



**OSWEGO**  
CITY SCHOOL DISTRICT

*We educate, inspire, and empower all students*

**Education Center**

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## Foundation Aid

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 New York State Education Department (NYSED), and posted to district websites by July 1, 2023.

### Information for School Districts on State Foundation Aid Plan Budget Language

The 2021-22 enacted state budget stated 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;
- (v) Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness.

### District Information

The Oswego City School District is projected to receive an increase to Foundation Aid for the 2023-20274 school year of \$7,891,714. Foundation Aid for 2023-2024 is \$36,586,560 and \$28,694,846 for 02022-2023, an increase of 27.5%

### Public Input

The district did a survey on Thought Exchange to gain input on how the district should use the increase in Foundation Aid to address student performance and needs. There were 280 participants in the survey. Of these participants 130 shared thoughts, 145 rated thoughts, and 138 explored thoughts.

A link to the survey results will be found at <https://www.oswego.org> Business office page as well as a link to the Foundation Aid Survey results.

The top 3 priority items we received feedback on were Safety/behavioral Issue, mental Health and Smaller Class Size.

### **Increasing Graduation Rates and Eliminating the Achievement Gap**

As part of our district Strategic Planning, the district established a baseline of the Grade 9 cohort to set an improvement target to track students through their graduation year. The district currently has a graduation rate in the 80th percentile. While we strive to have a 100% graduation rate, we must first understand the reasons our students are not graduating. Mitigation of chronic absenteeism will be addressed by identifying subgroups of students that are at risk. Suspension rates will also be examined by looking at referral data and discipline reports to determine underlying issues for root causes. To do this we have added more counselors and SEL support services as well as mental health clinics in the majority of our schools. The district will use metrics to track cohorts, which may include discipline data, referral data, as well as using the district benchmarking data such as STAR. The district will also offer equitable access to rigorous courses and enrichment opportunities.

**Reducing class sizes:** Class sizes are currently capped at 23 for intermediate and 23 for primary grade levels. The district has a transient population in which registration continues through the end of October.

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

The district will continue the Mentor Scholar program which is a partnership with SUNY Oswego. This program is an afterschool mentoring program for our secondary at-risk students. We continue to have AIS (Academic Intervention Service) teachers providing supports in Math and Reading, for students who are not meeting the standards. The district has hired a Director of Math and Director of ELA which will push in to buildings to support instruction.

The district will continue the work with Reading Coaches to support teachers as they seek to implement reading strategies in their classrooms throughout the school year. The district is moving into the second edition of Common Knowledge Language Arts (CKLA) kits for grades K-2. They will also help teachers interpret benchmarking and monitoring data which will allow them to plan and model Tier I instruction. This is systematically being expanded to grades 4-12. The K-3 program has garnered positive results.

To prevent learning loss the district has implemented summer school programming for 7-12 and Some Elementary students will go to a three week camp this summer. This is structured for Tier II students that need help moving to Tier III. The students will have been identified as needing more support and will focus on ELA and Math. Growth will be monitored using I-Ready.

### **Addressing Student Social Emotional Health**

To support an increase in student achievement, the district has added more counselors and SEL support services as well as mental health clinics in the majority of our schools. Counselors will push in to classrooms for 2<sup>nd</sup> Step SEL lessons at the elementary level. Keeping students connected both emotionally and educationally will be progress monitored by daily check ins for students at risk at the secondary level.

The district is also investing in a School Based Health Center, which will be housed at Leighton Elementary School. All students will have access to this center which will include Medical, Dental and Behavioral Health Services.

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

The district will monitor at risk sub groups, such as those in poverty, students with disabilities, English Language Learners and students experiencing homelessness. Benchmarking data from Star will be used to identify students needing additional academic support. Small group instruction will be provided by increasing the number of teaching assistants in classrooms where students are struggling with Math and ELA concepts. Teams will identify at risk students in these subgroups and will make daily connections with these students. They will be trained in TCIS (Therapeutic Crisis Intervention for Schools) to provide crisis intervention for each building. AIS support will be scheduled to allow more time on task for these subgroups. The district also partners with Oswego County Opportunity to support our Homeless and Runaway Youth. The district also supports learners with behavioral challenges through use of behavior coaching.