

East Syracuse Minoa Central School District

FINAL Foundation Aid Increase Investment Plan

July 1, 2021



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OVERVIEW

Background

The 2021-22 enacted state budget included language stating that, for the 2021-22, 2022-23 and 2023-24 school years, each school district receiving a foundation aid increase of more than ten percent or \$10,000,000 must post to the district website prior to July 1 of each school year a plan by school year of how the funds will be used to address student performance and need, including but not limited to: (i) increasing graduation rates and eliminating the achievement gap; (ii) reducing class sizes; (iii) providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas; (iv) addressing student social-emotional health; and (v) providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness. The budget language states that, prior to posting such a plan, each school district must seek public comment from parents, teachers and other stakeholders on the plan and take such comments into account in the development of the plan.

In response, a districtwide survey was conducted in May with teachers, students, parents and guardians, administrators and instructional staff to provide an opportunity for input and feedback into the ESM Strategic Plan and to provide further data in the analysis of needs for the District's Foundation Aid Investment Plan. The District's Foundation Aid Investment Plan was reviewed by the ESM's Strategic Action Leadership Team (SALT), which is comprised of administrators and teachers from all district buildings and departments; the Education Program Communication Committee (EPCC), a group of teacher leaders from each school in the district; and the Parent-Administrator Leadership Team which is comprised of parent leaders from each building. A Public Hearing was conducted on May 11, 2021 for feedback on the District's proposed budget and a Public Hearing on the Draft Foundation Aid Increase Investment Plan is also scheduled for June 14, 2021.

Guiding Principles

The District Strategic Plan and Vision, Mission, Beliefs and the District Goals will guide the recommendations of the **Foundation Aid Increase Investment Plan**. In this context, the following principles will provide the framework for the Strategic Action Leadership Team (SALT), the Board of Education and District Administration in planning for the **Foundation Aid Increase Investment Plan**.

- The Health and Safety of students and staff will remain the priority consideration for the reopening of School
- Excellence and equity of educational opportunity will be provided for all students
- Essential social-emotional and trauma Informed supports for students, staff and families will be provided as a key component of the plan for reopening of school
- The delivery of instruction and support services will be flexible and responsive to evolving public health, budgetary and environmental conditions
- Communications with students, staff and families will be frequent, consistent and transparent

INTRODUCTION

ESM Strategic Plan

The East Syracuse Minoa Central School District Strategic Plan for 2018-2023 is our blueprint for achieving our vision of being “an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world”. The priorities identified in our Strategic Plan guide our work at the district, building, department and individual level, including the alignment of our time, resources and energy to support the identified priorities. It translates our intentions into action steps for continuous improvement.

From Pre-kindergarten through high school graduation, we strive for academic excellence and rigor through engaging student minds. We value 21st Century knowledge and skills that include critical thinking, problem solving, communication, collaboration, creativity and innovation. These skills are interwoven throughout our curriculum and are essential for success in college, career and citizenship. We continue to prioritize standards that are necessary for building future knowledge, have the greatest applicability to a variety of content areas, and are most essential for the next level of learning.

Our leadership teams and professional learning communities play a key role in developing, monitoring and assessing to verify that all students are learning, how we know that all students are learning, how we respond when they are not, and how we respond if they already know the identified learning standards. We continually focus on collaboratively building our professional skills with the most effective teaching strategies and building our students’ skills with the most effective learning strategies. Our third Strategic Plan 2018-2023, focuses on coherence and alignment, while looking to the future of continued academic achievement in a global rapidly changing world, while consistently focusing on developing the whole child to prepare all students for lifelong success.

Vision, Mission, Belief Statement, District Goals

Our Vision

The East Syracuse Minoa Central School District will be an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

Our Mission

The East Syracuse Minoa Central School District will prepare students for the 21st Century by engaging all learners in meaningful learning experiences that meet the highest educational and

ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations, and higher education.

Our Beliefs

At the East Syracuse Minoa Central School District, we believe that:

- *Each individual has dignity and worth*
- *The capacity to learn for each individual is boundless*
- *Curiosity and exploration stimulate innovation and learning*
- *High expectations and challenging curriculum lead to greater achievement*
- *Effort and perseverance are essential to achieve one's personal best*
- *Positive relationships are fundamental to success and growth*
- *Collaboration within and among school, families and community partners is essential to meet the needs of each student*
- *Acceptance and mutual respect encourages students to take the risks necessary for academic and personal growth*
- *Education prepares students to become productive and responsible citizens who contribute to their communities*
- *Students need to develop their strengths, confidence and resilience to meet the challenges they will face throughout life.*

Foundation Aid Investment Plan Development Process

Connection to District-Level Strategic Plans

Alignment with Strategic Plan 2018-2023

The District's Foundation Aid Investment Plan development process was guided by the five (5) focus areas of the District's Strategic Plan 2018-2023.

Focus Area 1 - Teaching and Learning

Focus Area 2 - Technology for Teaching and Learning

Focus Area 3 - Communication and Community Engagement

Focus Area 4 - Employee Engagement and Professional Learning

Focus Area 5 - Learning Environment Systems and Structures

The Strategic Plan 2018-2023 is available for review on the district website at:
<https://www.esmschools.org/tfiles/folder1509/Strategic%20Plan%202020-21%20FINAL.pdf>

Alignment with School Reopening Plan

The District's Foundation Aid Investment Plan aligns with the School Reopening Plan, which provides the blueprint for fully and safely reopening all school buildings at all grade levels in accordance with applicable CDC, NYS Department of Health, and Onondaga County Health Department guidance.

The Plan is available for review on the district website at:

https://www.esmschools.org/tfiles/folder1510/FINAL_Amendments_School_Reopening_Plan_%20April_2021.pdf.

Alignment with Technology Plan

The ESM Technology Integration Investment Plan was developed in alignment with the ESM Strategic Plan, Vision, Mission, Beliefs, individual School Improvement Plans, the District Plan for Children with Disabilities, consultation with the English as a New Language program as well as research and best practices in the instructional technology field.

The goal of the Technology Integration Investment Plan is to transform the learning process through seamless technology integration, and to continue to support all learners by providing the necessary resources and guidance.

The plan is organized into five major focus areas with identified outcomes, expectations for students and staff, action steps and results. The five focus areas are interdependent:

Technology Learning Competencies--A set of grade by grade competencies that each student will achieve

Professional Learning--A plan for providing learning opportunities for staff so that they can implement the plan

Technology Infrastructure to Support Student Learning--Providing devices, a network, wireless connectivity and high speed internet access to support student learning

IT Support--A plan for supporting the technology rich environment at ESM Schools

Emerging Technologies--A structure to stay focused on “what’s next” so that we continue to stay on the cutting edge

The Technology Plan is available on the district website at:

<https://docs.google.com/document/d/1yHDgLOlIBo8V6d6QxJdygeQEMz-UeHGxqiCvb-LANnl/edit#>

Public Comment and Stakeholder Feedback

A districtwide survey was conducted in May with teachers, students, parents and guardians, administrators and instructional staff to provide an opportunity for input and feedback into the ESM Strategic Plan and to provide further data in the analysis of needs for the District’s Foundation Aid Increase Investment Plan. The District’s Foundation Aid Increase Investment Plan was reviewed by the ESM’s Strategic Action Leadership Team (SALT), which is comprised of administrators and teachers from all district buildings and departments; the Education Program Communication Committee (EPCC), a group of teacher leaders from each school in the district; and the Parent-Administrator Leadership Team which is comprised of parent leaders from each building. A Public Hearing was conducted on May 11, 2021 for feedback on the District’s proposed budget and a Public Hearing on the Draft Foundation Aid Increase Investment Plan was held on June 14, 2021 for districtwide stakeholder input and feedback.

FOUNDATION AID INCREASE INVESTMENT PLAN FOR 2021-22

Increasing graduation rates and eliminating the achievement gap

Funding will support a range of strategies to focus and accelerate learning, while addressing potential gaps in learning. We will continue to document and prioritize essential learning standards to drive our curriculum, instruction and assessment through the use of the Atlas platform. Teacher teams will provide feedback to identify Essential Standards through the use of a Flashback - Flash Forward protocol and vertical team conversations. We will utilize Summer Grade Level professional Learning Plan Days to communicate the priorities. Updated pacing will be reflected in curriculum maps and prioritized standards will be flagged as well. Teachers are expected to follow the documented scope and sequence of each course/class, while prioritizing essential learning standards.

Expectations:

- Teachers are expected to follow the documented scope and sequence of each course/class
- Teacher will identify essential standards based on specific identification criteria
- Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness
- Teachers will develop student friendly learning targets for each standards within departments

Feedback/Grades:

The focus will be on formative feedback over grades. When giving grades, after feedback, they should reflect mastery or evidence of learning toward standards on standards-aligned assignments. Feedback will be provided on standards-aligned assignments (digitally or in-person). Students will have opportunities to improve their grade on assignments, based on the feedback provided.

Reducing class sizes

Funding will support a focus on a lower student-teacher ratio for students at the kindergarten, first and second grade levels. The funding will also support learning at targeted grade levels in grades 3-5 and in specific courses of ELA and Math in grades 6-12 to provide a lower student-teacher ratio.

Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas

Funding will support summer learning programs for students entering grades 4 and 5, grades 6-8 and grades 9-12 to address learner needs at risk of not meeting state learning standards in core academic subjects based on assessments. During the school year, instructional coaches and itinerant learning associates will provide support in strengthening best practices for learning in Tier 1 at the elementary level and after school programs will provide additional support for students in grades 6-12.

Addressing student social-emotional health

- The Coordinator for Youth Development and Leadership in collaboration with the Coordinator for College and Career Readiness, along with some of our school counselors, reviewed and updated the school counseling plan.
- The plan addresses that universal, secondary and tertiary interventions are in place. Universal interventions are designed to support the social emotional well being of all students and adults. Use of the district wide PBIS (Positive Interventions and Support) framework allows us to create a behavior matrix that teaches expectations for an array of learning models. At all levels an evidenced based best practice curriculum focused on the core SEL competencies of self awareness, self-management, social awareness, relationship skills and responsible decision making is in place.
- Implementation of the plan addresses that these practices are culturally and linguistically responsive to our student and family population.
- At the elementary level we will continue to use the Second Step Curriculum and Responsive Classroom, at the middle school level we will continue to use Project Wisdom and Responsive Classroom and at the high school level we will continue to use Sources of Strength.
- Special attention will be paid to the social emotional and mental health needs of students returning to school in-person for the first time or transitioning from hybrid instruction to in-person instruction five days a week. Counselors will collaborate with teaching and school staff to ensure students are provided necessary additional support services for a successful transition to in-person learning.
- We will regularly review and make adjustments to our comprehensive developmental school counseling plan with particular focus on social emotional learning and mental health and wellness.
- The school counselors in each of our buildings will continue to collaborate with the school psychologist, building principal, school nurse and other support staff to ensure that the needs of students and adults are being met.
- Through collaboration and partnership with community based agencies and our local government we will continue and expand services available to students, families, faculty and staff.
- We will strengthen our school based mental health clinics, provide referrals to community based mental and behavioral health clinics and we will utilize our Employee Assistance Program to support the mental health needs of our faculty and staff.
- Using a multi-tiered system of support, we will identify and support children and families who have experienced trauma and are struggling.
- We will continue to collaborate with our county government to provide case management and wrap-around services to our children and their families.
- We will continue to collaborate with Onondaga County and Contact Family Services to provide social emotional learning support through Primary Project at Elementary Schools.
- We will collaborate with Onondaga County for social emotional learning support provided by Student Engagement Specialists.
- We will collaborate with Onondaga County to provide mental health services for students and families through ARISE.
- We will collaborate with Onondaga County for support from ACCESS for Child Protective Services.

Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness.

English Language Learners

The well-being of our ELLs and their families is of utmost importance for our ENL teachers and they partner with families to serve as a source of continuity. Our ENL teachers personally reach out to families regularly to ensure that appropriate supports are accessible, including but not limited to food, technology, internet access, translation of information, community resources.

ENL Teachers will review/determine preferred mode of communication and the language in which families prefer. Important reopening documents will be summarized and translated and/or interpreted for families based on language of preference as identified on Home Language Questionnaire (HLQ).

ENL teachers will ensure that parents receive messaging regarding reopening using a combination of translated materials and interpretation services for families. They will be informed of expectations and teachers will utilize translation services as needed to rephrase and interpret important district information to keep families informed. ENL teachers will plan regular communication with families.

Students with Disabilities

The East Syracuse Minoa Central School District will continue to provide a Free Appropriate Public Education (FAPE) for all special education students.

All accommodations, modifications, supplementary aides, services and technology needs included in a student's IEP will be reviewed and discussed by the case manager, general education teacher(s) and parent to determine the appropriate accommodations, modifications, supplementary aides, services and technology for the student will need based on their unique needs.

Students Experiencing Homelessness

School district staff work with school-based supervisors from Onondaga County called ACCESS Team supervisors. An ACCESS Case Worker, who is already assigned to the school for the purpose of needs assessment and 1:1 assistance, i.e. referrals to county services and supports, provides support for homeless youth. The assigned ACCESS Case Worker is able to connect with the school counselors or social workers and school-based support teams to gather information, to identify needs, make home visits, and to provide a three-tiered assessment to determine the level of need. Tier 1 supports include foundational support for all students, Tier II supports students' immediate needs and Tier III targets students with the greatest needs and targets follow-up care to address the needs.

APPENDIX A

Foundation Aid Increase Investment Plan June 14, 2021 Public Hearing Presentation



DRAFT Foundation Aid Increase Investment Plan

Public Hearing

June 14, 2021

Background

- The 2021-22 New York State budget requires each school district receiving a foundation aid increase of more than ten percent or \$10 million to post to the district website prior to July 1 a plan of how the funds will be used
 - *ESM's increase was \$1.7 million (+10.05%)*
- Districts must seek public comment from parents, teachers and other stakeholders on the plan and take such comments into account in the development of the plan



Background

- Plan must address the following areas:
 - Increasing graduation rates & eliminating the achievement gap
 - Reducing class sizes
 - Providing supports for students who are not meeting state learning standards
 - Addressing student social-emotional health
 - Providing adequate resources to ELLs, students with disabilities; and students experiencing homelessness.



Developing the Foundation Aid Plan

- Vision, Mission & Beliefs
- Connection to District-Level Strategic Plans
 - Strategic Plan 2018-2023
 - School Reopening Plan
 - Technology Plan
- Public Comment & Stakeholder Feedback



Vision

**ESM will be “...an exemplary
21st Century learning community
whose graduates are prepared to excel
in a complex, interconnected, changing world.”**

Mission

ESM will “...prepare students for the 21st Century by engaging all learners in meaningful learning experiences that meet the highest educational & ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations & higher education.”



Our Beliefs

- Each individual has dignity and worth
- The capacity to learn for each individual is boundless
- Curiosity and exploration stimulate innovation and learning
- High expectations and challenging curriculum lead to greater achievement
- Effort and perseverance are essential to achieve one's personal best
- Positive relationships are fundamental to success and growth



Our Beliefs

- Collaboration within/among school, families & community partners is essential to meet the needs of each student
- Acceptance and mutual respect encourages students to take the risks necessary for academic & personal growth
- Education prepares students to become productive & responsible citizens who contribute to their communities
- Students need to develop their strengths, confidence & resilience to meet the challenges they will face throughout life.



Strategic Plan Priorities

- Teaching & Learning
- Technology for Teaching & Learning
- Communication & Community Engagement
- Employee Engagement & Professional Development
- Learning Environment Systems & Structures





DRAFT Foundation Aid Increase Investment Plan Highlights

Spending Plan Priority Areas

- **Increasing Graduation Rates and Eliminating the Achievement Gap**
 - Prioritize essential learning standards
 - Provide ongoing professional learning for teachers / instructional staff in literacy, math, writing across content areas, computer science, and evidence-based effective practices
 - Provide formative feedback for students toward mastery and evidence of meeting the learning standards
 - Provide students with opportunities to improve their performance on assignments / learning based on feedback



Spending Plan Priority Areas

- **Providing supports for students who are not meeting state learning standards**
 - Summer learning programs for students entering grades 4 and 5, grades 6-8 and grades 9-12 to address learner needs at risk of not meeting state learning standards in core academic subjects based on assessments
 - During the school year, instructional coaches and itinerant learning associates will provide support in strengthening best practices for learning in Tier 1 at the elementary level and after school programs will provide additional support for students in grades 6-12



Spending Plan Priority Areas

- **Reducing Class Sizes**
 - Focus on lower student-teacher ratio for students at the K-2 level
 - Support learning at targeted grade levels in grades 3-5 and in specific courses of ELA and Math in grades 6-12 to provide a lower student-teacher ratio



Spending Plan Priority Areas

- **Addressing student social-emotional health**
 - Provide resources needed for implementation of school counseling plan
 - Expand resources needed for implementation of Second Step curriculum and Responsive Classroom
 - Provide professional learning and program resources needed for implementing Multi-Tiered Systems of Support for students who have experience trauma
 - Collaborate with Onondaga County for social-emotional programming and mental health support systems



Spending Plan Priority Areas

- **Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness**
 - Provide resources for culturally-responsive materials and support systems for ELL students
 - Provide resources for differentiated learning needs of students with disabilities
 - Collaborate with Onondaga to provide targeted support and assistance for homeless students





Feedback and Questions