

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 Survey

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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	There are three areas ACSD focused funding on to increase graduation rates. First, to enact our continuous improvement model we hired two new administrators, one Director of Curriculum and one Middle School Assistant Principal. The Director of Curriculum will focus on data collected through our MTSS process that will support differentiated instruction district wide. In part, the Director will specifically focus on the high school curriculum to ensure class offerings meet the needs of our students so that they successfully complete the academic requirements for graduation. The Middle School Administrator will focus on the social, emotional, and behavioral aspects of the MTSS process, more specifically building student relationships at a pivotal time in childhood development to foster healthy and long lasting relationship building skills so students can develop positive bonds with classmates to carry through the middle school years, into the high school years, and will positively impact academic achievement. Second, ACSD allocated dollars towards the revision of our strategic plan. Our strategic plan provides a clear direction in three foundational areas (i.e., Teaching and Learning, Student Life, and Amherst Pride), resulting in robust learning opportunities so students achieve at a high level, develop a love of learning, and foster relationships within the school and surrounding community. The strategic plan provides opportunities to increase operational efficiency and guides a continuous improvement model. Third, we allocated dollars for student programs needs in the areas of contract services, technology and materials and supplies are targeted to better support our students in	Community feedback was obtained through various formats, including in person committee meetings, public board meetings, and virtual and paper format surveys. Committee meetings included groups such as Professional Learning Committee, Strategic Planning Committee, Teaching and Learning Committee, District Technology Committee, Faculty meetings at each of our four buildings, Smallwood Drive Elementary Parent Teacher Association meeting, Windermere Boulevard Elementary Parent Teacher Association meetings, Middle School / High School Parent Teacher Association meetings, Alumni Committee meetings and Athletic Booster Club meetings. We have conducted exit poll surveys at the conclusion of budget votes with our public to seek feedback related to the upcoming years' plans. We also presented our budget publicly and provided opportunities for feedback both in person, via telephone, or via writing. Furthermore, we have a continuous and live survey available on our website for any community member to provide input, feedback, or general comments.	619758

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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 (\$)
	meeting the standards set forth by NYSED. These expenditures align with all areas of our strategic plan.		
Reducing class sizes	With a goal of increasing student achievement and meeting their social emotional needs, we decreased class sizes by adding teachers and sections for classes in both the high school and middle school. To reduce the teacher to student ratio, we identified three areas, ELA, Social Students and Special Education, who would benefit from a reduction in class size. Additionally, we maintained two stimulus funded intervention teachers for AIS math and reading to continue to provide targeted instruction to at-risk students with the goal of decreasing the achievement gap.	Community feedback was obtained through various formats, including in person committee meetings, public board meetings, and virtual and paper format surveys. Committee meetings included groups such as Professional Learning Committee, Strategic Planning Committee, Teaching and Learning Committee, District Technology Committee, Faculty meetings at each of our four buildings, Smallwood Drive Elementary Parent Teacher Association meeting, Windermere Boulevard Elementary Parent Teacher Association meetings, Middle School / High School Parent Teacher Association meetings, Alumni Committee meetings and Athletic Booster Club meetings. We have conducted exit poll surveys at the conclusion of budget votes with our public to seek feedback related to the upcoming years' plans. We also presented our budget publicly and provided opportunities for feedback both in person, via telephone, or via writing. Furthermore, we have a continuous and live survey available on our website for any community member to provide input, feedback, or general comments.	414194
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	In addition to reducing class sizes, not only did we increase the number of teachers on staff, but for our students most in need academically and social emotionally, we also added budgetary support for home instruction, specialized services for students with disabilities, and higher levels of programmatic support. Our data showed an increase of speech referrals, so we budgeted for Tier 1 and Tier 2 speech interventions to be provided by a certified speech and language teachers.	Community feedback was obtained through various formats, including in person committee meetings, public board meetings, and virtual and paper format surveys. Committee meetings included groups such as Professional Learning Committee, Strategic Planning Committee, Teaching and Learning Committee, District Technology Committee, Faculty meetings at each of our four buildings, Smallwood Drive Elementary Parent Teacher Association meeting, Windermere Boulevard Elementary Parent Teacher Association meetings, Middle School / High	2230856

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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 (\$)
		School Parent Teacher Association meetings, Alumni Committee meetings and Athletic Booster Club meetings. We have conducted exit poll surveys at the conclusion of budget votes with our public to seek feedback related to the upcoming years' plans. We also presented our budget publicly and provided opportunities for feedback both in person, via telephone, or via writing. Furthermore, we have a continuous and live survey available on our website for any community member to provide input, feedback, or general comments.	
Addressing student social-emotional health	Similar to the national trends, our students' social emotional health suffered as a result of the COVID pandemic. One of our goals is to provide opportunities for our students to connect with one another, our school, and local community to increase their sense of belonging. Therefore, we added more athletic teams, extracurricular programming, and field trips. This required us to add supervision and needed program materials so students could safely participate in greater numbers. Additionally, we also added a full time nurse who will provide additional coverage and support across all of our district buildings.	Community feedback was obtained through various formats, including in person committee meetings, public board meetings, and virtual and paper format surveys. Committee meetings included groups such as Professional Learning Committee, Strategic Planning Committee, Teaching and Learning Committee, District Technology Committee, Faculty meetings at each of our four buildings, Smallwood Drive Elementary Parent Teacher Association meeting, Windermere Boulevard Elementary Parent Teacher Association meetings, Middle School / High School Parent Teacher Association meetings, Alumni Committee meetings and Athletic Booster Club meetings. We have conducted exit poll surveys at the conclusion of budget votes with our public to seek feedback related to the upcoming years' plans. We also presented our budget publicly and provided opportunities for feedback both in person, via telephone, or via writing. Furthermore, we have a continuous and live survey available on our website for any community member to provide input, feedback, or general comments.	418811
Providing adequate resources to English language learners, students with disabilities,	Our high school saw an increase in ELL population, which made it necessary to increase the number of certified ENL	Community feedback was obtained through various formats, including in person committee meetings, public board	260308

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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 (\$)
and students experiencing homelessness	teachers.	meetings, and virtual and paper format surveys. Committee meetings included groups such as Professional Learning Committee, Strategic Planning Committee, Teaching and Learning Committee, District Technology Committee, Faculty meetings at each of our four buildings, Smallwood Drive Elementary Parent Teacher Association meeting, Windermere Boulevard Elementary Parent Teacher Association meetings, Middle School / High School Parent Teacher Association meetings, Alumni Committee meetings and Athletic Booster Club meetings. We have conducted exit poll surveys at the conclusion of budget votes with our public to seek feedback related to the upcoming years' plans. We also presented our budget publicly and provided opportunities for feedback both in person, via telephone, or via writing. Furthermore, we have a continuous and live survey available on our website for any community member to provide input, feedback, or general comments.	

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.

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 (\$)
Enhancing building safety, increasing student support, strengthening operations	As we move out of the COVID pandemic, we are finding that many of the positions we added using stimulus dollars are necessary to be maintained in order to continue providing a safe and supportive school environment for our students. Additional building aides provide an extra set of hands in the event of an emergency and offer increased supervision on a daily basis.	Community feedback was obtained through various formats, including in person committee meetings, public board meetings, and virtual and paper format surveys. Committee meetings included groups such as Professional Learning Committee, Strategic Planning Committee, Teaching and Learning Committee, District Technology Committee, Faculty	539,119

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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 (\$)
	Added teaching assistants provide required supervision to enhance our physical education programming in the two buildings with a pool. Increases in operational expenses will allow us to maintain our facilities in an effective and efficient manner, as well as adding staff to care for our grounds and athletic facilities. A new budget for furniture replacement will afford us the opportunity to replace and update student furniture district wide in a cyclical manner consistent with our long range planning. Finally, the addition of a permanent records management clerk will allow us the opportunity to continue the ongoing work of digitizing all of our student, staff, and financial records, a project that was started in 2022-23 with the award of a New York State Records Management grant.	meetings at each of our four buildings, Smallwood Drive Elementary Parent Teacher Association meeting, Windermere Boulevard Elementary Parent Teacher Association meetings, Middle School / High School Parent Teacher Association meetings, Alumni Committee meetings and Athletic Booster Club meetings. We have conducted exit poll surveys at the conclusion of budget votes with our public to seek feedback related to the upcoming years' plans. We also presented our budget publicly and provided opportunities for feedback both in person, via telephone, or via writing. Furthermore, we have a continuous and live survey available on our website for any community member to provide input, feedback, or general comments.	

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)**

Community feedback was obtained through various formats, including in person committee meetings, public board meetings, and virtual and paper format surveys. Committee meetings included groups such as Professional Learning Committee, Strategic Planning Committee, Teaching and Learning Committee, District Technology Committee, Faculty meetings at each of our four buildings, Smallwood Drive Elementary Parent Teacher Association meeting, Windermere Boulevard Elementary Parent Teacher Association meetings, Middle School / High School Parent Teacher Association meetings, Alumni Committee meetings and Athletic Booster Club meetings. We have conducted exit poll surveys at the conclusion of budget votes with our public to seek feedback related to the upcoming years' plans. We also presented our budget publicly and provided opportunities for feedback both in person, via telephone, or via writing. Furthermore, we have a continuous and live survey available on our website for any community member to provide input, feedback, or general comments.