

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

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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.

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Use of Foundation Aid Increase Survey

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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	In addition to work with our five year Strategic Action Plan, the district also convened the Success for ALL Committee which was convened to realize the Board of Education's goal that all students must feel they are welcome, they belong, and they are supported in every school and success in this work will be built upon a foundation of respect, diversity, equity, inclusion, access and opportunity. The committee analyzed disaggregated data by subgroup in order to identify gaps and create interventions to reduce them, including graduation rates. District directors were also tasked with data analysis that included assistance with teachers whose students are not doing as well as those with other teachers. The district has also discussed this work with our Guidance Counselors. The District continues to provide and expand various summer learning for those students in need.	The district elicited feedback from our Stakeholder Feedback Team that worked to identify the goals that will guide the district for the next five years. Their work included the development and administration of a survey to gather the thoughts and opinions of the entire Smithtown school community. The survey had over 4,000 respondents. The feedback from the survey served as the baseline for developing the strategic plan and the district's revised mission, vision, beliefs, and goals moving forward. We also received feedback at our Board of Education Meetings, Site Based Team meetings, PTA meetings and Superintendent Meet & Greets where this priority was discussed.	438,194
Reducing class sizes	The district has sought to align FTE allocation with enrollment in a manner that maintains small class sizes and the current level of course offerings while providing additional settings that provide small instructional groups for students who are identified as in need of AIS and RTI support. We are also providing additional special classes for students with Special with Disabilities due to need. We are utilizing various metrics to identify and track need. These include the teacher feedback, the NWEA Map assessment, NYSED 3-8 test data, This analysis will allow us to gauge the effectiveness of our interventions. For the K-5 Elementary level, lower class sizes (capped at 25) will be prioritized by largely maintaining Teacher FTE footprint even through continuing	The data derived from the strategic plan provides us with baseline and longitudinal data that allows us to gauge whether or not we are meeting the needs of our students from the perspective of our students, parents and staff. The data from the Diagnostic Tool for School and District Effectiveness (DTSDE) from 2022-2023 provides similar feedback. We also received feedback at our Board of Education Meetings, CSE meetings, Site Based Team meetings, PTA meetings and Superintendent Meet & Greets where this priority was discussed.	807,118

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	declining enrollment.		
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	We are providing small instructional groups for students who are identified as in need of AIS and RTI support as well as additional special classes for Students with Disabilities due to need. We are utilizing various metrics to identify and track need. These include the teacher feedback, the NWEA Map assessment, NYSED 3-8 test data and high school achievement data, This analysis will allow us to gauge the effectiveness of our interventions.	In addition to the data derived from our Strategic Plan and the DTSDE survey, we are utilizing feedback from teachers, achievement data, our IST and SST teams and parental feedback. The Success for ALL Committee will also track data and identify underperforming subgroups through the analysis of disaggregated data as well as identify and track potential interventions.	410,567
Addressing student social-emotional health	The Strategic Plan survey identified academic related stress and anxiety as the number one concern of students, staff and parents. The DTDSE survey corroborated this feedback. The IST and SST seek to identify and intervene with students in need of additional special and emotional support. The district has also utilized a proactive, multi pronged approach to embedding SEL into the curriculum as well as the awareness opportunities we provide via Parent University, assemblies and via Northwell Health.	In addition to the data derived from our Strategic Plan and the DTSDE survey, we are utilizing feedback from teachers, achievement data, our IST and SST teams and parental feedback. The Success for ALL Committee will also track data and identify underperforming and potentially at-risk subgroups through the analysis of disaggregated data as well as identify and track potential interventions.	404,121
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	N/A	N/A	0

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.

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 (\$)
Continue District's commitment to technology and to support our one-to-one program (K-12)	The Board of Education accepted the Technology Committee's recommendation to support a district-wide one to one initiative for every	Staff members are surveyed annually regarding technology integration, what we are doing well, and what can be improved upon. Each year, the results	1,709,363

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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 (\$)
	student K-12, with the intent of bringing technology to the point of instruction. This allows the technology to be available when the teacher or students need it.	of these surveys are used to improve technology integration in the district. Additionally, staff, student, and parent feedback is incorporated for improvement during the year. Lastly, daily input from interactions with technology integration instructional specialists, as well as faculty/department meetings and administrative council meetings are mechanisms to address instructional technology requests and updates. Additionally, the district encouraged parents or guardians to participate in the NYSED Student Digital Resource Survey.	

Use of Foundation Aid Increase (Cont.)

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)**

The analysis was based upon the results of the Strategic Plan Survey, the DTDSE survey, the various committee meetings, and the feedback from Board of Education meetings, PTA meetings and the Superintendent Meet and Greet meetings. No additional funding was necessary to provide adequate resources to English language learners, students with disabilities and students experiencing homelessness. The appropriate funding was already in place without accessing the District's 2023-24 Foundation Aid increase.