

Foundation Aid Increase Survey - Foundation Aid Increase**Background/Instructions**

Page Last Modified: 06/23/2023

Background and InstructionsBackground

Section 10-d of part A of chapter 56 of the laws of 2021, as amended by §5-b of part A of chapter 56 of the laws of 2022, requires school districts receiving a foundation aid increase of more than 10% or \$10,000,000 to create plans on how these funds will be used to address student performance and need. These plans are required in advance of the 2021-22, 2022-23, and 2023-24 school years. This is the final year that this requirement is in effect. Plans for the 2023-24 school year must be completed, submitted to the department, and posted to district websites by July 1, 2023.

Each district subject to this requirement is required to:

- Seek public comment from parents, teachers, and other stakeholders;
- Take public comments into account in the development of the plan;
- Include an analysis of public comments within the plan;
- Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address the priority areas identified by law;
- Post the plan on the district website; and
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly.

This requirement does not replace any requirements under Contracts for Excellence. If your district is required to submit a contract for excellence, more information is available at this page.

The list of school districts that are required to submit a plan aligned with the increase in foundation aid may be found in the "*Foundation Aid Increase Notification Guidance*" memo located in the *Documents* library at the lower left of the application. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require district seek public comment and share plans on how they intend to spend these additional funds. Plans are required to cover only the foundation aid *increase*. The plan should *not* cover how the district intends to use its *entire* foundation aid amount. Describe in the plan how the foundation aid increase will be used, along with key goals, metrics, or ratios, and the community feedback reflected for portions of the increase used to address any of the following priority areas, as well as any additional areas identified by the district:

1. Increasing graduation rates and eliminating the achievement gap;
2. Reducing class sizes;
3. Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
4. Addressing student social-emotional health;
5. Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;

Instructions

- The *Foundation Aid Increase Survey* is due by July 1, 2023.
- Districts 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 district 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 district. The designated superintendent or the chief executive officer, or board of trustees president are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.
- Districts are NOT REQUIRED to send hard copies of survey materials to the Department.

Foundation Aid Increase Survey - Foundation Aid Increase

Use of Foundation Aid Increase Survey

Page Last Modified: 06/23/2023

Use of Foundation Aid Increase

1. Please describe how the district plans to utilize funds provided by the foundation aid increase in the following priority areas.
If these funds will not be used for one of the priority areas listed below, please respond with "N/A."

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	Funding will support a range of strategies to focus and accelerate learning, while addressing potential gaps in learning. We will continue to document and prioritize essential learning standards to drive our curriculum, instruction and assessment through the use of the Atlas platform. Teacher teams will provide feedback to identify Essential Standards through the use of a Flashback - Flash Forward protocol and vertical team conversations. We will utilize Summer Grade Level professional Learning Plan Days to communicate the priorities. Updated pacing will be reflected in curriculum maps and prioritized standards will be flagged as well. Teachers are expected to follow the documented scope and sequence of each course/class, while prioritizing essential learning standards.	Feedback reflected that school rigorous expectations an area in need of focus. This priority is reflected in the Investment Plan.	723436
Reducing class sizes	Funding will support a focus on a lower student-teacher ratio for students at the kindergarten, first and second grade levels. The funding will also support learning at targeted grade levels in grades 3-5 and in specific courses of ELA and Math in grades 6-12 to provide a lower student-teacher ratio.	Feedback reflected that perceptions of the adequacy of the schools' resources is higher than the last survey. Reducing class sizes will receive continued priority in the Investment Plan.	2312164
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Funding will support summer learning programs for students at the elementary level, grades 6-8 and grades 9-12 to address learner needs at risk of not meeting state learning standards in core academic subjects based on assessments. During the school year, instructional coaches and itinerant learning associates will provide support in strengthening best practices for learning in Tier 1 at the elementary level and after school programs will provide additional support for students	Feedback reflected that students learning strategies and supports are an area of priority in the wake of pandemic.. The Investment Plan includes continued supports in this area.	803261

Foundation Aid Increase Survey - Foundation Aid Increase

Use of Foundation Aid Increase Survey

Page Last Modified: 06/23/2023

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	in grades 6-12.		
Addressing student social-emotional health	The district's school counseling plan addresses that universal, secondary and tertiary interventions are in place. Universal interventions are designed to support the social emotional well being of all students and adults. Use of the district wide PBIS (Positive Behavior Interventions and Support) framework allows us to create a behavior matrix that teaches expectations for an array of learning models. At all levels, an evidenced based best practice curriculum focuses on the core SEL competencies of self awareness, selfmanagement, social awareness, relationship skills and responsible decision making. Implementation of the plan addresses that these practices are culturally and linguistically responsive to our student and family population.	Feedback reflected that student socialemotional health is a major priority area in the wake of the pandemic. The Investment Plan includes continued support for several initiatives in this area.	541832
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The East Syracuse Minoa Central School District will continue to provide a Free Appropriate Public Education (FAPE) for all special education students. All accommodations, modifications, supplementary aides, services and technology needs included in a student's IEP will be reviewed and discussed by the case manager, general education teacher(s) and parent to determine the appropriate accommodations, modifications, supplementary aides, services and technology for the student will need based on their unique needs.	Feedback reflected that favorable views of the district's strategies to educate all students, including ELL's, students with disability, and students experiencing homelessness, has increased since the last survey. The Investment Plan reflects continued investments in these areas.	1491207

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

Foundation Aid Increase Survey - Foundation Aid IncreaseUse of Foundation Aid Increase Survey

Page Last Modified: 06/23/2023

Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
(No Response)	(No Response)	(No Response)	(No Response)

Use of Foundation Aid Increase (Cont.)

Foundation Aid Increase Survey - Foundation Aid IncreaseUse of Foundation Aid Increase Survey

Page Last Modified: 06/23/2023

- 3. Please describe your analysis of public comment from parents, teachers, and other stakeholders on the plan. This analysis should include the approach to outreach that was implemented and common recommendations or suggestions. For recommendations not reflected in the plan above, what limitations or rationale led to the decision to not include? (250 words or less)**

A districtwide survey was conducted in May 2023 with teachers, students, parents and guardians, administrators and instructional staff to provide an opportunity for input and feedback into the ESM Strategic Plan and to provide further data in the analysis of needs for the District's Foundation Aid Increase Investment Plan.

Survey feedback included responses in the following topic areas:

- Diversity and Inclusion
- Educating All Students
- Family Engagement
- Professional Learning
- School Resources
- School Climate
- School Learning Strategies and Behaviors
- School Safety
- School Belonging
- Social-Emotional Well-Being
- Staff-Family Relationships, Teacher-Student Relationships, and Family Engagement
- Teaching Efficacy
- Employee Feedback and Coaching
- School Rigorous Expectations

The survey data was reviewed by the ESM's Strategic Action Leadership Team (SALT), which is comprised of administrators and teachers from all district buildings and departments. SALT used the survey data to inform priorities for 2023-24 including the priorities contained within the Foundation Aid Investment Plan.

The draft Foundation Aid Increase Investment Plan was reviewed by PreK-12 administrators; the Education Program Communication Committee (EPCC), a group of teacher leaders from each school in the district; and the Parent-Administrator Leadership Team which is comprised of parent leaders from each building. A Public Hearing was conducted on May 8, 2023 for feedback on the District's proposed

budget, and a presentation on the Draft Foundation Aid Increase Investment Plan was held on June 12, 2023 for districtwide stakeholder input and feedback.