

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

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**Background and Instructions**Background

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

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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	Creation of EWI (Early Warning Indicator) dashboards in Infinite Campus. Data is reviewed and then shared with Executive Directors and they can have conversations with Principals regarding the trends in the data. There are 5 different dashboards located in Infinite Campus that are reviewed on a weekly basis. Early Warning Indicators for Elementary, Middle, High School, and an Equity Dashboard were created to monitor, support, and improve graduation rates and, eliminating the achievement gap. Our elementary schools underwent a thorough curriculum equity audit, from November of 2021 through February of 2022, The audit helped identify curriculum needs at the elementary level, through the lens of equity, and helped accelerate the move to adopt a new literacy program (Wit & Wisdom), as well as move, in conjunction with the entire district, K-12, to a Core Curriculum. This was accomplished through partnership with Capital Region BOCES, and was formally launched in 2022-2023 at the K-5 level in all buildings. SHS utilized two Grad Lab programs for the 2022-23 school year. The Grad Lab is a specific place where seniors can go to focus on their academic requirements to either catch up or to stay on track for graduation. Within the Grad Lab, students will have access to a teacher assistant and scheduled periods with an English, Social Studies, Science and Math teacher. In addition, Counselor and social work support will be included to assist our seniors in staying engaged or re-engaging in their studies.	NA	2616593
Reducing class sizes	There were three sections of pre-Kindergarten to three of our elementary buildings for the 2022-2023 school year, as	NA	8325000

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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 (\$)
	well as added multiple sections across several of our elementary buildings, with the intention over time to continually grow to where all of our buildings can support up to three sections across grade levels, contingent upon geographical space and building size. For 23-24, there were additional sections added across elementary schools where they were needed due to an enrollment projection study completed by an outside vendor. SEI design architectural firm has established a partnership and developed a Buildings Condition Survey, to help inform greater usage of our existing facilities. Under consideration as a result of this work, is the possibility of reopening a currently closed building as a PreK-2nd building, to help reduce class size at our earliest learner levels in the district. At all secondary buildings we reduced class sizes. For all courses, we have reduced class sizes from 32 to 28 students, which require additional FTEs		
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Four of our elementary schools engaged in PDSA (Plan-Do-Study-Act) Cycle work, in partnership with our Office of Planning & Accountability. The schools piloted this work, which is designed to review data in chunks of six-week cycles, and adjust instruction based on data and assessment results. It includes collaboration between grade level teams, building administration and our district's Office of Planning and Accountability, as well as the Office of the Executive director of Elementary Schools. The purpose of the PDSA cycles is to best identify students who are at-risk, based on assessment data and differentiated instructed adjustments. To support this work, The Office of Planning and Accountability has added an FTE with the title of, School Improvement Director. Our School based Support Teams continue to meet weekly in all of our eleven elementary	NA	2368000

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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 (\$)
	schools and are comprised of teams of teachers, pupil personnel staff, students with disabilities staff, social/emotional learning support staff, and related services staff, SHS will expand their after school Math and Writing Lab programs to get more students engaged in additional instructional and remediation work to ensure that they are prepared for the NYS Regents Assessments and are prepared for College and Career requirements. Modified Bell/Master Schedule at the High School from 45min instructional class periods to 90-minute instructional periods for increased instructional time. Modified Elementary and MS Master schedules to include academic intervention class periods for both math and ELA based on student State performance data (L1 and Level 2 interventions). Math labs will be offered to ninth grade students based on eighth grade math assessment performance.		
Addressing student social-emotional health	Our district has developed procedures for dealing with student and school social-emotional health. Our Crisis Response Plan includes procedures for convening crisis response teams, and intervention procedures. These procedures are intended to be time-limited, incident-focused interventions designed to identify and resolve the crisis, restore, and support the school's daily routines. The plan procedures provide support for students, parents/guardians, and the school building. They are an organized, systematic method for helping students. Staff members can use it to better understand how to refer a student for support at the start of a crisis. Crisis response team members work together to support the students and building during a crisis. This plan is created to assist the buildings and district during a crisis. We continue to add self-contained classrooms and behavioral supports, including attendance monitors, safety	NA	2800000

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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 (\$)
	monitors, social workers, and elementary counselors at each of the eleven elementary buildings. The district as adopted Second Step, a CASEL approved SEL. At the Secondary level, SHS will utilize an additional social worker and school counselor support to expand our turnaround space for students who are struggling with their social emotional health. SHS will be investing in a building-wide social emotional curriculum for students At the middle level, there will be extensive investment in PBIS. All middle schools will have PBIS leaders and teams to ensure PBIS is continued with fidelity for the 23-24 school year. PBIS leaders and team will attend PD to identify best practice and develop a plan for the 23-24 school year.		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The elementary schools continue to add programming to support students with disabilities, adding one self-contained section at one of our elementary schools, and all of our buildings have at least one type of programming dedicated to supporting students with disabilities. Our English as New Language Learners are supported with ELL teachers, and we have hired at the district level as of 22-23 so that buildings can receive greater staffing support for our ELL students. Our McKinney-Vento Officer and Transportation department works hand in hand with building administrators at our elementary schools to ensure any impacts of homelessness do not impact or disrupt the learning environment for students and families. Teaching & Learning: Continue to work in collaboration with Student Support Services to identify instructional resources, materials and support for English Language/Multilingual Learners as well as Students with Disabilities. Work in collaboration with Student Placement to ensure the accurate placement of ELLs/MLLs in ENL programming and	NA	1325000

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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 (\$)
	school location based on the HLQ. For both elementary and secondary, the ENL department is creating benchmark assessments for speaking, listening, and writing for a District Progress Monitoring system. We also have partnered with R-Bern for professional development in the core content areas. Additionally, we partnered with the Teacher Center to provide in house quality staff development with our newly created ENL Department Chair.		

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 (\$)
Professional Development	Provide all staff with the professional development opportunities that will assist them to meet the needs of our students such as Response to Intervention (RTI), Restorative Practices, and Culturally Responsive Teaching	NA	1,600,413
Technology	Provide interactive smart boards in each classroom to provide the teacher the necessary updated technology to assist with their daily teaching. As well as replacing/Updating Chromebook supplies for both students and teachers.	NA	2,200,000

**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)**

During the budget development process the Chief Financial Officer presents our budget in a public forum during Board of Education Meetings. During this process the general feedback received was to decrease classroom size, increase the number of School Counselors and Social Workers to support the students mental health and to provide the students with a safe learning environment. The district took the feedback and increased the number of allocations/ positions for Teachers, Social Workers, and School Counselors In addition the district has also increased the number of support staff that will support the students and daily opearations. These positions include Restorative Practice Specialist, Parent Liasions, Safety Monitors, Clerical, and Operations and Maintenance.

Through an on-line survey we solicited input on our website and received none from the community. However, througohout the year the district continues to provide presentatioins to the BOE during Public meetings. During these meetings the public has the opportunity to respond to these presentations or provide feedback during public comment.