

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

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	Funds will be allocated at the HS level to create multiple support systems to eliminate the achievement gap. We have created an alternative education setting to allow kids flexibility when dealing with multiple issues including but not limited to health, family, and discipline. We have also created extended labs for individuals that have specific needs (available all day). These additions included an increase of 3.0 FTE. Additional use of current staff is also a need to staff the initiatives.	Based on an analysis of student achievement data, graduation rates, feedback provided during stakeholder focus groups, Foundation Aid Increase Survey results and school advisory committees, we identified the need to create more supports for our at-risk students. High School families reported feeling disconnected from their child's school and not being aware of what students are studying in school. Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. In response, the High School will implement a bridge program for at-risk incoming freshmen, restructure the freshmen orientation program to include opportunities for families to build connections to school, and implement SEL classes for all incoming 9th grade students to assist them in transitioning to high school.	1,363,000.00
Reducing class sizes	Due to the increase in enrollment of total population, including an increased level of student with special needs and English language learners, we have hired multiple staff and repurposed many staff. These staff members will allow us to have class sizes at a level of 22 that allows for maximum teaching, learning, and support. Our goal is to make sure we have a proper ratio of ELL teachers to students based on their proficiency levels, and well as make sure we are providing all of our services.	Stakeholder feedback in focus groups and through the Foundation Aid Increase Survey cited a need for providing a learning environment with fewer students in the classroom so teachers can provide more individualized attention to each student that allows for personalized support and targeted interventions, helping struggling students catch-up and high-achieving students to be appropriately challenged. Teachers reported the challenges of managing large classes. With smaller classes, teachers can establish better discipline and behavior management, resulting in a more focused and conducive learning environment where teachers can address individual student needs more promptly and spend less time on behavior management. Several students reported	425,000.00

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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 (\$)
		that they did not have a trusting relationship with one or more of their teachers. Smaller class sizes allow teachers to build stronger relationships with their students. They can develop a deeper understanding of each student's strengths, challenges, and interests, fostering a supportive and personalized learning environment. Strong teacher-student relationships contribute to increased trust, better communication, and improved student outcomes. Students also expressed that they don't find lessons engaging, or relevant. Smaller class sizes promote increased collaboration and interaction among students. With fewer peers, students have more opportunities for group work, discussions, and cooperative learning activities. They can develop better communication and teamwork skills, learn from their peers, and engage in meaningful exchanges of ideas.	
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	We have hired multiple math and ELA teachers in the MS and HS level as that is an area of concern as it relates to our SCEP/DCIP. Additionally we have created an after school BOOST program for student in grade 2-8. Our goal is that 50% of our students take advantage of this opportunity that includes transportation. This program is utilized for those students not meeting the bench marks in ELA and math utilizing STAR testing. This year we are creating sections to open up to all students on a voluntary basis, as well as an extended learning opportunity for our high achievers (a gifted and talented program to increase the rigor of material being delivered).	Feedback provided in the Foundation Aid Increase Survey and parent focus groups included requests to increase remedial programs, tutoring and mentoring after school and more opportunities during the school day for students to receive targeted support. A multi-tiered approach that combines various strategies and interventions is most effective in helping students meet state learning standards in core academic subject areas and provides equitable access to education for ALL students. Implementing targeted remedial programs will support students in catching up on foundational skills and bridge any knowledge gaps. These programs may focus on specific subjects or skill areas, providing intensive instruction and practice opportunities. Offering tutoring or mentoring programs will provide students with extra support and guidance to address their individual challenges, reinforce concepts, and provide academic guidance. Increasing evidence-based intervention program	907,000.00

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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 (\$)
		supports such as AIS designed to target specific learning difficulties and focus on areas such as reading comprehension, math fluency, or writing skills, providing structured support and practice. Specific supports implemented will depend on the individual needs of the students and the available resources within each educational setting. Due to the increased gaps related to the learning loss over the last few years, the disproportionate ratio of students to teacher in intervention classes and the specific needs of each student, current AIS classes are not meeting the students' needs.	
Addressing student social-emotional health	Funds were allocated to increase PPS staff by 2.0 FTE. Our MS and Elementary schools will now be appropriately staffed with a counselor/student ratio that addresses availability of staff, as well as increase the probability that a counselor is in attendance 95% of the time (due to absence). Also the district has entered into a collaboration with COMPEER, a service that provides 2 social workers, 2 days a week, in both our MS and HS where we have our highest social emotional needs, for the entire school year. We have also entered into a contract with Evaluative Beings to help us collect data for staff/students on well-being. Data collection, desegregation of data, and presentation of that data all provided. Data is collected 3x per year.	Feedback provided in the Foundation Aid Increase Survey and stakeholder focus groups reported the lack of a formal structure for developing students' SEL [social & emotional learning]. Students reported conflict among various student groups and expressed concerns regarding acceptance of diverse perspectives and cultures. A data analysis of student demographics data, attendance, academic and behavior data, revealed the need to implement additional resources and opportunities for building social, emotional, and cognitive skills. In our 22-23 DCIP, we set a goal of providing six SEL lessons from counselors to 100% of classrooms K-8. We fell short of this goal because our pupil services departments were understaffed. Our continued focus is to ensure that every child feels safe, respected, supported, and has intentional opportunities to practice and build social, emotional, and cognitive skills.	260,000.00
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Funds were allocated here to hire 4.0 FTE in the area of ENL, 1.0 FTE in special needs to address proper learning environments and support as it relates to FAPE. Also will be the purchase of a translator system that allows ALL of our families to communicate with us without	Providing adequate resources to ELLs, students with disabilities, and students experiencing homelessness is crucial to ensure their equitable access to education and support their academic success. Through data analysis of feedback provided through the Foundation Aid	1,360,000.00

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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 (\$)
	any barriers, and attend meeting, presentations, and ceremonies that are translated to their language using their device.	Increase Survey, DTSDE Survey, Stakeholder Focus Groups, and School Advisory Committees, parent ENL programming events and Districtwide Outreach Events we identified the need to increase our resources for our ELL students and families. Families of ELLs report that they are not familiar with the US Educational system. They lack the background information about our school system in a language they understand and are disconnected due to language barriers. There is a need to increase resources for translation services and educational opportunities in order to build the capacity of our ELL families. ELL students report feeling disconnected in most classrooms. Promoting an inclusive and culturally responsive learning environment helps ELLs feel valued and supported. Providing resources like culturally relevant materials, translators, and multilingual staff can foster their engagement and academic success. To support ELL students' academic progress in all areas, there is a need to strengthen our English language instruction and support services to ensure that our ELL students receive the targeted assistance they require. This includes increasing language support by providing specialized language classes, tutoring and mentoring programs, and supportive and inclusive classroom environments. We will increase professional learning to focus on best practices, thus equipping ALL teachers with the tools and strategies to create engaging and inclusive learning environments for all students.	

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.

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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 (\$)
Restorative Practices	Our district has been introducing restorative practice for a couple of years. We will continue this work to make sure 100% of our staff are trained by the end of the 23-24 school year. Also we will be in contract with Angela Prince (Ed-Life Consultant) to help provide training, and assessment of our practices. This summer our admin will hold a train the trainer, training in preparation for the 23-24 school year.	Although not mentioned specifically as restorative practices, open comment of our Foundation Aid survey had several mentions of students understanding their actions as it relates to discipline, but more importantly how it affects others.	100,000
Community Engagement Specialist and Events	School advisory committees and Community Engagement Specialist will create invitations 100% of the time to send to families in multiple forms of communication. Staff will increase communication (by 50%) in regards to school events, and communicate more frequently, in multiple languages, to share student successes in addition to challenges. Our goal is to plan that there is a decrease in the number of families reported feeling disconnected from their child's school and not being aware of what students are studying in school.	Stakeholder feedback from focus groups, survey results and school advisory committees identified the need to increase invitations to families in regards to school events, and communicate more frequently, in multiple languages, to share student successes in addition to challenges. Families reported feeling disconnected from their child's school and not being aware of what students are studying in school. Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. To ensure effective involvement of all families, including homeless or displaced has added a Community Engagement Specialist [CEL] to our support team. The role of the CEL is to support and develop a partnership amongst schools, parents, and the community to improve student academic achievement. ; provide resources and training to build families' capacity for becoming involved in improving their child's academic achievement; and, will encourage families to be actively involved in their child's education at school and to be full partners in their child's education to explain parental choice and ensure families have	250,000

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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 (\$)
		information to make well informed decisions for their children. Collaboration between schools, families, community organizations, and relevant agencies is vital to ensure coordinated efforts and maximize the support available to these students.	

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)**

We provided an opportunity for our school community to comment utilizing a Google Form. The form include the 5 priority areas as well as an opportunity for any open comment. After reviewing the results our community was asking that we eliminate learning gaps by creating more opportunities for extended learning as well as reducing class size (70%). Looking at our allocation of money, when combining these three priorities, we have earmarked approximately 2.7 million of our foundation aid towards theses priorities. That is over 50% of our allocation. Included in our public comment, the overarching open comment, was to create an environment that is free of negative behaviors that takes many minutes away from instruction and learning (60%). We have addressed these comments with the allocation with approx. 360,000 dollars of our aid (including added row of restorative practices). Lastly, although low on the priority list of the public (45%), but high for our districts changing population was the need to address our ELL and special needs areas. Several of our public mentioned the need for better communication, which was also a priority on our last two years SCEP plan, in which we allocated 250,000 towards community engagement.