

Allegheny-Limestone Central School District



2023-2024 Foundation Aid Investment Plan

Spring 2023

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Allegany-Limestone Central School District
2023-2024 Foundation Aid Investment Plan

Allegany-Limestone Central School District will receive \$13,022,678 million in Foundation Aid for the 2023-2024 school year. This represents a 16.6% annual increase, which exceeds the 10% threshold for a required utilization plan. Despite the new planning mandate and earmarked suggestions, foundation aid remains an unrestricted aid category.

We have been engaged in numerous new initiatives throughout the 2022-2023 school year that will continue moving forward. Below is a summary of the areas we are supporting with the increased funding with the ultimate goal of eliminating the K-12 learning cap and increasing graduation rates for our youth.

Our guiding principles are the District Vision, Mission, and Core Belief Statements. In this context, the following provide the framework for the Foundation Aid Investment Plan for ALCS.

The health and safety of students and staff will remain the priority consideration for ALCS

Excellence and equity of educational experiences for students

Delivery of instruction and support services that are flexible and responsive to evolving public health, budgetary, and environmental conditions

Communications to students, staff, and families

Through the use of the increased foundation aid, the Allegany-Limestone Central School District is committed to providing the necessary remediation for students who are experiencing challenges both academically, socially, and emotionally as well as enhancing the educational program for all students.

From Pre-K through high school graduation, we strive for academic excellence and rigor through engaging students in 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 components for success in college, career, and citizenship. We continue to prioritize standards that are necessary for building future knowledge and are most essential to propelling our students forward to the next level.

Our administrative and teacher leadership teams play a key role in developing, monitoring, and assessing our programming to gauge where students are in their learning and how to better respond to meet student needs. We continually focus on building our professional skills by focusing on the most effective teaching strategies as well as practices and protocols to address the social emotional needs of our Gator community.

ALCS Vision Statement

Allegheny-Limestone Central School will create and sustain a safe, nurturing, and rigorous learning environment in which all students are challenged and prepared to accomplish their goals.

ALCS Mission Statement

By instilling a sense of inquiry, inclusiveness, adaptability, creativity and character, the ALCS community will prepare our students as lifelong learners and problem solvers.

ALCS Core Beliefs

- All students have the capacity to develop their unique potentials.
- Learning is the shared responsibility and collaborative effort of students, faculty, staff, families, and community.
- Learning occurs best in a safe environment that respects the individual, values different perspectives, and encourages effort.
- Learning results from active engagement in relevant, purposeful activities.

Foundation Aid Increase Investment Plan 2023-2024 School Year

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 practices.

Our expectations include the following:

Teachers are expected to focus on priority standards for content areas to drive curriculum and instructional practices.

Teachers will collaborate across grade levels and content areas to ensure cohesiveness.

Teachers will use student friendly learning targets to communicate learning expectations with students.

Reducing class sizes

Funding will support continued staffing, based on grade level enrollment numbers, to keep class sizes below 24 students per section for grades K-5. In grades 6-8, the master schedule has allowed for the increase to five sections for core classes (English Language Arts, Mathematics, Science, and Social Studies) to reduce class sizes to under 20 students per class for the 2022-2023 school year.

For high school courses (grades 9-12), class size is dependent on the number of students who have chosen to enroll in a particular course.

Providing support to students who are not meeting state learning standards in core academic subject areas

Funding will support in-school as well as summer and after school learning opportunities for all students from K-12 who are experiencing difficulty in meeting state learning standards in core academic subject areas. During the school year, instructional coaches, classroom teachers, support staff and interventionists/reading teachers will provide support in strengthening best practices for learning for students who are experiencing difficulty in moving toward mastery of state standards.

Addressing student social-emotional health

The district's school counseling 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 staff. At all levels, an evidence-based best practices curriculum focuses on the core SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Implementation of the plan addresses the best practices are culturally and linguistically responsive to our student and family population.

We regularly review and make adjustments to our Comprehensive School Counseling Plan with particular focus on social emotional learning as well as mental health and wellness.

The school counselors in each of our buildings will continue to collaborate with the school psychologists, principals, nurses, and other support staff to ensure that the needs of students and adults are being met.

Through collaboration and partnerships with community-based agencies and local government officials we will continue to expand services available to students, family, faculty and staff.

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 as we partner with families to serve as a source of continuity. We work to ensure that appropriate supports are accessible including, but not limited to, food, technology, internet access, translation of information, and community resources.

Students with Disabilities – The Allegany-Limestone Central School District will continue to provide a Free Appropriate Public Education 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 to provide what the student requires based on their unique needs.

Students Experiencing Homelessness – School district staff work with community agencies to provide foundational supports for all students experiencing homelessness.

Connections of the ALCS Foundation Aid Investment Plan to District-Level Plans

Professional Learning Plan (2021-2026)

Goals, Outcomes, and Objectives

Goal #1: Analysis of our curriculum and instructional frameworks with the Next Generation Learning Standards in English Language Arts, Mathematics, Social Studies and Science as well as Physical Education/Health and the Arts.

Goal #2: Growth and development in our understanding of and ability to generate valid formative benchmarks and summative assessments.

Goal #3: Increased awareness of the impact of technological tools on student learning.

Goal #4: Daily implementation of research-based proven strategies within the school district to build relationships with all students, including economically disadvantaged students.

Goal #5: Incorporation of instructional materials and curriculum strategies that align to the concepts of diversity, equity and inclusion.

Goal #6: Programs and practices within the district to meet the social-emotional needs of students, staff, and the Gator community.

Goal #7: Increased collaboration across grade levels to meet the diverse needs of students in moving towards mastery of Next Generation Learning Standards.

Goal # 8: Analysis of our current practices within special education and Tier I instruction to meet the diverse needs of our students special learning needs.

Technology Plan

The staff will work to create a classroom environment that is student led and utilizes technology. It is essential for our teachers to find ways to engage every student they teach. For the students who are advanced, we will work to challenge them. If DL courses or area college courses are available, we will find a way to fit it into their schedule. For the students that struggle, we will work to utilize the software/ hardware we have or need to purchase in order to engage them and help them be successful. Our goal is to engage every student in learning and prepare them for the next step after high school and instill in them the desire to be lifelong learners. If we are able to capture every student by utilizing their strengths and using their interests to keep them engaged, we believe we will have the opportunity of achieving success.

Emergency Response Plan

The ALCS Emergency Response Plan is built around the following core principles to create a safe educational learning environment for all students.

Prevention means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency.

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

Title I Plan

The ALCS Title I (ESSA) Plan is built around nine components to help ensure that our Title I programs are in full compliance with federal regulatory guidance and are regularly evolving to meet changing student needs.

Comprehensive Needs Assessment

School-wide Reform Strategies

Instruction by Highly Qualified Teachers

High Quality and Ongoing Professional Development

Strategies to Attract High Quality Teachers to High Needs Schools

Strategies to Increase Family Engagement

Measures to include teachers in decisions regarding the use of academic assessments and the use of assessment data to inform instruction

Activities to ensure that students who experience difficulty-attaining proficiency receive effective and timely additional assistance.

Coordination and integration of Federal, State and Local Services and Programs

Counseling Plan

The vision of school counseling at Allegany-Limestone Central School is that every student will acquire the academic, career and social/emotional skills to reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and the diversity of others.

Our mission as school counselors at Allegany-Limestone Central School is to provide a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the American School Counselor Association's Model. A school counseling program focuses on the needs, interests and issues related to the stages of student growth through academic, career and social/emotional development. In partnership with students, staff, family, community members and employers, we will prepare students to become effective learners, achieve success in school, live successful and rewarding lives, and develop into contributing members of our global society.