STAFF DEVELOPMENT We firmly believe as a school that a high-quality teacher in every classroom in our building is the number one factor that will drive student achievement. We also believe firmly in the power of collective efficacy amongst our team and embodying the elements of a strong professional learning community. To that end, we want to continue to expand our robust offering of staff development opportunities and allow our teachers to learn from experts in the field, see other high-performing schools in action, and, ultimately, bring their learning back to our community.</p>	13:1
<p>SOCIAL EMOTIONAL DEVELOPMENT In addition to our focused funding to support our academic programming, we will also utilize funding to purchase and implement a cohesive, developmentally appropriate social-emotional curriculum. The Fly Five curriculum, developed by the Center for Responsive Schools, directly aligns with our Responsive Classroom approach and mindset, and builds upon previous training our staff has received. The curriculum is standards-aligned and spans our entire K-8 grade span.</p>	100:1

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

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>IMPLEMENTATION OF FLY FIVE SEL CURRICULUM In addition to our focused funding to support our academic programming, we will also utilize funding to purchase and implement a cohesive, developmentally appropriate social-emotional curriculum. The Fly Five curriculum, developed by the Center for Responsive Schools, directly aligns with our Responsive Classroom approach and mindset, and builds upon previous training our staff has received. The curriculum is standards-aligned and spans our entire K-8 grade span.</p>	18750
<p>CITY YEAR CORPS MEMBERS With the support of ESSER funding, we continued our partnership with City Year. We had a team of 6 fulltime corps members throughout the year who offered high-quality before school care, lowered teacher to scholar ratios in classroom throughout the day, and served as another source of teacher/ teacher aide talent for our pipeline.</p>	65,000
<p>mCLASS/ AMPLIFY ASSESSMENT & INTERVENTION SYSTEM To better diagnose and understand our scholars' strengths and weaknesses in literacy, we purchased the mClass assessment and intervention program through Amplify. This allowed us to administer the DIBELS assessment to all scholars 3x throughout the year, provided us with targeted intervention lessons and activities and allowed us to progress monitor our highest need scholars across the year. This platform and resources were instrumental in our instructional approach this year and resulted in 75% of scholars making over 1 year of reading growth.</p>	29,500

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5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

