

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	Clyde -Savannah, like other districts, has effects from the Covid- period where instruction was drastically modified. Therefore, we have identified the need for intention planned lessons, teaching to priority standards, engaging students in their ownership of learning, and using formative assessment during all instruction to improve teaching and learning. One of the expectations will also be the inclusion of literacy standards and student engagement in reading, writing, vocabulary building and student discourse into daily Tier 1 instruction. Students must be researching, problem-solving, analyzing information and critically thinking about information individually and collaboratively rather than sitting and copying notes and filling-in packets of information. Student ownership of their learning and applying their learning to relevant tasks, meaningful to their lives, will increase student learning and achievement. This will be measured through five-week progress reports, report cards, data and grade level/department meetings where members will look at student work and grade level proficiencies. As part of this work, grade levels and departments will work on transparently providing information to parents and explicit feedback to students, so both parents and students will know the expected level of achievement and performance for each student.	We feel that a number of priority areas for use of foundation aid are directly aligned to our SCEP and DCIP plans. Part of this planning also requires input and analysis via surveys and stakeholder input. Both teams analyzed various data including academic performance, attendance, behavior and student voice surveys. In addition to SCEP and DCIP input protocols, a stakeholder survey regarding the increase in foundation aid was administered via our parent square platform and made available on the district website.	384,645
Reducing class sizes	NA	NA	NA
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Clyde-Savannah Central School District is currently a Targeted District under the New York State Accountability System because Clyde-Savannah Elementary School has been designated a Comprehensive School	We feel that a number of priority areas for use of foundation aid are directly aligned to our SCEP and DCIP plans. Part of this planning also requires input and analysis via surveys and stakeholder input. Both	865,450

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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 (\$)
	Improvement (CSI) school. Therefore, we are writing a DCIP and SCEP that target commitments to improve instruction. This application will be used to support these commitments. Our main priority is to create and develop a growth mindset districtwide to Improve Academic Achievement (12-18 months' proficiency). Administrators and teachers will be utilizing existing assessments for reading through the American Reading Company and also iReady to measure student growth, monitoring student achievement through PLCs, vertical grade and department meetings every two to five weeks in our elementary schools. Secondary schools will begin using department benchmark assessments to measure student growth as well as pre and post testing of grade level content and skills. At the same time, the district will commence a grading committee and process to ensure consistent grading practices. The committee will finalize its work during this school year. Our MTSS/RTI Coordinator will monitor student progress in interventions and communicate this to instructional leadership, monitoring student growth during intervention cycles.	teams analyzed various data including academic performance, attendance, behavior and student voice surveys. In addition to SCEP and DCIP input protocols, a stakeholder survey regarding the increase in foundation aid was administered via our parent square platform and made available on the district website.	
Addressing student social-emotional health	Social-emotional health continues to be an area of focus. This is evidenced by student behavior and attendance data. We are planning to allocate foundation aid to pay for an additional school counselor and social worker at the elementary school. We currently are funding those positions with stimulus funds that will expire soon.	We feel that a number of priority areas for use of foundation aid are directly aligned to our SCEP and DCIP plans. Part of this planning also requires input and analysis via surveys and stakeholder input. Both teams analyzed various data including academic performance, attendance, behavior and student voice surveys. In addition to SCEP and DCIP input protocols, a stakeholder survey regarding the increase in foundation aid was administered via our parent square platform and made available on the district website.	352,596
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	NA	NA	NA

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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 (\$)
School Safety	Enhancement of school safety continues to be a priority area. Increase in foundation aid will allow us to secure an additional school resource officer in the district to be assigned at the elementary school. Funds will also be used to enhance and harden internal and external safety of the buildings.	Opportunity for community feedback occurred at Public Hearing on 5/10/23 pertaining to proposal for additional SRO services. Safety presentation and opportunity for questions/discussion occurred at BOE meeting on 5/10/23. Stakeholder survey regarding increase in foundation aid has been administered via parent square platform.	320,000

Use of Foundation Aid Increase (Cont.)

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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)**

Clyde-Savannah Central School District is currently a Targeted District under the New York State Accountability System because Clyde-Savannah Elementary School has been designated a Comprehensive School Improvement (CSI) school. Therefore, we are writing a DCIP and SCEP that target commitments to improve instruction. We feel that a number of priority areas for use of foundation aid are directly aligned to our SCEP and DCIP plans. Part of this planning also requires input and analysis via surveys and stakeholder input. Both teams analyzed various data including academic performance, attendance, behavior and student voice surveys. In addition to SCEP and DCIP input protocols, a stakeholder survey regarding the increase in foundation aid was administered via our parent square platform and made available on the district website. Common recommendations from survey results were indicated as follows:

- Increasing graduation rates and eliminating the achievement gap- 52.5%
- Reducing class sizes- 45.8%
- Providing supports for students who are not meeting, or at risk of not meeting state learning standard in core academic subject areas- 74.6%
- Addressing student social-emotional health- 66.1%
- Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness- 50.8%
- Student Safety- 67.8%

We did not feel that reducing class size was a priority area due to stakeholder feedback and limitations on staffing availability.

We feel that the district has adequate resources to support priority area 5.

Regarding the "other" priority area of school safety, opportunity for community feedback occurred at Public Hearing on 5/10/23 pertaining to a proposal for additional SRO services. Staff have provided feedback that safety enhancements are needed on the outside of the building including additional lights and speakers. We are also investigating a new platform to manage emergencies and reunification.