

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	Our district has utilized the additional State Foundation Aid funds to create new credit opportunities for students, aiming to enhance their educational experience and support their academic success. Our primary goal is to achieve a 95% graduation rate for all students, ensuring they have the necessary tools and resources to thrive in their future endeavors. Furthermore, we are committed to increasing the graduation rate for students with disabilities to 75%, acknowledging the importance of inclusive education and ensuring that all students have equal opportunities to succeed. By implementing tailored programs and support systems, we aim to empower students with disabilities to reach their full potential. As a district, we have also identified achievement gaps among our economically disadvantaged students. Recognizing the impact of socioeconomic factors on educational outcomes, we will utilize the extra funding to target academic intervention services specifically for this population. We are dedicated to bridging the achievement gap and promoting equitable education for all students by providing targeted support, resources, and opportunities. By strategically allocating these additional funds, our district is committed to creating a supportive and inclusive environment that fosters academic growth, empowers students, and ultimately leads to higher graduation rates for all, including students with disabilities and economically disadvantaged students.	In response to our Community and Family Engagement Surveys, we have successfully incorporated community feedback into our efforts to provide students with more opportunities for high school credit and to close the achievement gap. The surveys garnered many respondents, indicating a strong community involvement and interest in our educational initiatives. The valuable insights shared by community members align closely with our current strategic plan, reinforcing the collaborative approach we have taken to address the needs of our students. By actively seeking and considering community input, we have made informed decisions that resonate with the expectations and aspirations of our stakeholders. Building upon the feedback received, we have implemented various strategies to offer students additional opportunities for high school credit. These initiatives aim to expand their academic horizons, nurture their interests, and enhance their educational journey. By broadening the range of courses, programs, and extracurricular activities, we empower students to explore their passions and acquire the necessary skills for future success. Moreover, community feedback has been crucial in shaping our efforts to close the achievement gap, particularly among disadvantaged students. By incorporating the insights shared, we have developed targeted interventions and support services to address the specific needs of these students. The feedback has guided us in identifying areas of improvement and tailoring our resources to bridge the gap and promote equity in education.	\$573,266

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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 (\$)
Reducing class sizes	<p>In line with our strategic plan's goal of assessing individual student needs and implementing effective strategies to advance all learners, our district has allocated additional funding to reduce class sizes. Recognizing the significance of personalized instruction, smaller classes enable us to better cater to each student's unique learning requirements. We have made strategic decisions to allocate resources accordingly to achieve this objective. In the upcoming academic year, we have hired an additional first-grade teacher, fourth-grade teacher, and resource room teacher. By increasing the number of educators in these specific grade levels, we aim to create smaller class sizes and provide more individualized attention to students. Reducing class sizes allows for a more intimate learning environment, fostering stronger teacher-student relationships and facilitating personalized instruction. With fewer students in each classroom, teachers are better equipped to identify and address their students' individual strengths, weaknesses, and learning styles. This targeted approach enhances student engagement, promotes academic growth, and improves learning outcomes. By investing in additional teaching resources and reducing class sizes, we are taking a proactive step toward meeting the diverse learning needs of our students. Our commitment to individualized instruction aligns with our strategic plan's goal of advancing all learners. Through these efforts, we strive to create an educational environment that supports and empowers students to reach their full potential.</p>	<p>We have again utilized the Family Engagement Survey and anecdotal data from parent conferences to advocate for maintaining low-class sizes. The Family Engagement Survey provided valuable insights and perspectives from our parents and caregivers, highlighting their strong support for smaller classes. The feedback expressed their appreciation for the individualized attention and focused instruction that their children receive in smaller classrooms. This alignment between the survey responses and our strategic goals reinforced our dedication to prioritizing low-class sizes as essential to delivering quality education. In addition to the survey, anecdotal data gathered from parent conferences provided further evidence of the benefits of small class sizes. Parents shared positive experiences and observations of their children thriving in classrooms with fewer students. They noted increased opportunities for personalized learning, enhanced student-teacher relationships, and improved academic outcomes. This firsthand feedback from parents underscored the value of low-class sizes in supporting their child's educational journey. With the availability of additional funding for the 2023-2024 school year, we are pleased we can maintain our commitment to small class sizes at the elementary level. Ensuring that each class has fewer than 20 students provides an optimal learning environment that promotes individualized instruction, fosters student engagement, and supports academic growth. By utilizing the Family Engagement Survey and considering anecdotal evidence from parent conferences, we have advocated for and allocated the necessary resources to sustain low-class sizes. Our dedication to this approach is driven by recognizing that it positively impacts our students' educational experience and contributes to</p>	\$529,169

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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 (\$)
		their success.	
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Our school district utilizes the additional Foundation Aid funds to provide comprehensive support to students who must meet state standards. We have implemented a multi-faceted approach that includes other academic intervention services during the school day and after-school programs in the afternoons. Recognizing the importance of early literacy skills, we have allocated funds to purchase a new reading program to align the curriculum and instruction in grades K to 4. This program will provide a cohesive and structured approach to reading instruction, ensuring that all students receive targeted support and have access to high-quality learning materials. Moreover, we have dedicated additional funds for professional development opportunities for our staff. We recognize that well-trained and knowledgeable educators are essential in implementing effective intervention strategies. By investing in professional development, we aim to equip our teachers with the latest research-based practices and instructional techniques to meet the needs of struggling students better. Implementing additional academic intervention services during the school day and after-school programs aims to provide targeted support to students who require extra assistance meeting state standards. By offering these services, we can address learning gaps, provide individualized instruction, and promote academic growth for all students. By aligning curriculum, providing professional development, and offering targeted intervention services, our district is committed to supporting the educational success of every student. The utilization of the additional Foundation Aid funds reflects our dedication to ensuring that all students have the resources and opportunities they	In our district, we have taken feedback from stakeholders to heart and used it to support the implementation of after-school academic intervention services. The valuable input received from stakeholders, including parents and staff, has significantly shaped our decision-making process. Through surveys and parent conferences, stakeholders have consistently advocated for additional academic support outside regular school hours. Their feedback highlighted the need for targeted intervention programs to assist students who need extra assistance in meeting academic standards. By listening to these voices and aligning with their concerns, we have deliberately chosen to offer after-school academic intervention services to support student success better. Furthermore, stakeholders, parents, and staff have emphasized the importance of consistency in instruction across all grade levels. Their feedback has underscored the need for a cohesive and unified approach to teaching and learning. In response to these concerns, we have carefully considered the input provided and decided to adopt new reading and writing instruction approaches. The feedback provided by stakeholders has served as a guiding force in shaping our district's educational initiative.	\$551,217

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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 (\$)
	need to meet and exceed state standards.		
Addressing student social-emotional health	<p>Our district is utilizing the additional Foundation Aid funds to prioritize and address our students' social and emotional needs. Within our strategic plan, one of our specific goals is to foster all students' healthy social, emotional, and physical development, and we are actively working towards achieving this objective. To provide enhanced support, we have introduced additional opportunities for students to participate in after-school extra and co-curricular activities. These activities serve as a platform for students to engage in positive and enriching experiences outside the regular school day. We offer various activities to promote social connections, build resilience, and develop essential life skills. Our district has recognized counseling services' significance and invested in additional resources. We have expanded counseling services at all three buildings to ensure students can access the support they need. Qualified counselors help address emotional challenges, provide guidance, and foster a positive and supportive school climate. In addition to counseling services, we have hired an additional Teacher on Special Assignment to address student behavioral needs. This role will provide specialized assistance to students who require additional support in managing their behavior and social-emotional well-being. By strategically allocating Foundation Aid funds, our district is actively working to create an environment that prioritizes our students' social and emotional needs. We aim to create a supportive and nurturing environment that fosters our students' healthy social, emotional, and physical growth through increased opportunities for involvement in after-school activities, additional counseling services, and dedicated staff.</p>	<p>The feedback we received from our community, parents, and staff has played a pivotal role in advocating for additional funds to provide more mental health, social, and emotional support in our district. The concerns and needs expressed by our stakeholders have been instrumental in shaping our decision-making process. Through surveys, community forums, and discussions during parent and staff meetings, it became evident that mental health and social-emotional well-being were our community's primary areas of concern. Stakeholders consistently emphasized providing adequate support and resources to address these needs. Taking this feedback to heart, we prioritized allocating additional funds to bolster mental health services and enhance social and emotional support for our students. Recognizing that a nurturing and supportive environment is crucial for optimal academic and personal growth, we have worked diligently to meet the number one concern expressed by our community. By aligning our actions with the expressed needs of our stakeholders, we aim to create a comprehensive support system that addresses our students' mental health and social and emotional well-being. We value the feedback from our community, parents, and staff and remain committed to using it to provide the necessary resources to foster a healthy and supportive educational environment.</p>	\$297.657

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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 (\$)
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Our district utilizes the additional Foundation Aid funding to provide enhanced resources and support for our English Language Learners (ELLs) in reading, writing, and math. Recognizing the unique needs of our ELLs, we have prioritized their academic success and are committed to providing them with the necessary tools and support to thrive. To meet the diverse needs of our students with disabilities, we have implemented an Integrated Co-Teaching (ICT) model. This approach allows for a collaborative teaching environment where general and special education teachers work together to provide differentiated instruction and individualized support. By adopting the ICT model, we are better equipped to meet the diverse needs of our students with disabilities, ensuring they receive a quality education alongside their peers. Additionally, we have allocated additional funds for training opportunities to meet the needs of our homeless student population. We recognize homeless students' unique challenges and are committed to providing tailored support to ensure their academic success and emotional well-being. By offering targeted training to our staff, we strive to enhance our understanding of the needs of homeless students and develop effective strategies to support them. By allocating Foundation Aid funding, our district is dedicated to providing equitable and inclusive education for all students. By supporting our English Language Learners, implementing the Integrated Co-Teaching model, and offering training opportunities for our staff, we aim to create an environment where every student can thrive and reach their full potential.	The feedback we received from students and parents who participated in our Committee on Special Education meetings has been instrumental in supporting the implementation of the Integrated Co-Teaching (ICT) model for the upcoming school year. We value our stakeholders' input and have carefully considered their perspectives when making decisions regarding special education services. By incorporating the feedback received, we recognized the benefits and advantages of the ICT model in meeting the diverse needs of our students. The collaborative approach of general and special education teachers working together in the same classroom provides a more inclusive and supportive learning environment. This model allows for personalized instruction, individualized support, and a greater sense of belonging for all students. Additionally, we have observed an increase in homeless students in our district. Acknowledging the unique challenges faced by these students, we have taken proactive measures to address their needs. We have engaged with local organizations and BOCES (Boards of Cooperative Educational Services) to provide additional training opportunities for our staff who work directly with homeless students. This training aims to enhance our staff's understanding of the unique circumstances and challenges homeless students face. By actively seeking and incorporating feedback from students and parents, we ensure that the voices of those directly impacted inform our district's decisions. Implementing the ICT model and investing in training for staff working with homeless students reflect our commitment to providing an inclusive and supportive educational environment for all students.	\$253,560

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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

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)**

During the recent planning process, extensive outreach efforts were made to gather feedback from various stakeholders, including parents, teachers, and other individuals invested in the education system. The aim was to ensure that the plan aligned with the strategic goals of the organization and met the standards set by the state education department.

A variety of methods were utilized, including online surveys, public meetings, focus groups, and individual interviews. This multi-faceted approach aimed to capture a diverse range of perspectives and ensure that the voices of all stakeholders were heard.

Upon analyzing the public comments, several common recommendations and suggestions emerged. These suggestions were aligned with the strategic plan goals and the standards set by the state education department. Some of the key themes that emerged from the analysis are as follows:

Enhanced Curriculum: Many stakeholders expressed a desire for an enriched curriculum that focused on interdisciplinary learning, critical thinking, and practical application of knowledge.

Teacher Professional Development: Several comments highlighted the importance of providing comprehensive professional development opportunities for teachers.

Individualized Support: Parents and teachers emphasized the significance of individualized support for students with diverse learning needs.

Technology Integration: Many comments underscored the need for integrating technology effectively into the education system.

Stakeholders recommended providing adequate resources, training, and support for teachers to leverage technology for instructional purposes, digital literacy, and online collaboration.

Overall, the analysis of public comments revealed a positive alignment between the suggestions and the strategic plan goals as well as the state education department standards.