

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

Page Last Modified: 05/16/2023

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: 07/06/2023

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	Goal: Increase graduation rate to meet or exceed 90%. Ensure ALL secondary students develop an educational plan that reflects a 4-year high school completion rate when applicable. In addition, increase home visits to strengthen the school to home relationship. This is necessary to best support curbing chronic absenteeism. To support this goal, maintain current secondary school caseload of 1 counselor per 185 students. Develop a School Improvement Team Model that focusses on data collection actions pertaining to building connections with students.	Community Feedback in this area: Increase trade classes in district such as carpentry, agriculture, mechanics. Improve student moral by updating facilities. Improve student attendance. Continue summer school. Require struggling students to stay after school for additional help. Students need social supports and mental health supports. It brings to mind Maslow's Hierarchy of needs. Students need support so they can focus on academics. Increase reading and writing skills, computer skills, and play to each student's strengths. There aren't all that many, and they should be actively engaging with staff to identify where their interests lie.	489365
Reducing class sizes	Goal: Review teacher-student ratio PRE-K-12 annually. A focus area for our district is class size relative to special education. Enhance consultant teacher model to reflect 1 special education teacher per 8 students (receiving direct instruction).	Community Feedback in this area: Current class sizes are acceptable and small. Adding special education teachers to provide separate learning spaces for students who need increased support. This will benefit them with fewer distractions and specific individualized instruction. Hire more teachers. Allow for flexible scheduling options in Junior and Senior high. Rethink the outdated bell system (considering seat time) but can we cover all the NYSED requirements in a different way rather than dragging the 9-period anchor of a schedule along with us. Start this concept in Elementary. There a several grade levels that have high numbers and high needs. Look into hiring additional staff to tackle these situations. Continue to provide upper-level electives, college courses, and AP courses.	261645
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Goal: Implement staff training on Specialized Instruction and Differentiation. Ensure ALL relevant instructional support staff receive training in these areas.	Community Feedback in this area: Increase resource room times for students. Differentiated instruction, small group with separate learning space. Special education	198812

Foundation Aid Increase Survey - Foundation Aid Increase

Use of Foundation Aid Increase Survey

Page Last Modified: 07/06/2023

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	Improve (targeted) PD in these areas from 1 time per year to a minimum of three annual PD sessions per school year. Our School Improvement Team will drive this process.	teachers who are trained in these accommodations. High quality in-service training on many fronts.	
Addressing student social-emotional health	Goal: Maintain current level of mental health professionals. 2 FTE school counselors, 2 FTE school psychologists, 2 social workers to meet the growing needs of our students. Maintaining this staffing level provides a ratio of 1 mental health professional per 108 students.	Community Feedback in this area: Social-emotional classes with a professional. Provide PD for staff to better equipped to manage the needs to students Bring back the weekly social skills groups in the Elementary. In the upper levels, possibly teach a group dynamic class to support their overall health and wellness. Have a mental health counselor. Provide either additional one-on-one counselors or some who push into rooms on a rotating basis and provide general counseling to a roomful of students. Just keep to your role, and that is education. Encourage school spirit, more student driven activities. And decrease screen time so the students have a chance to talk to one another rather than look at screens to seek happiness and friendships. More counselors Then that way, if a child needs to be seen twice a week, they can. Simple respect for every person dignity. More training for school staff to identify red flags, enforced acknowledgement by parents/guardians, reporting to social services, offer/ require counseling. Continue to build relationships with students in a variety of settings. Often, we focus on data as compared to building relationships with our students. Allow kids to be kids.	191221
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Goal: Continue to expand our educational programming to include enhancing the continuum of special education. This includes developing a consultant teacher model that meets the needs of each individual child requiring this programming. The ideal metrics is 1 special education teacher per 8 students (receiving direct instruction) within the consultant teacher model. Add additional special education	Community Feedback in this area: This is a broad area with various needs. Potentially adding another counselor or social worker. Continue to develop the continuum on special education following state guidelines. ELL- hire a teacher that speaks multiple languages. (Especially Spanish) Create guidelines for how this teacher should be utilized at different levels. Make this position more accountable. Monitoring	466472

Foundation Aid Increase Survey - Foundation Aid Increase

Use of Foundation Aid Increase Survey

Page Last Modified: 07/06/2023

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	support as needed as the continuum is strengthened to support our students' needs.	student progress should be a constant goal. For homeless students, provide additional support for the families through our social worker. Networking and communication to all parties is a necessity. More training in the area of disabilities is needed at WACS.	

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 (\$)
(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: 07/06/2023

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)**

Our District developed a survey (focusing on five essential areas) that we hope can help shape this spending over the next school year.

There are five essential areas of focus are as follows:

1. Increase graduation Rate and eliminate the achievement gap
2. Reducing Class Sizes
3. Provide support to Students who are not meeting, or at risk of not meeting, state learning standards in core academic subjects
4. Addressing student social-emotional health
5. Providing adequate resources to English Language Learners, students with disabilities, and students experiencing homelessness

Common community recommendations are as follows:

- Hire staffing to support student social emotion mental health
- Provide high quality training and professional development for the enhancements to special education
- Build connections with students and families
- Add social-emotional classes and groups for students

Questions addressed each focus area. We assessed how our District can best support our students in the focus areas above. We have a newly established School Improvement Team that will evaluate several data points, including the results of this survey. The team will develop action items based on data analysis and observations to support each of these areas.

School Improvement Team Purpose

The Westfield Academy and Central School Improvement Team's purpose is to create, plan and guide equitable and successful outcomes for student growth by taking a data-driven, outcomes-based approach focused upon continuous improvement methodologies. The School Improvement Team is tasked with the development of a Comprehensive School Improvement Plan (SIP). Key tasks are as follows:

1. Coordinate resources, ideas, and materials to support individual school-wide improvement initiatives.
2. Help to build student, teacher, and leadership capacity and drive the school culture.
3. Lead the strategic planning process, as well as provide clear and achievable goals for our school.
4. Partner with district leadership and faculty to support, drive, and maintain consistent academic improvement.

School Improvement Planning is more than a plan; it is a framework for change. The plan itself is simply a map that identifies the school's destination and requires action from various stakeholders to reach that destination along the most direct route.

Who Will Participate on the School Improvement Team?

The team will consist of representatives from across the school who have a shared interest in positive and collaborative efforts to help achieve academic excellence through fulfillment of the mission as stated above.

Potential Methodologies

1. Inform and support the process of data collection and analysis at the buildings levels to best inform our instructional practices. This includes the **review of key academic standards, trend data and overall District performance data** as published by the New York State Education Department and the Western New York Regional Data Warehouse.
2. **Develop and conduct surveys** where applicable to assess District attendance. This includes identifying needs and informing building level outcomes to strengthen student connections to school: while building supportive relationships with the families of Westfield

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

Page Last Modified: 07/06/2023

Academy and Central School District.

3. **Through research and needs assessments**, identify in-house and external facilitators to provide targeted professional development to support all identified goals and objectives to see outcomes to fruition.

Outcomes

1. Establish a foundation for systemic continuous school improvement by **identifying strengths and opportunities for growth** for the District and School Community.

2. Collaboratively develop and communicate a clear vision for continuous **systemic improvement (academic achievement and social-emotional growth)** grounded in research-based outcomes supported by historical data and feedback from staff members, parents, community-based partners, students, and district personnel. o We will continue the development of the progressive instructional model at the core of our continuous improvement, tuning the practice of tiered instruction as educators and teaching teams and developing best practices in teaching through instructional coaching and peer collaboration.

o Ultimate Outcome: Students will reach their maximum academic potential through targeted instructional modifications, assessment and continuing to build a student culture that ensures connections to school and home. We recognize when students are connected to school and value their educational experience they are best positioned and prepared for the post-graduation experience.

3. Identify the strengths and areas for growth in curriculum and instruction to provide **targeted professional development** and continuous improvement.

4. Identify strengths and targeted areas for growth in parental and community involvement with an overall goal of **strengthening student attendance** and connections to school.

A Model for Continuous Improvement

Our School Improvement Team Model will be based on a mindset of continuous improvement. We are best poised for continuous improvement when we:

Envision: Have a shared set up values and principles that guide both their long-term vision and day-to-day operations

Analyze: Consistently and regularly review and analyze implementation efforts, local and state data, survey data, self-reflections of systems, structures, and processes.

Listen: Have a better understanding of the stakeholder experience.

The concepts above are incorporated into the needs assessment and improvement planning process to support the development and implementation of strategies to promote continuous improvement.