

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	Through data analysis we identified that students within poverty were achieving at a lower measure than other students. In the 2021-2022 school year, students were economically disadvantaged graduated at an 87% rate, while those that were not economically disadvantaged graduated at a 98% rate. We are actively working to reduce this gap. We also found that students that are economically disadvantaged tend to participate in school related activities at a lower rate, are absent at a much higher rate (35% being chronically absent as compared to the overall percentage of 21%), and do not achieve an Advanced Regents diploma at as nearly a high a rate (29% as compared to 83%). A primary goal of the Cazenovia School District is to close these gaps by increasing the attendance and participation rates, and by increasing both the graduation rate, as well as the rate of achievement of the Advanced Regents diploma.	We are currently participating in a Strategic Planning process. We developed 5 Pillars that we as a school were going to focus on based upon a series of surveys and interviews of all members of our school community. Two of the pillars that our community developed were increasing student opportunities, and vertically aligning the curriculum (ensuring a guaranteed and viable curriculum for all students). The community has indicated that they want more ways to connect students to the school and to the curriculum. We have developed an audit process to work through needs within our curriculum through a lens and focus on Diversity Equity and Inclusion to ensure that ALL students are respected and represented in the process of both opportunities and vertical alignment.	84411.79
Reducing class sizes	As a district we have worked to keep our class sizes small. Recognizing that the foundational reading elements that are taught in elementary school and the districts shift into the science of reading, we have looked to reduce class sizes, and in some cases maintain the class sizes that were established as part of the pandemic learning experience. Kindergarten, first and second grade have had class sizes maintained lower than 20 students. For the 2023-2024 academic year the kindergarten class sizes are currently slated to have 17 students in each class. Having 5 teachers at the kindergarten level and 17 students in the class, instead of 4 teachers and potentially an average of 22 students has	Our community has put a high priority on small class sizes as well as servicing all of our students appropriately. Our Multi-Tiered System of Supports team includes parent representation, Board of Education representation, a member of the state-led MTSS-i group and several members of our staff (school administration, school psychologists, our Pupil and Personnel Coordinator, our Mental Health Coordinator, as well as our Assistant Superintendent). It has been a consistent part of the conversation to keep the number of students within the class low for the purpose of meeting the needs of our students.	180845.06

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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 (\$)
	been a district priority. This is especially true given the priority that the district has put into place regarding inclusive education and utilizing the co-teaching model.		
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	N/A	N/A	0
Addressing student social-emotional health	Cazenovia Central School has used a variety of measures to identify the need for support for our students who may be struggling with mental health or may be in need of social emotional supports. This year Cazenovia Central School used the BIMAS screener to identify areas that are of concern, or to identify areas that demonstrate strength. These areas of focus are tied to the 5 CASEL areas of social awareness, self awareness, self management, responsible decision making, and relationship skills. These areas are then utilized in the social emotional instruction that is provided at all levels of instruction. We also set targets for data related to the MTSS triangle to monitor growth and the success of our interventions. Attendance has also been linked to the mental health and social emotional health of students, and we have set targets to improve our attendance. Student success is much more likely when students are in attendance in school to receive instruction. During the 2021-2022 school year, nearly 25% of students were chronically absent from school. As a district we are working to reduce those numbers. These numbers were even higher when you consider the populations of students with disabilities (35%) and those that are economically disadvantaged (38%).	Through the Strategic Planning process Mental Health was identified as one of the areas that our community wanted us to make an area for continuous improvement. An action team was created and a survey specific to mental health was conducted. After getting information from the community, several goals and action steps to meet the goals were created. This was shared with a group of stakeholders representing the community including parents, students, business owners, representatives from higher education, as well as faculty and staff. Feedback was given through an independent facilitator and was shared with the entire group.	215609.34
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Cazenovia Central School has worked through the state and through our Regional BOCES on our MTSS plan in an effort to include more interventions for our students.	Through the Strategic Plan interviews it was identified that our special education population was in need of greater support. Special Education became one of the 5	330437.58

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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 (\$)
	<p>We have a team of Reading teachers, Math interventionists, as well as AIS providers to meet our students Tier 2 and Tier 3 needs. Our MTSS team includes school psychologists, building leaders, an assistant superintendent, a parent member, our special education director, a Board of Education member, and leader from the state supported MTSS-i. In these meetings we have identified areas that students are in need of greater interventions and support. Using the MTSS tiered model we have increased supports for all students, but we have identified the need for support for our ENL students and our special education students. This has included more professional development, a curriculum audit, and curriculum writing. This has also led to more teaching assistants within the classrooms to address and meet the needs of students, ensuring that they are getting all of the support necessary within the ENL/special education classrooms, and transferring this into the regular education classroom as well. Our goal is to evaluate the success through information shown in academic/achievement data. Examples of this are the benchmarking and progress monitoring data that is then presented to the MTSS team, as well as to the team of teachers working with the students at team meetings. Interventions are adjusted as a result of the data informed conversations.</p>	<p>pillars that we worked through within a committee developed that included special education teachers, building level administration, the special education director, a behavior specialist from OCM BOCES, several parents etc. This was a good representation of the needs of the community, as well as the concerns and supports that needed to be put into place. It was also brought to the attention of the instructional administrative team that more support and professional development was needed on behalf of the students that are English Language Learners. We reached out the RBERN to get support for teachers through the development of a curriculum audit to do complete a needs assessment, and to identify things that we could do to ensure success for our students.</p>	

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 (\$)
N/A	N/A	N/A	0

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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)**

Cazenovia Central School has used a variety of methods to gather information from the community. This outreach included surveys and interviews with the entire school community as part of the Strategic Planning process. The people involved in these surveys were faculty and staff, parents, students, as well as business owners, local higher education leadership, etc. They all came together as part of the CORE committee that led the data analysis, and the formation of the plan that will guide Cazenovia schools for the next 3 years. This has been reviewed a number of times through the CORE committee, the Action Teams, a Strategic Planning Action Committee, as well as the administrative team as has guided the staff development and professional development that is being put in place for staff and students. Other forms of feedback that have been gathered has continued to reiterate the needs of the district and the students, which has confirmed the vision as we move forward.