



Buffalo Public Schools

Grants Development Department

419 City Hall • Buffalo, New York 14202
Telephone: (716) 816-3625 • Fax: (716) 851-3968

Dr. Kriner Cash
Superintendent

Assistant Superintendent
Keith Robertson

Project Administrators
Danielle Schwanekamp
Ashley Wakelee
Mary Sellers

Program Support
Anthony Battaglia
Teresa Turpin

June 23, 2016

New York State Education Department
Attn: School Improvement Grant
Office of Grants Management
Room 475EBA
89 Washington Avenue
Albany, NY 12234

RE: RFP #GC16-015 – **SIG Cohort 7** – Letter of Intent

To Whom It May Concern:

Please consider this the Buffalo City School District's Letter of Intent to apply for SIG Cohort 6 Grants for the following three Buffalo Public Schools:

- #82 Early Childhood Center – *Early Learning Intervention Model*
- #200 Bennett High School – *Closure*
- #18 Dr. Antonia Pantoja Community School of Academic Excellence – *Transformation Model*
- #32 Bennett Park Montessori – *Transformation*
- #61 Arthur O. Eve School of Distinction – *Transformation*
- #205 Riverside High School – *Turnaround*
- #131 Academy Programs – *Transformation*

If you have any questions or concerns, or require anything further, please do not hesitate to contact the BPS Grants Development Department using the phone number above or email me at BPSgrants@buffaloschools.org.

Thank you for your continued support.

Sincerely,

Danielle Schwanekamp
Project Administrator for Grants Development

**“Putting children
and families first to
ensure high academic
achievement for all”**

2016 SIG 7 Application Cover Page

Created: 07/12/2016

Last updated: 07/18/2016

Please complete all that is required before submitting your application.

Page 1

Select District (LEA) Name:

Listed alphabetically by District

140600010000 BUFFALO CITY SD

Select School Name:

Listed alphabetically by school name (Priority Schools followed by Focus Schools)

140600010133 ALTERNATIVE HIGH SCHOOL AT 44

Lead Contact (First Name, Last name):

Danielle Schwanekamp

Title (for Lead Contact)

Project Administrator for Grants Development

Phone number:

716-816-3625

Fax number:

716-851-3968

Email address:

BPSGrants@buffaloschools.org

Grade Levels Served by the Priority School Identified in this Application:

7-12

Total Number of Students Served by the Priority School Identified in this Application:

377

School Address (Street, City, Zip Code):

425 South Park Avenue, Buffalo, 14204

Status of School:

For electronic review purposes, please select the best descriptor for the status of the school.

Priority School - no current funding of SIG 1003g/SIF

Select the SIG Model for this School Application

Applicants must submit the SIG Model chosen for this particular School Application here. ReviewRoom will direct your application based on the chosen model.

NOTE: Please be certain that the selection chosen here in ReviewRoom matches the signed application cover page that is submitted in hardcopy. If there is a discrepancy, the signed application cover page will be used to identify the model chosen for submission.

Transformation

New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

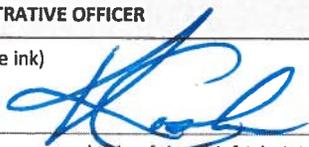
DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:		
Buffalo City School District			140600 01 0000		
Lead Contact (First Name, Last Name)					
Danielle Schwanekamp					
Title		Telephone	Fax Number	E-mail Address	
Project Administrator for Grants Development		(716) 816-3625	(716) 851-3968	BPSGrants@buffaloschools.org	
Legal School Name for the Priority School Identified in this Application				School Beds Code	
Alternative High School #131 @ School #44				140600 01 0133	
Grade Levels Served by the Priority School Identified in this Application				School NCES #	
7-12				3605850 06262	
Total Number of Students Served by the Priority School Identified in this Application				School Address (Street, City, Zip Code)	
377				425 South Park Ave, Buffalo, NY 14204	

School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Innovation and Reform Framework <input type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input type="checkbox"/>	Family and Community <input type="checkbox"/>	Individualized Learning <input type="checkbox"/>

Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, Assurances, Certifications, Appendix A, and Appendix A-1G and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date 7/18/16
Type or print the name and title of the Chief Administrative Officer Dr. Kriner Cash, Superintendent	
DO NOT WRITE IN THIS SPACE	

Attachment A
Consultation and Collaboration Documentation Form
Alternative High School @ 44 - #131

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows: collective bargaining units, school leaders, teachers, parents, and community members.

The superintendent's signature below verifies that there was appropriate consultation with school stakeholder groups including collective bargaining units, school leaders, teachers, parents, and community members.

_____ (Signature)

_____ (Printed Name of Superintendent)

_____ (Date)


Dr. Kriner Cash
7/18/16

I. District-level Plan – Buffalo City School District

A. District Overview

i. District strategy and theory of action to improve schools for college and career readiness

The Buffalo City School District’s (BCSD) Board of Education and Superintendent’s expectations guide our work to support our lowest achieving schools and ensure that all students graduate ready for college and careers. As a Focus District, BCSD has 20 Priority Schools, 2 Persistently Struggling Schools, and 13 schools that have been designated as Struggling Schools.

The Office of School Leadership holds primary responsibility for developing the leadership capacity of principals leading Priority Schools. Through use of the annual DTSDE recommendations (Tenet 2), the Marshall Rubric designated by the District’s APPR Plan, and the implementation of initiatives outlined in school improvement grant or SCEP action plans, five associate superintendents and one director strategize to both support and evaluate the leadership capacity of the principals. The associate superintendents regularly visit the school sites to which they are assigned and coach principals on all facets of their school improvement work. Regular professional development occurs at monthly principals’ meetings. This targeted professional development is focused on shared understanding and implementation of the District APPR with an emphasis on inter-rater reliability; school-based practices that are contributing to academic gains; and issues of implementation of the Common Core State Standards. A Principals’ Advisory Group was formed to ensure that the principal voice is heard and valued related to school and District issues.

The District will continue its commitment to its “Three Big Rocks”, those being daily classroom observations, effective use of data to inform and improve instruction, and collaboration through regular grade level and leadership meetings. Principals and Associate Superintendents for School Leadership visit classrooms on a daily basis and gather evidence of those practices outlined in the school’s improvement plan. They gather feedback on the level of implementation of the Common Core State Standards and the effective use of common grade level/content planning time to examine student work for evidence of mastery and a plan to address the needs of students who require further instruction. DTSDE tenets three and four, along with assessment data, are used as indicators.

The BCSD is committed and motivated to ensure that all teachers are prepared to present the Common Core curricula through use of the NYS modules and other ancillary teaching resources. These grade level sessions, facilitated by the content directors and supervisors, are intended to offer an opportunity to review the initial two years of implementation, address teacher questions, and increase shared understanding of effective use of Common Core based resources and practices. At the school site, principals will continue to observe classroom teaching every day and provide timely and specific feedback to teachers.

ii. District Approach

In June 2015, The Buffalo Schools Redesign Plan was presented to the Board of Education.

Although some changes have taken place, with the arrival of Superintendent Dr. Kriner Cash, The redesign and launch of new innovative high schools to bridge the equality gap between traditional and criterion schools, and provide for expanded opportunities for career development aligned to emerging industries in Western New York is a key part of the Superintendent Cash's [New Education Bargain with Students and Parents](#), the District is still committed to open new secondary schools in “Good Standing”, Under the new plan:

Bennett High School – which is being phased out next year – will become the Computing Academy of Technological Sciences at Bennett. Its purpose will be to introduce students to fields in computer science and software engineering, including video games. Even more focused on the region’s high-tech future is the useful partnership between South Park High School, SolarCity and Erie Community College. That program aims to prepare students for work in the solar power industry and will offer an associate’s degree in six years at no cost for college credits. East High School will offer programs to prepare students for careers in law, public safety, corrections and security.

The University at Buffalo, SUNY Buffalo State and Empire Genomics will partner with the District to create the Bioinformatics and Life Sciences Research Lab. The program will be located at Math, Science and Technology Preparatory School on East Delavan Avenue.

Finally, Lafayette High School will partner with SUNY Buffalo State and International Network Schools to serve immigrants and multilingual students, focusing on international business, law and teaching. Another school will replicate the highly desired Emerson High School for the Culinary Arts with an emphasis on hospitality services.

In addition to the high school redesign, the District is also implementing;

- Open one new phase-in school as a pre-K, K and grade 1 site, another with an arts exploratory theme; this will increase seats in elementary schools in “Good Standing”.
- Expand the District’s Newcomer Academy specifically designed for secondary students who are new to the country and who need to learn English.
- Consider other options as recommended by the Board of Education, community members, and/or parents as the redesign effort evolves.

The District has also made use of the Community Schools funding from the state, which allows the District to convert more than a dozen schools into community schools. This will keep the buildings open during after-school hours to provide students and their families with more wrap-around services, ranging from parent outreach and job training to mentoring and connections to health care.

The District is committed to re-invent currently struggling schools through this schema. It will require full effort and cooperation among parents and other stakeholders under the direction of the Board of Education.

Student supports and parent engagement are also major factors in the overall effort to significantly improve student attendance and achievement. The school choice initiative continues, and the Say Yes Program continues to partner with the schools to offer wrap around services to support academic achievement and empowerment of both students and their families. Extended learning time and summer school are parts of the full equation.

iii. District Readiness

Despite a series of short-term superintendents and changes to personnel, the District Board of Education and the staff of the BCSD remain committed to serving its students and their families in meaningful and successful ways. In August of 2015, the Board of Education hired Dr. Kriner Cash as the Superintendent. Dr. Cash comes to Buffalo with over 30 years of experience in public education and higher education. The District Comprehensive Improvement Plan has been aligned with the Superintendent's New Education Bargain. (*See Appendix A New Education Bargain*)

In addition to the key strategies and Redesign Plan, the District Comprehensive Improvement Plan (DCIP and Consolidated Application) processes include stakeholder input from the onset through every aspect of the plans of action. The collaborative structure involves a cyclical design of data-driven planning, implementation, monitoring and evaluation that will guide the direction of the District and allow for adjustments. (*see Appendix B DCIP Flow Charts*)

Data analysis will occur throughout the school year to monitor the progress of the planned activities and the impact of DCIP SMART goals on student outcomes. At the conclusion of the school year, a summary of the DCIP will be used to guide the plan for the following year. Schools will be aware of District priorities as they prepare to update their School Comprehensive Education or School Improvement Grant continuation plans. Areas of focus for 2016-17 address the Standards of Practice for DTSDE tenets and provide the District framework for school improvement. The selection of stakeholders will be in accordance with the District's shared decision-making plan and CR 100.11.

B. Operational Autonomies

i. Operational Autonomies

The BCSD has offered autonomies to Priority Schools in the areas of staffing, school-based budgeting, use of time during and after school, program selection, and the selection of educational partners over the past two years, and will continue this practice into the 2016-17 school year. While striving to attain “Good Standing” is an outcome for all schools, means to achieve the goal are dependent on many school level factors. The School Leadership Team is the primary vehicle for the development of school-based decisions on school practices, budgets, programs and staffing. The Office of School Leadership continuously assesses the needs of schools and addresses them through provision of resources, establishment of new practices, and monitoring of results.

Staffing: Principals have a voice in staffing Priority Schools through the continuation of a process that gives responsibility for screening and selecting staff to the school principal. School principals offer increased opportunities, accompanied by compensation, for participation in professional development and to teachers who serve as Extended Learning Time instructors.

School-Based Budgeting: In 2014, the BCSD introduced a new school-based budgeting system rooted in the belief that school funding and other resources should be differentiated based on students’ needs. The process was developed through a committee of stakeholders and remains in place with minor modifications. A significant part of the building level process requires engagement with the Site-Based Management Team at each school. These teams include a cross-section of the school community including parents and students.

The Budget Office allocates differentiated school funding based on the following key factors: projected student enrollment, special education student population, English as a New Language student population, school grade level configuration, teacher-student established ratios by grade level, and specialty school or program status. For 2016-17, Priority Schools will have a Kindergarten class size of 20, which is lower than the established class size for either Focus Schools or Schools in Good Standing. State mandates and the collective bargaining agreement stipulate certain required staffing levels. This information is contained in the School Based Budget Development Guide. (*Appendix C pp. 9-11 - 5. Staffing and School Budget Process*)

Use of Time During and After School: The District model for use of ELT requires an academic focus (intervention and enrichment) and an emphasis on strategies that support a whole-child approach to learning. A Director of ELT coordinates the delivery of high-quality, curriculum-based after school educational activities that are aligned with CCLS and that support college and career readiness.

School Leadership Teams along with their community partner organization have the autonomy to design an Extended Learning Time program that meets the needs of its students. ELT is scheduled Monday through Friday for two hours immediately following the end of the school day. The District Curriculum, Assessment and Instruction Division content specialists assist schools to plan for the academic portions of the program.

Program Selection: Because NYS has adopted the Common Core State Standards and there is a District commitment to college and career readiness for all students, the District maintains a lead role in establishing curriculum and common District Benchmark Assessments. The elementary grades K-6 utilize either the Core Knowledge Language Arts (CKLA) at four school sites or Journeys/Senderos resources as its core Reading program, with the Common Core State Standards at each grade level guiding instructional emphases. Priority Schools may utilize SIG or other funding to select ancillary materials to augment the basic program resources.

A recent example of a school-initiated and District-supported initiative is the Step Up to Writing resource as a means to develop fundamental writing skills across the content areas that will increase student achievement. All teachers K-9 have been trained in the implementation of high leverage writing strategies and scaffolds to effectively teach all students while meeting the needs of struggling learning. This writing resource is an example of the District responding to a need from schools and addressing it by providing training and support. A new position of Director of Reading has also been established to further support schools to implement a strong research-based reading program with appropriate assessments, a universal screener, and strong, timely interventions. The District's RtI plan is under revision and will allow principals greater autonomy to select specific interventions based on student need.

Mathematics instruction is guided by the state curriculum modules and teachers use modules materials as core teaching materials. Schools are provided with the "Finish Line" District approved supplemental math materials for academic intervention and enrichment. Finish Line Math intervention is Common Core aligned with mini-lessons to support module instruction and the needs of struggling learners.

Educational Partner Selection: At the commencement of the School Improvement Grant application process, the District issued a Request for Proposal (RFP) to solicit responses from educational consultants/vendors interested in forming partnerships to address leadership development, teaching practices, and school climate issues in schools applying for SIG funds. Since that time, this District has maintained a list of approved partners from which principals may choose. Principals and District administrators may recommend additional partners to add to the list as new and continuation grants are written. Principals have the autonomy to select partners from the approved list or speak directly with vendors and suggest that they be added to the list.

ii. Adopted BOE Policies

Although there are no formally adopted Board of Education policies that explicitly outline operational autonomies for Priority Schools, these schools have autonomy to:

1. Use discretionary funds as needed in the school-based budgeting process (see Appendix C)
2. Direct the preparation of SIGs and SCEPs to address specific school priorities.
3. Determine how to utilize funds from 1003(a) for leadership and professional development.
4. Determine school "BIG Rocks" based on the District's articulated "Three Big Rocks" (see Appendix D)

iii. Supporting Labor-Management Documentation (*see Appendix E*)

Attachment E – Supporting Labor Management Document



Buffalo Public Schools

City Hall • Buffalo, New York 14202
Telephone: (716) 816-3625 • Fax: (716) 851-3554

Supporting Labor Management Document

The Buffalo City School District's application does not require the Labor Management Document as the proposed plan is allowable under the Collective Bargaining Agreement.

The District assures BTF that all terms and conditions of the Collective Bargaining Agreement and provisions of the Taylor Law will be adhered to and that any changes must be agreed to by the BTF in writing.

C. District Accountability and Support

i. Meeting Federal Requirements

Buffalo City School District has the resource capacity to ensure that all federal requirements of the schools' chosen models are fulfilled and will continue to be fulfilled throughout the duration of the grant. The Offices of School Leadership, Grants, and Legal Counsel have the combined personnel and experience to understand and monitor the stated requirements. In the Office of School Leadership, five associate superintendents oversee the work of the implementation of all SIG grant awards. In particular, the BCSD has a history of receiving and administering School Improvement Grants. Specifically, there are two personnel in the Office of School Leadership, whose responsibilities are focused on all logistics related to the design, implementation, monitoring, and reporting on progress through the use of performance management reports and through consultation with the schools administering the funds. Via this application a third supervisor is requested to complete this work. These administrators communicate regularly with the District's Grants Office, where there is two personnel assigned to the oversight for the proper use of awarded SIG funds. The Office of Legal Counsel is directly involved with the review of all contracts awarded through SIG funds, and the Board of Education must approve all contracts with a total budget that meets or exceeds \$10,000. As performance management reports are written and reviewed, the associate superintendents meet with these personnel, along with the school principal and members of the school staff, to thoroughly discuss progress and needs for support.

ii Senior Leadership

The leadership structure that holds primary responsibility for District turnaround efforts is the Division of Teaching and Learning. The division leadership team consists of the Chief Academic Officer (CAO), Assistant Superintendent for Curriculum, Assessment and Instruction, and Assistant Superintendent for Special Education. (*see Appendix F – Organizational Charts*)

The Office of School Leadership assumes direct responsibility for leadership development (Tenet 2) of Priority School principals and their school leadership teams. Their responsibilities include direct monitoring of the turnaround efforts and evaluations of school principals. Performance management reports, SIG grants, DTSDE recommendations reviews, and the quality of school improvement efforts are critical components of the work of this office. Associate superintendents visit their assigned schools on a daily rotational basis and spend approximately 50% of their time in school buildings to accomplish their work. They apply both pressure and support to school improvement efforts.

Through their advocacy at the District level, these associate superintendents communicate needs to the Superintendent's Cabinet and to the CAO. Mechanisms are established to resolve issues and respond to requests for information or specific support. Priority school principals meet monthly with an established agenda to pull together those personnel within the District Office who need to be involved to understand problems and reach solutions. Some issues on the agenda for the upcoming school year include placement of students and special education classes in buildings and programs. Preliminary solutions have been established and will continue to be discussed and refined through use of this communication/problem solving advisory group. Traditional monthly

administrative meetings are utilized to share critical information, such as NYSED regulation changes, Board of Education policy changes and decisions, and other relevant information that requires the opportunity for questions and clarification. Professional development for administrators is also part of this regular monthly meeting structure, and effective building practices are shared.

iii. Accountability and Support

On a quarterly basis, formal progress monitoring sessions are held at each school. Data reports that address the requirements for the performance management reports are reviewed in tandem with the school's school improvement grant or SCEP. School leadership teams are guided as they make data-based decisions grounded in the DTSDE recommendations and their school action plans. The process is guided by four essential elements:

1. Data: Gaining a clear picture of progress against benchmarks, annual targets, and goals.
2. Questions: Drilling down to root causes and issues influencing student performance.
3. Action items: Developing actions to address root causes.
4. Follow-up: Tracking progress on action items.

In concert with the Office of School Leadership, the Offices of Curriculum, Assessment and Instruction; Shared Accountability; and Special Education are intricately connected within the Teaching and Learning Division. Each contributes to the coordinated District effort to improve student learning and achievement. The Office of Curriculum, Assessment and Instruction defines the viable curricula based on Common Core State Standards, District level assessments, and teaching practices that are most likely to result in achievement gains. Professional development initiatives are planned and supervised by this office. The Office of Shared Accountability is responsible for the implementation of the DTSDE process, the APPR process, data collection and reporting, assessment logistics, and research and evaluation efforts. The Office of Special Education monitors compliance with federal and state regulations for the education of students with disabilities and works closely with the other offices to plan and modify instructional practices.

Working as one unit, the Division of Teaching and Learning is led by the CAO, who sets systems and structures in place to guide all initiatives and works with all offices to set priorities, establish systems to achieve them, and monitor the quality of its efforts.

Meetings among department leadership are held weekly with specific agendas, including review of calendars, initiatives, problems, ideas, and planning. All relevant issues are discussed and plans are enacted with primary responsibility assigned. The CAO attends all principal meetings and engages building leaders in discussions leading to improved practices. Small group meetings are held on timely topics. The CAO brings critical matters to the Superintendent of Schools on a regular basis through Cabinet level and individual meetings.

External partners work at both the District and school levels. Principals meet with external partners monthly, and Supervisors of Turnaround regularly attend sessions and meetings to track work and monitor quality. (See school plans for details)

iv. Timeframe and Persons Responsible (*see Appendix G*)

Buffalo Board of Education

Dr. Kriner Cash
Superintendent

Darren Brown
Chief of Staff

Anne Botticelli
Chief Academic Officer

Academic Plan
Curt., Assessment & Instruction
Multilingual Education
Special Education
Teacher Support & Development
Title I Programming
PreK - 3 Literacy
CCLS Impl. & Improvement
Health Education
Art Education

David Mauricio
Chief of Strategic Alignment & Innovation

Schools Phase in/Phase Out
New School Design and Launch
DCIP/SCEP/DTSDE alignment
Turnaround Strategies
Best Practices & Knowledge Capture
Charter Schools
Athletics
Adult Education

Genelle Morris
Chief Accountability Officer

Data Monitoring & Compliance
State Data Reporting
Teacher and Principal APPR
DTSDE School Reviews
Program Evaluation & Testing
District Wide Statistical Highlights

Special Asst. for Communications
Elena Cala

Associate Supt for School Leadership (High School)
Sabatino Cimato

Associate Supt for School Leadership (Elementary)
Cassandra Wright

Associate Supt for School Leadership (Elementary)
Mary Jo Conrad

Student Achievement
Principal Coaching, Supervision, Performance Monitoring & Evaluation
School Staffing
Receivership Plans and Performance
SCEP/SIG Plans
CTE School Design & Implementation
Alternative Instruction
All District Schools

Communications Plan
Electronic and Print Media
Community Outreach
District Webmaster

Associate Supt for School Leadership (High School)
James Weimer

Associate Supt for School Leadership (Elementary)
Margaret Boorady

Edward Betz
General Counsel

Counsel to the Board and Superintendent
Legal Department Plan
Labor Relations
Litigation and Liability
Compliance
Contracts
Policy

Geoff Pritchard
Chief Financial Officer

Financial Projections
Financial Plan
Budgeting Planning
Expenditure & Revenue
Monitoring
Grants Administration
Audits
Purchasing & Procurement

Brian Lorentz
Associate Supt. For Human Resources

Human Resources & Staffing
Personnel Plan
Employment Services
Benefits
Wage & Compensation
Title IX Compliance
Standards of Conduct
Risk Management
Labor Relations

Kevin Eberle
Chief Operating Officer

Operations Plan
District Transportation
District Security, Safety & Prevention
Plant Operations
District Facilities
Child Nutrition Services (Food Service)
Service Center Operations
CompSTAT Execution and Business Reforms

Sanjay Gilani
Chief Technology Officer

Technology Plan
District Tech Services
Informational Technology
Best Practices
Parent Portal
Data Dashboard
District Planning/Projections
Technology Infrastructure

D. District Teacher Leader Pipeline

i. Recruitment

ii. Hiring Procedures

During the past year, BCSD restructured its Department of Human Resources. Staff are now implementing new recruitment strategies to attract leaders and teachers for high-poverty and high-minority schools. Table 1 identifies specific goals to help the District meet this need and strategies that are currently in use or under consideration.

Recruitment Goals and Strategies

Goals	Strategies
Increase capacity of the Human Resources department.	<ul style="list-style-type: none"> • The District created a new title of HR Manager with the responsibility of directly overseeing the staffing and hiring responsibilities of the department. She manages the candidate pool for all subject areas, resulting in an increase in the total number of available candidates and minority candidates. Previously, recruitment, screening, and selection of candidates was a lower Priority for this office; it is now a major focus. • The department has been restructured to create teams that focus on specific groups of schools, in alignment with the service structure of the Office of School Leadership (OSL). Each school has a specific, designated point of contact in HR and OSL to provide more customized service.
Strengthen partnerships with local colleges, universities, and other teacher preparation programs that have candidates who meet BCSD needs.	<ul style="list-style-type: none"> • The HR Manager and team have developed stronger partnerships with local colleges and universities. These relationships have led to on-campus recruitment opportunities beyond traditional student job fairs, as well as referrals from the career office. When students visit the career office, staff are more knowledgeable about District opportunities and better equipped to identify appropriate matches for students. • BCSD staff recently attended a multilingual conference and rented a booth to recruit multilingual candidates. • Developed recruitment tools such as thumb drives with video intended to attract diverse talent to BCSD, and a direct link to the Career page for applications. • Maintaining partnership with Teach for America (TFA) to recruit candidates for positions that the District typically struggles to fill. • Partnering with Niagara University to offer 78 teachers and administrators TLQP (Teacher/Leader Quality Partnership) certification training in response to the needs of the ESL population. • In response to our request for high-need ESL teachers, TFA arranged for a local college to cross-train TFA candidates to obtain TESOL certification.

Goals	Strategies
Provide recruitment incentives.	<ul style="list-style-type: none"> The Teachers of Tomorrow grant provides a recruitment incentive of up to \$3,400 per year, for a maximum of four years.
Refine the BCSD interview process to better identify candidates for high-need schools.	<ul style="list-style-type: none"> The District uses electronic application software and we are in the final stages of enhancing and upgrading the application and onboarding process. The District’s restructured hiring process places responsibility for interviewing and selecting staff squarely with the school principal. Human Resources received training to assess principals’ interviewing techniques. Principals received training to help them with the hiring of teachers. Working with web designer to update HR page: provide more information to potential candidates about employment and culture of working at BCSD The selection process includes interviews along with discussion of the hiring panel to determine the best fit for those receiving job offers.

i. District-wide Training and Support to Build Leader Capacity

One of the first steps in supporting Priority school principals during the change process involves providing tools, training, and strategies to focus the majority of their time on instructional leadership. As described in Section C of this narrative, newly hired principals and other school leaders receive intense support from the Office of School Leadership through weekly school visits and monthly school principals meetings.

Through various means, the District has established opportunities for Priority School principals to become familiar with the early research base for turning around a low-performing school. The training programs have included:

1. Leadership elbow coaching for Priority School principals from the Associate Superintendents for School Leadership, and by National Urban Alliance, Research for Better Teaching and West Ed as selected by principals.
2. Participation by a cadre of District and school leaders in the Turnaround Schools Leadership Institute.
3. Participation in Harvard School of Education’s Leadership Institute, The Harvard Educational Leadership Academy / National Institute for Urban School Leaders.

Funding for these professional development experiences have come from SIG, 1003(a), Title IIA and some District operating funds.

iv. District-Wide Training and Support to Build Teacher Capacity

District-level training programs, initiated through funds from SIG and Title IIA and Title III, have been offered to teachers with a focus on:

1. Culturally responsive teaching behaviors and strategies. (Skillful Teaching)
2. Teaching strategies to effectively meet the unique needs of students with disabilities and English Language Learners. (SIOP and Specially Designed Instruction)
3. Understanding and implementing the NYS curriculum modules with an

emphasis on the required instructional shifts.

4. Training on the concepts and processes of data-driven instruction. (DDI)
Funding sources for these initiatives include SIG, Title IIA, Title III, and some District operating funds.

v. Training Events for 2016-17
(See Appendix H)

Appendix H - District-wide Training Programs – Teacher Capacity

July 1, 2016 – June 30, 2017

Specific Agent/Organization	Desired Outcomes	Method for Outcomes Analysis and Reporting
Skillful Teaching Professional Learning Community / BPS PD Facilitators	To enhance implementation of learned strategies with an emphasis on the Growth Mindset, use of DDI to examine student work.	Classroom observations will be the vehicle for gathering evidence of applied strategies by teacher participants.
CCLS – ELA and Math – BPS Directors and Supervisors of ELA, Math, Social Studies and Science	To improve teacher understanding of the Common Core Learning Standards for their <u>grade level</u> following initial implementation of the NYS curriculum modules; to share effective practices and deepen shared understanding of grade level rigor.	Principals will continue to observe Common-core aligned instruction from daily classroom visits, Learning Walks, and other means to evaluate implementation of Common Core Learning Standards.
Specially Designed Instruction – BPS Special Education Directors and B.O.C.E.S. RSE – TASC Facilitators	To improve teachers’ capacity to teach special education students Common Core rigorous curriculum while meeting IEP goals and providing necessary accommodations.	Learning Walks will be conducted using the checklist/protocol offered by Specially Designed Instruction presenters; data will be analyzed to check level and quality of implementation.
SIOP Sheltered Instruction Observation Protocol / Center for Applied Linguistics through Pearson	To build understanding of the facets of SIOP and the unique needs of learners who are acquiring English as a new language; to build capacity for classroom implementation of SIOP research-based strategies.	Priority Schools receive classroom visits both internally by principals and ENL coaches, and externally by a SIOP coach; evidence of SIOP strategies and quality of implementation provide data for analysis and improvement.

E. District External Partner Recruitment, Screening, and Matching

i. Selection Process

During previous planning processes for SIG grants, schools indicated that they needed assistance in selecting effective service providers. In response to this need, the District established a list of providers through a Request for Proposal (RFP) process. Priority schools are required to select providers from this list or they may request that a provider be added to the list. The principals and school representatives from Priority schools in SIG Cohort 7 will meet with District leadership to assist them in selecting a partner to best meet the needs of the students and school.

The Request for Proposals was posted on June 15, 2016 and it closed on June 29, 2016. The selection process will begin on July 29, 2016. Reviewers who represented a cross-section of District stakeholders, including District personnel and school leadership team representatives, used a rubric and rating sheet in the selection process. Prior to reviewing proposals, reviewers will be given the opportunity to examine the RFP and a chart that outlines all submissions. The completed rubrics will be collected and tabulated. A final list of providers will be created.

ii. Procurement and Budget Timelines

By September 1 2016, the District leaders will facilitate the contracts, Board of Education approvals and procuring funding to begin the services at the start of the school year. All contracts that exceed \$10,000 must be approved by the Board of Education. For subsequent implementation periods, contracts will be prepared and presented to the Board of Education during the preceding months of July and August.

iii. Identification, Screening, Selecting, Matching, and Evaluating Partner Organizations

As stated, a list of approved vendors results from an RFP process. District and building leaders may contribute to building the list on an ongoing basis. Once the selection process is completed, principals have autonomy to speak directly with vendors and choose partners that best fit the goals and objectives of their school improvement plans.

There is a need to improve upon the evaluation process of partners to assess the impact of the services. District leaders, in collaboration with the principals, will conduct meetings every other month to assess the level of implementation and ensure fidelity to the program. Principals will have monthly meetings with the partners to ensure that the programs are properly implemented, professional development and supports are being provided, and problem solve any challenges that may exist. At each professional development session, evaluations from teachers and administrators will be completed and analyzed. The partners will create a tool for school administrators to use to monitor fidelity of implementation and will serve as a guide for leaders to assess the main components of the program. The District will hire an internal program evaluator via the School Improvement Grant to develop a process to assess the impact of each partner using multiple data sources to best correlate the program's services and improvement in outcomes. This process will allow school and District leaders to identify whether the partnership should continue, discontinue or be modified.

F. District Enrollment and Retention Policies, Practices, and Strategies
i. Enrollment Similarities and Differences

As shown in the table below, enrollment of students with disabilities (SWDs) at Priority Schools for the Cohort 7 SIG application hover around the District average of 21 percent. Twelve Priority Schools have a lower percentage than the District average. Fourteen schools have 20 percent or higher. Each school follows the District’s continuum of services to ensure that students with disabilities are in the least restrictive environment possible in their respective schools.

School Enrollment Characteristics

Priority School	Enrollment	Percentage of ELL Students	Percentage of SWDs	Percentage Below Proficiency in ELA	Percentage Below Proficiency in Mathematics
18	512	34.4%	23.2%	93.8%	84.8%
32	760	0.8%	21.3%	89.4%	93.4%
61	298	0.7%	21.8%	97.1%	94.2%
82	429	1.6%	28.9%	90.2%	86.6%
131	377	38.2%	15.6%	100% (7-8) 87.8% (9-12)	100% (7-8) 92.7% (9-12)
200	77	6.5%	16.9%	72%	95.6%
205	640	30.8%	19.8%	74.3%	95.9%

All of these schools’ ELA and Math Performance fall below the K-8 and 9-12 District averages which are:

	K-8 Below Proficiency	9-12 Below Proficiency
ELA	86.2%	55.1%
Math	82.7%	79.7%

Students with limited English proficiency represent 13.4 percent of BCSD’s total enrollment. However, freestanding English as a second language (ESL) and bilingual programs are consolidated in select District elementary schools to provide program continuity and monitoring and to facilitate the provision of professional development, extended learning opportunities, and native-language supports for students and families. However, ELLs have access to all District high school programs. ESL services are

provided at all District high schools with enrolled ELLs. (City Honors does not have any ELLs enrolled.)

ii. Policies and Practices Ensuring School Access

Students with disabilities who need Resource Room (RR) /Consultant Teacher (CT) /Integrated Co-Teacher (ICT) services have school choice, as do all other District students. Special education students, with the exception of New York State Alternate Assessment students, are accessing the general curriculum. All students with disabilities have the opportunity to take the entrance examinations for criteria-based schools and may attend if they meet the criteria. Each school in BCSD offers some level of service for students with disabilities. Students in Grades K–8 have access to response to intervention programming.

The District ELL policy outlines BCSD’s commitment to ensuring equitable educational opportunities for ELLs, beginning with appropriate identification and placement. In addition, BCSD’s CR Part 154 plan outlines its assurances with regard to the education of ELLs. BCSD concentrates bilingual and freestanding ESL programs in a limited number of elementary schools to maintain program quality; provide continuity from grade to grade; and target supports such as professional development, extended-day programs, and native-language supports.

iii. Strategies to Address Disproportionality

Because more than 28.3% percent of BCSD schools are Priority schools, we must broaden and differentiate our approach to serving them. We know that in a District of this size, it is critical for schools to have the supports they need to implement their plans effectively while meeting District, state, and federal requirements. As part of a redesign plan process, the District superintendent is working to coordinate the strategies set forth in the DCIP, SCEPs and SIGs to ensure that all grants and programs operating in BCSD focus on increasing access to diverse and high-quality school programs for the District’s lowest performing students.

BCSD has developed a set of decision rules, based on multiple measures, to balance the placement of special classes throughout the District. Placement at Priority schools is considered only after all options at Focus and Good Standing Schools have been exhausted. Different types of special classes are coded according to severity of needs and then graphed to evaluate equity among schools. The goal is for each school to have a balance of high need classes and lower need classes. The following coding is used for comparison:

High Need - 6:1:1, 8:1:1, 12:1:1 - Medium Need - 6:1:1 Autistic class, 8:1:1 Autistic class

Low Need - 6:1:1 Alt. Assessed class, 12:1:2 Medically Fragile class, 15:1

The process begins with the review of the following data:

- Enrollment
- Number and percentage of Students With Disabilities
- Number and percentage of English Language Learners
- Types of classes currently at the school

1003(g) School Improvement Grant Cohort 7
RFP# GC-15-016

- Percentage of students in special classes
- Number of students receiving Integrated Co-teaching, Resource Room, Consultant Teacher
- School Status: Priority, Focus, Good Standing
- Space available in the school building

G. District Level Labor and Management Consultation and Collaboration

i. Consultation and Collaboration

The BCSD process to develop plans for each Priority School emphasizes consultation and collaboration with school leadership, teachers and stakeholders.

During the week of June 20, 2016 principals met with their faculty and staff and notified them of the SIG 7 opportunity. Meetings with school staff were held first, followed by separate meetings for parents and community members. District staff and school leaders jointly led the meetings.

The development of the school-level plans kicked off the week of June 20, 2016, with a planning session facilitated by District leadership and attended by teams of leaders and teachers from each school as well as representatives from the Buffalo Teachers Federation (BTF). The President of Buffalo Council of Supervisors and Administrators was kept informed of the progress of the SIG writing process. Subsequently, each school team facilitated its own SIG writing session. During the months of June and July, District representatives from the Office of School Leadership and the Office of State and Federal Programs continued to work side by side with school teams to develop comprehensive school-level SIG plans.

Principals scheduled meetings with stakeholders to review the draft plans. The purpose of the meetings was for stakeholders to provide feedback on the draft school plans.

Meeting Schedule for Review of School Plans

School	Meeting – Draft of Plan	Meeting – Final Plan
Dr. A Pantoja School #18	June 23, 2016	July 13, 2016
Montessori School #32	June 30, 2016	July 13, 2016
Arthur O. Eve School #61	July 11, 2016	July 14, 2016
Early Childhood Center #82	June 22, 24, 27, 2016	July 11- 14, 2016
Alternative School #131	July 7, 2016	July 13, 2016
Bennett High School #200	June 30, 2016	July 12, 2016
Riverside High School #205	July 5, 2016	July 13, 2016

On July 13, 2016 school plans were reviewed and edited by District, school staff and other stakeholders.

Attachment A
Consultation and Collaboration Documentation Form
Alternative High School @ 44 - #131

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows: collective bargaining units, school leaders, teachers, parents, and community members.

The superintendent's signature below verifies that there was appropriate consultation with school stakeholder groups including collective bargaining units, school leaders, teachers, parents, and community members.

 _____ (Signature)
Dr. Kriner Cash _____ (Printed Name of Superintendent)
7/18/16 _____ (Date)

II. School-level Plan –Transformation Model

A. Assessing the Need of the School Systems, Structures, Policies, and Students

The Academy School, also known to the NYSED as the Alternative School, will hereto within this document be referred to as the Academy School. The Academy School, located at 425 South Park Avenue, houses grades 7 – 12, and has several programs under the same BEDs code. These programs are:

- The Pathways Academy at East High School
- Grades 7 – 8 Alternative Education Program under Principal Nate McCrea; this program and the principal will be moved to another BPS location for school year 2016-17 (students in this program remain assigned to their home school BEDs code, they are not reported under the Academy School's BEDs code, but the principal is currently assigned to The Academy School's BEDs code)
- The Newcomer Academy Program is housed at Lafayette School #204; the District is currently applying for a BEDs code for The Newcomer Academy; all student data from previous years referenced throughout this document is reflective of all students currently under the Academy School's BEDs code, as referenced above; however, this plan has been written with the assumption that The Newcomer Academy will receive its own BEDs code

The Academy School was created in 1975 to house students who were disruptive, chronically suspended, and otherwise unsuccessful in the traditional school setting. The main campus (or "Center School") was at 280 Oak Street (formerly the home to Boys Vocational High School), along with several satellite sites were established in instances of overcrowding and also to offer more specialized programs. The satellite sites included the "City-As-School" program at 320 Porter Avenue, home of an internship program for Alternative High students, the Fulton Bilingual Program at 220 Fulton Street for bilingual students, and the Fulton Junior High Program for junior high school students. Students who met criterion were allowed to either return to the traditional high school setting or graduate from Alternative High.

The school's facilities were lacking due to budgetary reasons, and the school was finally closed in 2003. Academy School 131 was created in 2006 to serve as the alternative program in Buffalo. Currently, the Oak Street campus serves as a combination of office space for the City of Buffalo as well as residential apartments.

The new alternative program (known as The Academy School) began in 2006 and was originally operated through a firm called Resultech and was located at former School 44, 1369 Broadway. The Resultech partnership was dissolved in 2008 due to backlash from administrators and students.

The school began with two campuses, one at Public School 44 at 1369 Broadway Street for grades 9-12, and the other at 1409 East Delevan Avenue for grades 7-8. In 2011, the elementary program was moved to School 40 in the Babcock area. The high school program was moved to School 4 on South Park Avenue in 2014. Since its inception, the school has added two addition programs. Pathways Academy to meet the needs of our over – aged, uncredited, first time freshman and Newcomer Academy for English language learners (ELLs) who have had interrupted or limited formal education before entering a US school.

The Alternative School

Alternative Education programs within The Academy Schools provides an increased service environment to students at-risk for school dropout and those not maximizing their potential for school success. Such students may be in need of a more individualized and supportive approach to their schooling. The philosophy around alternative education is small class size, individualized and differentiated instruction, and being able to meet the immediate needs of the student population. Students also receive intense behavior modification counseling aimed to assist them in a successful return to the regular classroom.

i. Student Population

The Alternative School enrollment data, per BEDS that was collected as part of NYSED's Student Information Repository System (SIRS), shows the following ethnic breakdown: 13.1% white, 11.5% Hispanic or Latino, 72.1% Black, 2.2% Multiracial, .6% Asian/Pacific, and 0% American Indian. The data in this report also show that 61% of the students are economically disadvantaged, 0.6% are English Language Learners, and 16.9% are students with disabilities. In addition, 100% of our students receive free breakfast, lunch and snacks due to the Title I Community Eligibility Provision. In 2014 the Academy's School four – year graduation rate (including August graduates) was 13%, significantly below the Districts 60.5% average. It is anticipated that the school will have the same student demographics in the 2016-2017 school year, thus the student needs will be similar.

Students at the Pathways Academy enter their ninth grade turning age 16 or older within the respective school year. Students generally do not have severe behavior concerns that require intensive support. Students are placed in general education classes, and students with disabilities are accommodated through the Integrated Co-Teaching Model or Special Class (6:1:1 setting). In the 15-16 school year, 0.03% of the student body was classified as English language learner; 35% of the student body was classified as a student with a disability; and 100% received free or reduced lunch.

ii. Diagnostic School Review Process

The systemic, in-depth diagnostic school review of the Academy School was conducted using the Diagnostic Tool for School and District Effectiveness (DTSDE). This on-site review compares school and district practices to the optimal conditions of learning, as defined by the DTSDE rubric, and provides an evaluative understanding of how the entire school community is functioning to address student achievement. Over the past three years, The Academy School has participated in one District-led Review (January 2013) NYSED Modified Review (January 2014) and one School Review with District Oversight (November 2015). *Please see Appendix 1: Diagnostic Tool for School and District Effectiveness (DTSDE)*. These reviews have displayed that a majority of practices at the Academy School are at level 1 due to the fact that best practices are not being implemented across the school that supports academic achievement.

Between the three DTSDE reviews and the School Comprehensive Education Plan (SCEP), the school has accumulated a great deal of data around the implementation of practices that are aligned to the five tenets in the DTSDE Rubric and the components of the SCEP. As a result, the school community gained a thorough understanding of the critical strengths, needs, and system gaps, along with a sense of urgency, for what needs to be done

in order to transform the Academy School to improve student outcomes. This data serve as a baseline for the transformational design of the Academy School.

The findings from these reviews have been discussed with staff and community stakeholders in various venues including but not limited to faculty meetings, grade level meetings, Site Based Management Team (SBMT) meetings, and parent nights.

iii. Evidence of Community and Family Input

The following are evidences of community and family input collected by the school review team:

- The school provided results of a student survey that 18 students (15 percent) completed.
- The school provided results of a staff survey that 26 staff members (100 percent) completed.
- Reviewers conducted focus groups with students, staff, and parents

iv. Existing School Capacity, Strengths, and Needs

The following strengths and existing capacity for Academy School #131 @ School #4, as well as systematic gaps and needs, were reported in the most recent DTSDE Review (November 2015):

Existing School Capacity:

- The student/teacher ratio is not more than 15:1
- The current extended learning time (ELT) program, in partnership with Northwest Buffalo Community, will be leveraged to continue offering the students of the Academy additional instructional time and extracurricular activities.
- There is an expectation that teachers use the unit plans and pacing calendars outlined by the Buffalo City Schools District.

Strengths: The school has many programs and resource that can be implemented to address the needs of the student population:

- The school has a 21st century program that provides on-site tutorial services and extended day programming to all students who that attend the Academy School. Students enrolled in the program extend their school day by 2 hours per day allowing them to recover credits of courses previously failed, accrue credits for new courses, and receive tutorial services for courses in which they might be currently struggling.
- The school has many Common Core Learning Standards (CCLS)-aligned curriculum resource, such as the modules from EngageNY, for both ELA and mathematics.
- The school has access to an assessment system, Illuminate, which can be used to collect timely student data based on instruction.

Needs: The following themes have been consistent across the DTSDE review that has taken place:

- To date (November 2015) the school leader has yet to conduct formal observations aligned to instructional practices for teachers in the school and the school leader has reported that only 5-10 teachers have received feedback via a checklist that the school leader and assistant principal use when they visit classes unannounced.
- An examination of several unit plans provided by teachers in the school demonstrates that there are few to no adjustments made to address interventions targeted for the students of the school. The school leader stated that a formal outline for adjusting the unit plans and pacing calendars does not exist. The absence of a plan to assist teachers with adjusting the

instructional material has led to inconsistent practices aligned to meeting the needs of various student subgroups that exist in the school.

- Teachers use assessments to determine how students understand the unit work and at times, reviewers noted that teachers asked students to recap answers to questions; however, to date, the data from these assessments have not been synthesized and tracked for this school year.
- The school does not have a curriculum that the staff uses for PBIS. (Positive Behavioral Intervention and Support) However, the school is in the beginning stages of discussing learning about and adopting a Restorative Justice curriculum next school year.

Pathways Academy, entering its second year of implementation, will continue to support students in meeting their academic goals through a small class structure, full time guidance counselor, full time social worker, mentoring programs, full training of staff and students in Restorative Justice, and Trauma Informed Care (ACES). Upon reflection of the 2015-16 school year, Pathways Academy would continue to thrive best in a singular setting to allow for the differentiation of student needs and management in order to achieve the NYS requirements towards graduation. The small class size of no more than 60 per grade level, allows staff to build mentoring relationships. The beginning stages of the Career and Technical Education Xerox program will allow students to have an opportunity to build their employable skill set for post – secondary education and employment opportunities. Students will be able to have hands on training skills in the development, production and design of products needed at the school and community level. Students will be able to develop a working entrepreneurial relationship within the school community, and beyond. These skills, combining with the CDOS standards will give Pathways students the affordability to become productive, global 21st century competitors.

v. How the School and District Will Prioritize Identified Needs During Implementation

The systemic school review of the DTSDE enabled the school to identify cause-effect connections between system gaps and student achievement and prioritize critical needs that, when addressed, will accelerate student performance and growth. After analyzing the two-year Regents Trend data (*Please see Appendix 2: Two – Year Trend Data*) and the 2014-2015 DTSDE review, the leadership team engaged in root cause analysis focusing on key processes to ensure students are better equipped to meet achievement targets. The team reached consensus and identified the following priority needs:

- Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs (DTSDE 3.3)
- Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS) instruction that leads to multiple points of access for all students (DTSDE 4.3)
- To improve instructional practices through targeted professional development that will directly address the findings in the DTSDE review and analysis of Regents trend data

B. School Model and Rationale

i. Rationale for Model and Key Design Elements

When selecting a model for the Alternative School, the district carefully compared the School Improvement Grant (SIG) models to the district’s “Three Big Rocks” initiative and the school’s needs as evidenced from summative data and the DTSDE Review. These big rocks were adopted to address common needs across the district’s lowest performing schools. However, through needs assessments, these big rocks were aligned to meet the needs of students at the Alternative School. The “Three Big Rocks” for school improvement are:

- Leadership – specifically the observation of instruction and effective feedback to nurture the best possible teaching in every classroom;
- Data driven instruction – using data to continuously improve teaching; and
- Fostering collaboration – through the effective facilitation of a professional learning community that is focused on student achievement.

The principal is a critical element of successful school reform. For the Alternative School, the following are the highest priority to increase academic achievement:

- Visit and observe classrooms daily
- Clearly articulate and recognizing the instructional shifts in practice and provide actionable feedback to teachers on instructional practices more aligned with the CCLS including a close focus on the needs of struggling students
- Ensure that time for grade level teams is focused on student data and grounded around curriculum and teaching practices
- Guide the management of school schedule, teacher professional development and school culture to ensure that school and district interim benchmark assessment scores are used to drive instruction and that teachers are in fact analyzing such data to re – teach and adjust instruction based on student needs.

ii. Process by Which Model Was Chosen

The District began its model selection process by developing a school profile of the characteristics of the Academy School which includes its students, leadership, core competencies, and instructional staff. The District then conducted an assessment of the external partners available to lead the effort. BCSD gave additional consideration to district policies and collective bargaining agreements that currently address, limit, create barriers, and provide support for each of the intervention models. BCSD then sought to identify the improvement strategy that would yield the most immediate, substantial and long term gains in learning and success for the Alternative School. The evaluation was based on findings of the Diagnostic School Review that was conducted by the district and an external partner. The Buffalo City School District has developed a district-level comprehensive plan that fully supports the requirements of a transformational model, as follows:

- Recruiting and hiring school leaders with the experience, training, and skills needed for dramatic school improvement
- Focusing all work on the Superintendent’s six-point “New Education Bargain With Students and Parents”
- Selecting and implementing an instructional model based on student needs and the

- maximization of staff strengths
- Implementing district and school-wide systems to ensure the continuous use of data to inform and differentiate instruction
 - Providing sufficient operational flexibility, including moving toward a decentralized, school-based system of professional development and budgeting
 - Conducting monthly principal meetings for priority school principals in order to build skill and capacity to use data to drive instructional decisions and to create opportunities for schools to break out by level (elementary and high school)
 - Building autonomy and authority for principals to make on-site, data-based decisions to accelerate improved student outcomes
 - Reorganizing the district and implementing a district-level systemic supports grant to ensure ongoing technical assistance

C. Determining Goals and Objectives

i. English Language Arts Goals and Objectives

In the 2014 – 15 school year, the ELA performance index for 7th and 8th grade students was 25, which indicated that students cannot perform at grade level and are unable to demonstrate proficiency on the assessment. The ELA goal will be an increase of 17.5 points each year of the grant (targets set in Attachment B), to close the gap between 7th and 8th grade students at the Academy School with the district's 7th and 8th grade student of 52.1 points.

In the 2014 – 15 school year, the ELA performance index for the 9 – 12 students was 43.9, which indicates that students cannot perform school at grade level and are unable to demonstrate proficiency on the Regents or Common Core exam. The ELA goal will be an increase of 15.6 points each year of the grant (targets set in Attachment B), to close the gap between high school students at the Academy School with the district's high school students of 124 points.

ELA students at the Academy School will follow the Common Core aligned ELA curriculum and use the EngageNY curriculum modules. Students who have not achieved proficiency (levels 1, 2) will be provided Academic intervention services (AIS) support. During common planning time, ELA teachers will use the data-driven instruction (DDI) process to identify individual student's skill deficit, monitor the success the student has towards attaining the identified skill, and re-teach as necessary. If a student needs more support services, small group tutoring or one-on-one tutoring will be provided by Gear Up from the University at Buffalo. Additional support will be provided by the Title I reading specialist through integrated co – teaching and/or through a pull – out model; a program that provides intensive mentoring, tutoring, SAT preparation and character building, to ensure student success as they prepare to enter a college. To obtain the aforementioned goal of a performance increase of 17.5 points on the 7th and 8th grade ELA and a performance increase of 15.6 points for high school ELA each year of the grant, teachers will:

- develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs (DTSDE 3.3)
- design and implement a fully functional system aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback (DTSDE 2.2)
- improve instructional practices through targeted professional development that will directly address the findings in the DTSDE review and analysis of Regents trend data

ii. Mathematics Goals and Objectives

In the 2014 – 15 school year, the math performance index for 7th and 8th grade students was 10, which indicated that students cannot perform at grade level and are unable to demonstrate proficiency on the assessment. The math goal will be an increase of 19 points each year of the grant (targets set in Attachment B), to close the gap between 7th and 8th grade students at the Academy School with the district's 7th and 8th grade students of 59.7 points.

In the 2014-2015 school year, the math performance index for the 9 – 12 students was 53.7, which indicates that students cannot perform at grade level and are unable to demonstrate proficiency on the Regents or Common Core exams. The math goal will be an increase of 14.6 points each year of the grant (targets set in Attachment B), to close the gap between high school students at the Academy School with the district’s high school students 126.7 points.

Math students at the Academy School will follow the Common Core aligned math curriculum and use the EngageNY curriculum modules. Students who have not achieved proficiency (levels 1, 2) will be provided academic intervention services (AIS). During common planning time, math teachers will use the data-driven instruction (DDI) process to identify individual student’s skill deficit, monitor the success the student has towards attaining the identified skill, and re-teach as necessary. If a student needs more support services, small group tutoring or one-on-one tutoring will be provided by Gear Up. Additional support will be provided by the Title I math specialist; a program that provides intensive mentoring, tutoring, SAT preparation and character building, to ensure student success as they prepare to enter a college. To obtain the aforementioned goal of a performance increase of 19 points on the 7th and 8th grade math assessment and a performance increase of 14.6 points for high school math assessment each year of the grant, teachers will:

- develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs (DTSDE 3.3)
- design and implement a fully functional system aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback (DTSDE 2.2)
- improve instructional practices through targeted professional development that will directly address the findings in the DTSDE review and analysis of Regents trend data



Assessment of Objectives

The Academy School teachers will develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs (DTSDE 3.3).

The Academy School teachers will adopt the DDI process (culture, analysis, action and assessment) for using data in order to bring evidence to bear on their instructional decisions and improve their ability to meet students’ learning needs. The process can be understood as cyclical (see Figure below). It includes a step for collecting and preparing data about student learning from a variety of relevant sources. After preparing data for examination, teachers will interpret the data and develop hypotheses about factors contributing to students’ performance and the specific actions they can take to meet students’ needs.

Teachers then will test these hypotheses by implementing changes to their instructional practice. Finally, they will restart the cycle by collecting and interpreting new student performance data to evaluate their own instructional changes.

The Academy School will provide students with instruction and interventions in direct response to their academic areas of need. Data from multiple sources (district formative assessment, Regents, classroom assessments) will be reviewed and discussed during common planning meetings (Tuesday and Thursday DDI Day). The teams will conduct item analyses to identify needed student skill development and develop action plans to attend to those specific needs, whether that means re-teaching to the whole class, in small groups, or individually. Follow-up assessments will inform the degree to which students make progress, and if not, what other strategies or interventions can be taken to address the students' lack of progress. The common planning meetings will include the following components:

- **Assessment:** Prior to these meetings teachers will set an agenda that focuses on using the most updated data relative to a specific, timely topic.
- **Analysis:** During these meetings teachers will follow the cycle of inquiry, using data to state hypothesis about their teaching and learning practices and then testing those hypotheses.
- **Action:** At the end of each meeting, the teachers will be prepared to enact a data-based inform action plan that examines and modifies their instruction to increase student achievement in the area of focus for the meeting.

Please see Appendix 14: Data Analysis Meeting Minutes Form.

Administration will create a culture of evidence-based, results-oriented practice by:

- Providing time on a continuing basis for teachers to discuss the data and to work together to develop solutions. The Academy teachers will have two days per six-day cycle to conduct data analysis and action planning within their subject area.
- Offering professional learning opportunities in the DDI process. High-quality professional development is of critical importance in ensuring that teachers and other school professionals have the necessary skills to implement and sustain the DDI process.
- Providing support for teachers who are struggling to implement new teaching strategies for re-teaching difficult standards. Common planning time is an opportunity to develop teachers' skills in data analysis and to brainstorm and share effective instructional strategies.
- Collecting lesson plans to look for evidence of re-teaching. Administrators will collect lesson plans bi – weekly for evidence of instructional adjustment as the teachers collect immediate and valuable information during common planning time about their students that informs and influences how they teach, as well as where and what is reviewed, re-adjusted, and re-taught.

The Academy School administrators will design and implement a fully functional system aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback (DTSDE 2.2).

Administrators will develop a strategy for visiting more classes for the purpose of examining student and teacher interactions. In addition, they will provide evidence - based

feedback and strategies for teachers to develop better student-teacher relationships during the instructional period. Protocols for monitoring and feedback will be aligned to the District's APPR guidelines as well as the NYSUT Tristate Rubrics. Administrators will build a calendar for these classroom visit.

- **Announced Observations**

The administrators will utilize Marzano's pre-conference form to guide the conversation before a teacher is observed. *Please see Appendix 3: Planning Conference Form.* The conference will be used to set a date for the observation, review the lesson plan and any relevant details regarding the observation, and to identify specific lesson delivery strategies on which the teacher is requesting feedback.

- **After the observation**

A post evaluation conference will be conducted using the Marzano's post-conference form. This will provide teachers with feedback and suggestions as well as answer any questions they might have. *Please see Appendix 4: Post - Observation Conference Form.* Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given at the scheduled time in a suitable and private environment. Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the teacher.

- **The administrators will conduct "look – fors" in their daily walkthroughs. These walkthroughs will provide a structured, team – based approach to gathering information on instruction and learning within the classroom. The focus of related "look – fors" will generated from professional development initiatives which include but are not limited to Common Core Learning Standards, objective writing, and project – based learning.**

The Academy School teachers will improve instructional practices through targeted professional development that will directly address the findings in the DTSDE review and analysis of Regents trend data.

The Academy School will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the SIG school reform strategies.

The Academy School has built a professional development plan that supports the implementation of the school improvement:

- School-wide data-driven structure
- NYSUT rubric training
- Lesson objective writing
- Reading, writing, speaking and listening skills in all core subject
- Culturally responsive practice
- Multi-tiered system of support
- Restorative practice
- Step Up to Writing
- Uniform note taking (Cornell Notes)

*1003(g) School Improvement Grant – Cohort 7
RFP# GC-15-016*

- Advisory
- Project – based learning
- Trauma informed care (ACES)

Please see Appendix 5: Professional Learning Plan.

iii. Additional Goals and Objectives – N/A

iv. School Level Baseline Data – please refer to Attachment B

Alternative #131 Elementary/Middle Baseline Attachment B
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average 2014-15	Baseline Data 2014-15	Actual 2015-16 (when available)	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2020-21
I. Leading Indicators									
a. Number of minutes in the school year	min	73,320	77,520	77,520	77,520	77,520	77,520	77,520	77,520
b. Student participation in State ELA assessment	%	89%	50%	TBD	95%	95%	95%	95%	95%
c. Student participation in State Math assessment	%	83%	39%	TBD	95%	95%	95%	95%	95%
d. Drop-out rate	%	19%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	87.6%	70.1%	79.6%	81.6	83.6	85.6	87.6	89.6
f. Student completion of advanced coursework	%	66.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Suspension rate	%	14%	30%	31%	28%	25%	22%	19%	16%
h. Number of discipline referrals	num	917	929	1029	979	929	879	829	779
i. Chronic absenteeism rate	%	46%	69%	58%	56	54	52	50	48
j. Teacher attendance rate	%	91%	95%	94.9%	9.5%	96%	96.5%	97%	.5%
k. Teachers rated as “effective” and “highly effective”	%	83%	50%	65%	71%	78%	86%	95%	100%
l. Hours of professional development to improve teacher performance	num	1279	414	368	442	530	636	763	915
m. Hours of professional development to improve leadership and governance	num	146	185	73	150	180	216	259	311
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	123	291	130	156	187	225	270	324
II. Academic Indicators									
a. ELA performance index	PI	52.1	25.0	TBD	42.5	60.0	77.5	95.0	112.5
b. Math performance index	PI	59.7	10.0	TBD	29.0	48.0	67.0	86.0	105.0
c. Student scoring “proficient” or higher on ELA assessment	%	14%	0%	TBD	10%	20%	30%	40%	50%

New York State Education Department:
 Local Education Agency (LEA) 1003(g) School Improvement Grant Application
 Under 1003(g) of the Elementary and Secondary Education Act of 1965

d. Students scoring "proficient" or higher on Math assessment	%	17%	0%	TBD	10%	20%	30%	40%	50%
e. Average SAT score	score	1194	N/A						
f. Students taking PSAT	%	66.7%	N/A						
g. Students receiving Regents diploma with advanced designation	%	8%	N/A						
h. High school graduation rate	%	60.7%	N/A						
i. Ninth graders being retained	%	5.9%/8.5%	N/A						
j. High school graduates accepted into two or four year colleges	%	70.9%	N/A						

**Telephone calls will be conducted with LEAs to consider interim data and progress being made toward yearly targets*

D. School Leadership

i. Characteristics and Core Competencies of the School Principal

It is essential that the Academy School is led by a principal who is highly qualified to take on the unique of the students who attend this school. The principal will be someone who is prepared to motivate staff to continually improve their practice while keeping acute focus on improving student outcomes. The core competencies necessary in a leader to meet the needs of the school and produce gains include an ability to create systems and structure for staff and leadership to engage in collaborative work, which will support overall student achievement. The principal will plan for a comprehensive approach to professional support that is focused on capacity building for a group of experienced teachers. This professional support, derived from real time student data and teacher observations, will provide intentional focus on teachers' delivery of robust instruction to students. Given the at - risk student population, the principal will support teachers in planning instruction with multiple access points that allow for engagement and hands – on learning. In short, the school leader must be able to motivate the school community, ensure quality instruction is taking place, create and maintain a positive school environment and put systems and structures in place that will allow the school to grow and be successful. The leader must also be able to build relationships and grow capacity of the staff.

To ensure that the Academy School will be transformed into a culture of learning and high student success, BCSD has identified specific leadership competencies for turnaround principals to successfully produce dramatic gains in student achievement. These competencies are outlined in *School Turnaround Leaders: Competencies for Success* (Public Impact, 2008) and address four major categories:

1. Driving for results: This cluster of competencies is concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:
 - Achievement
 - Initiative and persistence
 - Monitoring and effectiveness
 - Planning ahead
2. Influencing for results: This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone but instead must rely on the work of others. Competencies in this cluster include:
 - Impact and influence
 - Team leadership
 - Developing others
3. Problem – solving: This cluster of competencies is concerned with turnaround leader's thinking applied to organizational goals and challenges. It includes data analysis to inform decisions, making clear logical plans that people can follow, and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include:
 - Analytical thinking
 - Conceptual thinking

4. Showing confidence to lead: This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds. Competencies in this cluster include:
- Self-confidence

In addition to the competencies that are evident in turnaround principals, the principal must zero in on the highest priority activities that in turn lead to better outcomes. The district has identified “Three Big Rocks,” or actions that will lead to high levels of achievement for all students: Instruction, Data-Driven Instruction and Inquiry, and Collaboration.

Instruction: In order to meet the needs of the school and produce dramatic gains in student achievement, the principal must expect and nurture the best possible teaching in every classroom through a cycle of observation and feedback. The principal must spend quality time in classrooms a priority by spending one to three hours per day in classroom collecting evidence and sharing evidence – based feedback to teachers on daily instructional practices to more closely align with the Common Core Learning Standards (CCLS), including a close focus on the needs of struggling students. Specific focus on SIOP strategies and project - based learning must be an emphasis.

Data-Driven Instruction and Inquiry: The principal will use data to continuously improve teaching. This includes using end-goal tests, common formative assessments, progress monitoring data, and other data to guide the management of the school schedule, teacher professional development, and school culture. The principal will also ensure that teachers and staff conduct test-in-hand analysis meetings and reteach/adjust teaching practice based on analysis of student progress against the CCLS.

Collaboration: The principal will foster constant sharing of ideas and resources by ensuring that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum. The principal will create and prioritize time for grade-level/content area teams to anchor their work in the standards.

ii. Principal’s Biography

The 2016 – 17 school leader has not yet been identified. Please refer to section iii.

iii. Action Steps Necessary to Put a New Leader in Place (if applicable)

BCSD is continuously refining its approach to the recruitment, selection, and development of principals uniquely competent to serve in the role of principal of a transformational school. The process is multiphase and builds on the work of Public Impact and its research on consistent cross-sector findings of turnaround leadership actions. The principal selection process for the Academy School will be rooted in the Checklist for Determining Priority School Leader Qualifications. *Please see Appendix 6: Checklist for Determining Priority School Leader Qualifications.*

iv. Principal Job Description and Duties

Please see Appendix 7: Recruitment Bulletin for Principal.

v. Current Supporting Leadership

The current school leader of The Academy School is Michael Mogavero. He has been the principal of the school for the past five years. (July 2011-July 2016). He has 29 years' experience as a teacher and administrator. His Physical Education background has given him the ability to be versatile working with instructional classroom practices and integrating sports and athletics as an important piece to develop well-rounded individuals. Mr. Mogavero's effectiveness lies in his ability to collaborate and lead staff to work together on current trends for classroom instruction, offering professional development opportunities and behavioral management strategies for at risk students. Mr. Mogavero is exceptional at motivating students in the alternative setting, fostering success both academically and behaviorally, coupled with good healthy life choices and decisions. Mr. Mogavero continues to work with staff on new ideas and practices supporting students that are at risk by introducing Restorative Practices, circle groups and collaborating with the community through partnerships with SAY YES Buffalo, Mid Erie and UB's Gear Up. *See Appendix 8: Principal's Resume.*

The Pathways Academy at East is supported by an on-site Assistant Principal. The Assistant Principal has a background in special education and student support services.

Michael J. Mogavero
165 Tuscarora Road
Buffalo, NY 14220
(716)713-8003

I. Certification Areas

NYS School District Administrator-Permanent

Valid Date: February 1, 2005/Expiration Date: January 1, 2099

NYS School Administrator/Supervisor-Permanent

Valid date: February 1, 2005/Expiration Date: January 1, 2099

NYS Physical Education Teacher-Permanent

Valid Date: September 1, 1993/Expiration Date: January 1, 2099

Lead Evaluator Certification- Buffalo Schools (current and recertified yearly)

II. Education

Certificate of Advanced Study: Buffalo State College. (1995-1997) GPA: 3.4

Master Degree in Multidisciplinary Studies: Buffalo State College. (1990-1993) GPA: 3.2

Bachelor of Science in Physical Education: University at Buffalo. (1982-1986) GPA: 2.8

III. Teaching Experience

Physical Education and Health Education Teacher: Riverside High School. (March 1989- June 1998)

Substitute Teacher: Buffalo Public Schools/per diem basis. (January 1987-March 1989)

IV. Administrative Experience

Principal: Buffalo Public Schools, The Academy School 131 @ #4 (July 2011-Present)

Principal Assigned to Buffalo Public School Athletic Department: (October 2010-June 2011)

Principal: Buffalo Public Schools, Riverside High School. (July 2004-October 2010)

Principal: Buffalo Public Schools, Buffalo Traditional School. (July 2003-June 2004)

Assistant Principal: Buffalo Public Schools, South Park High School. (June 1998-June 2003)

V. Related Training and Coursework

Participating in Leveraged Leadership Training with PLC Associates 2015-2016 school year to calibrate Appr with other building administrators.

Lead Evaluator Certification August 2015 (Admin. Leadership Development-McKinley H.S.)

De-escalation training in the classroom: November 2014/November 2015

ODR training all staff October 2015

VADIR Prep Part 1 and 2 February/March 2015

DDI/APPR/Rating SLO's/DTSDE training August 2013-August 2015

RttT-APPR Inter Rater Reliability June 30, 2014-July 3, 2014 (WNED)

RttT-APPR-Evaluating Teachers of ELL's and SWD-January 2015 (WNED)

Principal and Central Office Administrator's Leadership Meetings- Monthly/September-June

SBMT/SCEP Work Session Training May 2014 (WNED)

Leadership Retreat (Beaver Hollow-Java, NY) 3 Days August 2011/August 2012

Harvard Graduate School of Education-Leadership Development- June 2010 (5Days)

Cambridge, Mass.

E. Instructional Staff

i. Effectiveness Ratings of Staff

According to the 2014-15 school report card, 100% of the core classes were taught by Highly Qualified teachers and 33% of the teaching staff had fewer than three years’ experience. The table below displays the distribution of teachers at the Academy School based on the districts approved APPR system.

Number of Instructional Staff identified as <i>Highly Effective</i>	13 (50%)
Number of Instructional Staff identified as <i>Effective</i>	4 (15%)
Number of Instructional Staff identified as <i>Developing</i>	1 (4%)
Number of Instructional Staff identified as <i>Ineffective</i>	1 (4%)
Number of Instructional Staff whose rating was unable to be determined	7 (27%)*
Total Number of Instructional Staff with an Overall Composite Effectiveness Score	26 (100%)

* These teachers are out on leave (e.g. maternity, disability, etc.).

100% of the Pathways Academy staff during the 2015-16 school year achieved a score of effective based upon the HEDI rating.

ii. Current School Staffing Profile

The current staff at the Academy School has been relatively consistent in the last three to four years. All teachers are certified in the areas in which they teach. The challenge that many teachers have is their lack of training in dealing with at – risk students. One of the major focus in professional development training will be on restorative justice practices with MTSS and trauma informed care (ACES). Please refer to the professional development portion of this application (section I) for details on trainings.

During the 2015 – 16 school year, the Academy School #131 employed 28.3 FTE instructional staff members: 13.2 FTE content area teachers (ELA, math, science, and social studies); 5.0 FTE special education teachers; 0.6 FTE ENL teachers; 1.2 FTE career and technical education teachers; 1.0 FTE Instructional Coaches and Coordinator; 1.6 FTE physical education teachers; 1.0 FTE teachers of languages of other than English; 1.0 guidance counselors; and 1.7 FTE special area teachers (art, music, library). The Student Support Team consisted of 2.0 FTE.

During the 2015 – 16 school year, the Pathways Academy employed 7 FTE instructional staff members: 5 FTE content area teachers (ELA, math, science, and social studies); 3 FTE special education teachers; 0 FTE ENL teachers; 1 FTE career and technical education teachers; 0 FTE Instructional Coaches and Coordinator; 0.6 FTE physical education teachers; 0 FTE teachers of languages of other than English; 1 guidance counselors; and 0 FTE special area teachers (art, music, library). The Student Support Team consisted of 3 FTE. (1.0 Social Worker, 0.5 School Psychologist, 0.5 CSE Chairperson. There is no data for the 2014-15 school report card, due to the opening of the school in September 2015.

iii. Characteristics and Core Competencies of Key Instructional Staff

Individual teachers have the largest single school effect on student performance. Documented experience also indicates that individual teachers can affect rapid and dramatic student learning improvements within their own classrooms. As BCSD transfers, recruits, and hires teachers, the district will search for and develop teachers with unique characteristics and competencies identified by Public Impact’s School Turnaround Teacher: Competencies for Success (Public Impact, 2008). The four competency clusters represent a consistent pattern of thinking, feeling, acting, and speaking that are essential to teachers’ success at the Academy School.

Driving for Results. This competency cluster is concerned with the teacher’s strong desire to achieve outstanding student learning results and the task-oriented actions required for success. Major actions include setting high goals for oneself and one’s students; making persistent, well-planned efforts to achieve these goals despite barriers and resistance; holding others accountable for doing their part to achieve success; and putting in extra effort to ensure success when others fall short.

Influencing for Results. This cluster is concerned with motivating others—students, other school staff, and parents—and influencing their thinking and behavior to obtain student learning results. Teachers in school improvement environments will use a variety of influencing tactics—such as inspiring students who have become resistant and apathetic from repeated failure, grasping and responding to unspoken student needs and motivations, and simultaneously supporting and prodding colleagues to collaborate on the path to school – wide success—as the situation requires. The relationships teachers form are for the purpose of influencing others to enhance student learning, not for the purpose of personal bonding.

Problem Solving. This cluster is concerned with a teacher’s approach to planning, organizing, and delivering instruction. It includes analyzing data to determine student learning needs and next steps; considering alternatives for materials, methods, and levels of instruction; making clear, logical, step-by-step plans that both the teacher and students can follow; and clarifying the connection between school learning goals and classroom activity.

Personal Effectiveness. This cluster is concerned with the teacher’s self-management of emotions and personal beliefs that affect student learning. Major elements include exhibiting self-control when faced with stressful, uncomfortable, and unfamiliar situations; maintaining confidence in oneself and a willingness to keep improving despite the many small failures that are likely to accompany such a challenging role; actively embracing the constant changes needed to ensure student learning in a high-challenge, high-change situation; and holding and maintaining a strong belief in the human potential for learning and improvement, despite significant pressure to settle for less.

iv. Process for Hiring and Placing New Staff

Buffalo Public Schools (BPS) follows established recruitment and hiring guidelines for instructional staff. Opportunities to work in the district are posted on the BPS website, announced in local and national publications, and advertised at recruitment fairs. From these efforts, a pool of qualified candidates is created that is shared with school administrators when vacancies occur. Principals and their teams have the opportunity to interview and recommend candidates for employment. Additional notes about BCSD hiring guidelines include the following:

- The voluntary transfer process allows a teacher to pursue an override to a principal's decision not to accept him or her to fill a vacancy.
- Involuntary transfers are difficult unless documentation in the teacher's file indicates that the teacher's performance is not a good fit for the school's needs.
- The principal needs to be clear and explicit about expectations for instructional staff at the school when the principal and the teacher are engaged in the transfer conversation.

Pathways Academy

- As the Pathways program continues to grow, so does our teaching staff. Each school year we are looking to add additional FTE to the core subject areas, Specials, Foreign Language and Student Support. Teachers are given the opportunity to apply for these positions through the district website allowing for a brief understanding of the program as well as supports that will be put in place to help guide their instructional and mentoring practice.
- Teachers are selected based on the candidates that come from each department director.
- A uniformed questionnaire, and rubric are used as benchmarks for scoring purposes. A uniformed team comprised of at least 1 building administrator, a parent, a current teacher and other person TBD sits on the interview panel discuss the program design and ways staff can enhance student achievement.

F. Partnerships

i. Implementation Partners and Their Roles

- Northwest Community Buffalo Health Care Center – Northwest Community Buffalo Health Care Center through the 21st century program provides on-site tutorial services and extended day programming to all that attend the Alternative School. Students enrolled in the 21st program extend their school day by 2 hours per day allowing them to recover credits of courses previously failed, receive tutorial services for courses they might currently be struggling in and provide enrichment activities.
- Say Yes to Education (SYTE) – SYTE provides support services to the address the academic, social and emotional, and health needs of students at School 74. Our SYTE facilitator is responsible for the development of an integrated and coordinated continuum of services for students and their families, which support school-wide outcomes of academic achievement, improved attendance, improved discipline, community agency family support, mental health services, social emotional supports, and parent involvement. Through our partnership with SYTE, we will be able to conduct regular home visits and meetings, provide counselors to address social marginalization and alienation, and provide free legal services and referrals to help our students and families with legal issues that may interfere with a child’s ability to succeed in school. In addition, SYTE will provide a metal health clinic.
- Say Yes Mental Health Clinic – SYTE will staff a mental health clinic, through Gateway Longview, with one full time counselor who will provide services to students in grades 7 – 12. The clinic will have one counselor onsite
- University of Buffalo (UB) Gear Up – UB assigns a graduate student to the Academy School #4 to work with 7th and 8th grade students on providing tutoring services in math, ELA, social studies, and science. Additionally, this individual will track the progress of 7th and 8th grade students as they are promoted to the next grade level, and continue follow up support into high school. S/he is a representative on the Academy’s School – Based Management Team (SBMT) and is a contributing member in decision making plans. Gear Up also funds field trips and student incentives.
- Mid–Erie Counseling and Treatment Services – This organization provides a counselor who works with students grades 7 – 12. The main focus is on students who need the highest level of behavioral intervention support as identified by office discipline referrals and suspension data. Services are provided in small group and one to one counseling. The counselor also stays in direct contact with the families of the students they see and provide family support. It is funded by Catholic Charities.
- Erie County Health Department – The County provides a Planned Parenthood mobile unit once per month to treat and counsel high school students on STDs. This mobile unit’s services are coordinated with school’s social worker.

ii. Evidence of Partner Effectiveness

Please Appendix 9: Evidence of Partner Effectiveness Chart

iii. How External Partners will be Held Accountable for Performance

Partner accountability is crucial to the successful implementation of the improvement plan. With the support of the Office of School Leadership and the Office of Strategic

Alignment, our school will develop and implement a monitoring and evaluation plan to ensure that the external partner, school, and district implement the key design elements of the SIG plan with fidelity, work together, equally contribute to the partnership, meets goal, and build capacity. The primary goal for this evaluation system is to foster an environment of continuous improvement. The data made available through evaluation will be used by the school, district, and provider to review and renew, on an ongoing basis, the approaches used to improve student learning. The primary question of the evaluation will be the following: Is adopting this provider's services helping the school make progress toward its goals, especially regarding student learning outcomes? The following formal and structured processes will be used:

- **Project Plan.** The school, district leadership, and partner(s) will work together to ensure that its contractual agreements will serve as effective vehicles to purchase and anchor partner services. This process will focus on ensuring that the school's needs are clearly articulated and that services being requested from the provider are clearly defined. The school also will work with BCSD and the partner to create a project plan that outlines the following: *Goals and objectives; expected outcomes, activities, roles and responsibilities, timeline and budget.*
- **Measurable Outcomes.** Accountability of our external partners is based on measurable outcomes that lead to student achievement. The evaluation of the successes of a provider's services will be embedded in, or aligned with, the accountability targets set forth in *Attachment B*. Together, the school and partners will identify measurable outcomes that define success. These will be *the events, occurrences, or changes in conditions, behavior, or attitudes that indicate progress towards intended goals*. Outcomes are not activity-based, such as "conduct five training workshops". To develop outcomes, the school and partner will work together to identify what results are expected from partner activities.
- **Monitoring Meetings/Reports.** Evaluation of a provider's services should be *ongoing*, not a once-a-year assessment of measurable outcomes. Ongoing evaluation and ongoing communication regarding this evaluation are vital to ensuring that implementation and outcomes are kept on track. This ongoing approach will prevent the school, the district, and our provider(s) from potentially being surprised by a final evaluation that denotes unmet goals or unsatisfactory services. Regular monitoring meetings and reports provide an opportunity for all parties to do the following:
 - Document and discuss the degree to which the planned services were delivered and assess any variation to the implementation timeline, activities, and budget.
 - Reflect on implementation successes and challenges, upcoming priorities, and impact.
 - Conduct an analysis of relevant leading and lagging indicators from *Attachment B* for which the services were intended to impact.
 - Review supporting documentation to show additional evidence of progress.
 - Determine course corrections if necessary.

In addition to these formal and structured processes for ensuring effective management of provider services, the school will use informal and organic methods to ensure effective oversight of provider services. School-based oversight also may include assessing the timeliness and accuracy of verbal and written communications with the provider, observing provider service delivery techniques, and assessing the effectiveness and efficiency of work sessions and meetings held with the provider. The school leader will also solicit informal

feedback from teachers, students, and families that have received services from the provider. The school will make every effort to provide the provider with feedback throughout the period of performance so that minor issues can be resolved and the risks of significant issues can be minimized.

Additional contract management and oversight will be provided by BCSD. The district will designate one representative who will act as the primary contact for this project. The representative will be responsible for ensuring clear and effective communication among all parties, creating and managing contract documentation, collaborating with the district Finance Office, and ensuring that all procurement rules and regulations are followed. Throughout the course of the contract, the BCSD representative also will be responsible for conferring with any and all parties as necessary to resolve unanticipated issues or requirements that might occur during the course of the RFP.

Attachment C and Appendix 9
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
Northwest Community Buffalo Health Care Center 155 Lawn Avenue Buffalo, NY 14207 716-876-8108 (T) 716-876-5048 (F)	Grabiarez Campus School of Technology	25 Lawn Ave., Buffalo 14207 Get Driving Directions Grades PK-8 • Hours: 7:55-2:35 Phone: 716.816.4040 Fax: 716.871.6115 Principal: Gregory Mott
	West Hertel Academy	489 Hertel Ave. Buffalo, NY 14207 Phone: 716.816.4150 Fax: 716.871.6111 Principal: Cecelie A. Owens
	Riverside Institute of Technology	51 Ontario St. Buffalo NY 14207 Phone: 716.816.4360 Fax: 716.871.6046 Principal: Ella Dunne
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
Say Yes to Education (SYTE) 712 Main St, Buffalo, NY 14202 Phone: (716) 247-5310 David Russ	Buffalo Public Schools	Buffalo Pubic School 701 City Hall Buffalo, NY 14202 Dr. David Mauricio, Chief for Strategic and Innovative

		Alignment 716-816.3500
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
University of Buffalo (UB) Gear Up University at Buffalo 367 Baldy Hall Buffalo, NY 14260-1000 Tel: (716) 645-6640 Fax: (716) 645-2479	Bennett High School #200	Bert Stevenson, Principal 716.816.4250
	Burgard High School #301	Charlene Watson, Principal 716.816.4450
	East High School #307	Jan Bowden, Principal 716.816.4520
	Lafayette High School #204	Denise Clark, Principal 716.816.4340
	Riverside High School #205	Ella Dunne, Principal 716-816.4360
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
REACH, LLC Monica Fields-George, PhD mfgeorge@reachedslutions.com DTSDE Review	Education Achievement Authority of Michigan	Education Achievement Authority of Michigan 300 River Place Suite 3600 Detroit, MI 48207 vconforme@eaaofmichigan.org

NOT APPLICABLE

G. Organizational Plan

i. Management and Team Structures

Please see Appendix 10: Organizational Chart.

ii. Day-to-Day Operations

The Associate Superintendent of School Leadership, Sabatino Cimato, will oversee the principal of the Academy School. As evidenced by the school level organization chart, the Academy School's leadership team consists of the principal and an assistant principals. One of the assistant principals will oversee the Pathways Academy. The Virtual Academy will be led by a principal. The leadership team of the Academy School will organize and lead five school support teams including the School Based Management Team (SBMT), Curriculum and Data Team, Student Support Team (SST), Parent Involvement, and the Safe and Civil Schools Team. Committees will consist of faculty members from the school. Special attention will be paid to ensure that faculty is not serving on more than two teams. Team meetings will be facilitated by a member of the leadership team and assisted by the instructional coach, data coach, and/or a core area lead teacher. The teams will work individually and collaboratively, to make data driven decisions and to inform the leadership teams on student needs and academic progress as well as teacher professional development needs. This information is used to monitor and revise the Comprehensive Professional Education Plan (SCEP).

iii. Annual Professional Performance Review (APPR) Plan

Under Education Law 3012-c, principals or assistant principals who have been certified as a lead evaluator will observe all probationary and contract teachers. Each teacher will be observed a minimum of twice during the year, consisting of one unannounced classroom observation and one announced observation, which will include a preconference and post conference. The observation plan and calendar will be developed to make sure all teachers are receiving the right proportion of teacher observations and supports according to their needs. At the start of the year, each principal will assign the assistant principal the teachers he or she will be responsible for observing and evaluating.

Consistent with the New York State Metrics and Expectations, principals and other school leaders will ensure that teachers implement the approved APPR to ensure that teachers have a deep, reliable knowledge of how they are evaluated under the district's APPR plan. Principals will continue to develop their knowledge of the New York State United Teachers (NYSUT) Teacher Practice Rubric. The district's Three Big Rocks provide a leadership landscape whereby instructional leaders will be able to effectively use all measures of student learning, observations, and other evidence to constantly cultivate changes in teacher practice and develop school wide instructional strategies aligned to key design elements of the school improvement plan.

No later than ten days after the start of the school year, any teacher who received a composite effectiveness score that results in a rating of Developing or Ineffective will be placed on a Teacher Improvement Plan (TIP). The TIP is used to assist teachers in meeting district expectations in one, but no more than three, of the APPR criteria, which are aligned with the NYSUT Teacher Practice Rubric. The teacher and principal jointly develop the plan.

Together, the administrative team will develop a weekly-monthly-yearly observation calendar to guide his or her daily schedule. Administrators will systematically track action steps and hold teachers accountable to implement recommendations. Specific goals for teacher success will be set, and progress toward the goal will be tracked. This will allow the principal and the Associate Superintendent for School Leadership, who evaluates the principal, to see trends in teacher strengths, challenges, and recommendations throughout the year.

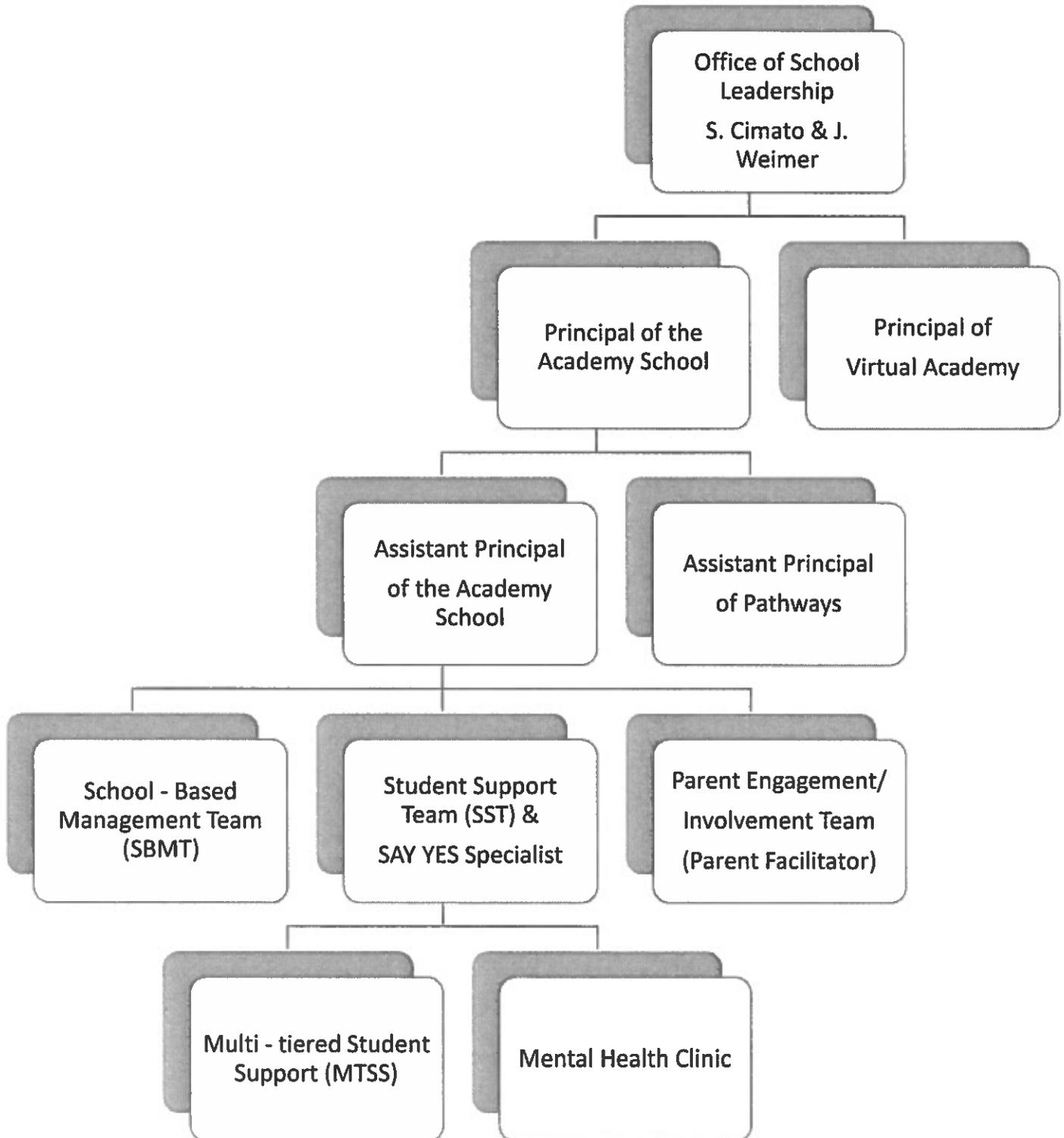
All teacher observations, student learning objectives approvals, and teacher improvement plans will be housed in BCSD's Professional Growth Data System. Teachers and building administrators use this collection of data as another platform for communication and feedback between face-to-face sessions.

All principal observations and sixty points of other measures are based on the Interstate School Leaders Licensure Consortium standards through multiple school visits by the Associate Superintendents for School Leadership, who have been certified in accordance with Commissioner Regulation 30-2.9. The visits will include a structured review process of school documents and classroom visits. One of the visits will be unannounced. The Associate Superintendents of School Leadership, also will keep a weekly-monthly- yearly observation calendar, using a process similar to the principal's calendar. The district will review and revise the APPR process based on 3012-d.

iv. Calendar of Events to Support APPR Implementation

Please see Appendix 11: APPR Calendar Events for 2016 – 2017.

ALTERNATIVE SCHOOL Organizational Chart



2016-2017 APPR Time Line

July 2016

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)
- **Principal Lead Evaluator Certification:** (PLE 1-9)

August 2016

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

September 2016

- **TIPS/PIPS due 9/19/16**
- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

October 2016

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

November 2016

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

December 2016

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)
- **APPR 3012d Deadline:** December 31, 2016

January 2017

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

February 2017

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

March 2017

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

April 2017

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

May 2017

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)
- **APPR Deadline:** All APPR work must be entered in to eDoctrina by May 25, 2017.

*Additional dates will be added once a 3012-d plan has been adopted by the District.

H. Educational Plan

Highlights

- This school will offer a 7 – 12 program, including career and technology education (CTE) classes that promote job training.
- Class size will be kept small to facilitate the personal attention necessary to foster a sense of community in the Academy School. The student/teacher ratio will not more than 15:1.
- Each learner will have a plan that drives services and activities and reflects the strengths, skills and talents of each learner. Learners will have a major role in the development of their plans and continually assess, articulate, and refine their educational and career goals.
- Advisory will be a structured part of the school’s schedule in which small groups of students will be assigned to a teacher or staff member who assists the student in achieving his or her academic and personal goals.
- The Academy School will become a Restorative Practice school where all voices are heard and meaningful relationships exist between members of the Academy School. Restorative Practice is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making.
- The Academy School will provide student with a virtual learning lab. Digital students will use GradPoint courseware to access a variety of classes and programs that will assist them in recovering the credits they may have missed at their home high school. Students therefore will be given the final boost they need to graduate with a high school diploma.
- All students will have the opportunity to participate in district – wide athletic programs.

i. Curriculum

Buffalo Public Schools recognizes that each child is unique with individual learning styles and interests. For that reason, the district takes pride in offering specialized programming for various student populations. Academy School is specific to students who are unsuccessful in the traditional school setting. Pathways Academy at East Community High School addresses the needs of students who are over aged and under credited. Lastly, a new Credit Recovery Program, known as Virtual Academy will start in September 2016 for students who have failed a course the opportunity to retake that course through an online virtual program. Sites include: Academy School, South Park High School; Riverside High School; Burgard High School.

The Academy School

Career & Technical Education (CTE) – 7 through 12

The CTE department will provide the family and consumer science and technology programs within the school for the 7th and 8th grade students. The department will ensure that all supplies and equipment are available so that the students receive the required NYSED curriculum for middle school CTE students. This includes career awareness regarding high school options available to them within the district. Students will also be included in all district sponsored exploratory career fairs. All curricula are cross-walked with Common Core math and English standards as well as the NYSED CDOS and industry standards. These programs, similar to the CTE high school programs, are hands on engaging units that will allow students to explore a variety of career options and develop skills necessary to succeed.

Career & Technical Education (CTE)

Buffalo is going through an economic renaissance and the CTE programs chosen for the Academy School will allow our students to take full advantage of the employment opportunities. The CTE programs are: Building Restoration, Computer Service & Repair and Healthcare Cosmetology Building Restoration; Buffalo is ranked #1 in the country for its housing market and has a large housing stock of historic homes that need to be redesigned to meet today's standards of living. Students who pick this major will be part of this growing field of renovation and restoration. Computer Service and Repair program; when Governor Andrew Cuomo announced a "billion dollars for Buffalo" to revitalize our economy, it was no surprise that entrepreneurship topped the list; students who take courses offered in this program will be taught entrepreneurial skills and be ready to work in any of the area businesses designing promotional material or starting their own business. Lastly, Healthcare Cosmetology program; The Buffalo Niagara Medical Campus is a consortium of the region's premier health care, life sciences research, and medical education institutions, all co-located on 120 acres in downtown Buffalo, New York. Dedicated to creating a world class health, science, and innovation district, coupled with Buffalo ranking third for having the largest "graying" population (residents over the age of 60), the need for healthcare aides is increasing. Students who take this program will be able to start their careers in the healthcare industry with multiple certifications including first aid and CPR Heart Saver and have skills to help patients so they can age with dignity.

At The Academy School, in a setting for students who need an alternative setting to learn, CTE will be offered in 10 week blocks, allowing students to design their own engaging learning environment. All students will be required to take a Level 1 introductory 10 week session where they will learn the basic of career & financial management, work place safety, and entrepreneurial skills. After Level 1, the students can choose from a variety of offerings at Level 2 from each of the three CTE program areas: Building Restoration, Computer Service & Repair and Healthcare Cosmetology specific skills will be learned and documented through an employability profile. Students will be able to complete a series of 6-10 week units in a designated area of study and move on to Level 3, which will include a culminating project and work experience. Students may also decide to move through any or all of the three CTE programs for a variety of 10 week experiences (i.e. 10 weeks in Building Restoration unit of Rough Carpentry and 10 week unit in Graphic/Business of web design). Students will leave The Academy School with a CTE education that fits their own college and career interests and be able to move into the world of work or college with the skills to be successful.

The district will support the development of the three new programs: Building Restoration, Computer Service and Repair, and Healthcare Cosmetology and ensure that they meet the requirements for the NYSED CTE certification. These will be hands on programs offered over four years with a minimum of 810 hours of instruction. Working with our partners, supplies and equipment will be purchased and industry level assessments and work based experiences developed. Additionally, all programs will include integrated academic credit, college articulation agreements, and advanced study credit toward their CTE endorsement. Additionally, the students will be eligible for the 4+1 CDOS option for graduation. Where possible, stackable credentials will be available to CTE students to

increase their employability. All curricula are cross-walked with Common Core math and English standards as well as the NYSED CDOS and industry standards. District-wide professional development offered by the CTE department will be available to all CTE teachers. These include, but are not limited to Industry & SLO assessment review & evaluation of data, Common Core Technical Area, Math/ELA integration, Work-based Learning & Youth Organizations, Guidance Counselor Informational Careers Fairs, and High Impact Learning Strategies. For students with disabilities (SWD), a differentiated program will be offered in the Building Trades and provide designated students a skill based CDOS credential co – taught by a CTE teacher and a special education teacher.

English Language Arts (ELA)

The Academy School will use a literacy curriculum that is based on units of instruction aligned to the Common Core and published on www.engageny.org. The New York State Grades 7-12 ELA curricula include six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the CCLS for ELA & Literacy and the PARCC Frameworks. Each module will culminate in an end-of-module performance task, aligned to the PARCC Frameworks, which will provide information to teachers on whether students in their classrooms are achieving the standards. Modules will include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources.

A comprehensive contextualized curriculum for each CTE class will integrate academics with CTE skills. ELA and Literacy will be supported through hands on CTE instruction. Reading, written communications, listening, and speaking are embedded in the career and technical education classes at the Academy School. Students who tested below benchmark (AIS) and/or student who need more support services will be provided with pull-out small groups tutoring or one-on-one tutoring during the school day offered by the Title Reading Specialist.

In addition, all teachers will be trained to use reading, writing, speaking and listening strategies in ways that enhance students' reading and subject-area achievement. Proficient readers can use strategies to get the most from what they read and can construct meaning from reading assignments in all of their classes.

Mathematics

The school will use a mathematics curriculum that is based on units of instruction aligned to the Common Core and published on www.engageny.org. The NYS Courses for Algebra I, Geometry, and Algebra II are designed in accordance with PARCC Model Content Frameworks for Middle School and High School Mathematics and focus on the standards for mathematical practice (make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning).

In addition, a comprehensive contextualized curriculum for each CTE class will integrate academics with CTE skills. Math and numeracy will be supported through hands-on CTE instruction. Reading, written communications, listening, and speaking are embedded in the career and technical education classes at The Academy School. Students who tested below benchmark (AIS) and/or students who need more support services will be provided with pull-out small groups tutoring or one-on-one tutoring during the school day

English Language Learners

English as a New Language (ENL) services will be provided in compliance with Part 154 regulations. ENL instruction will be aligned with the Common Core ELA and Mathematics curriculum modules, with appropriate modifications and supports. ENL teachers will pull out as per the state mandated requirements as well act as support to content teachers assisting with instructional strategies and lesson modifications. Administrators will work closely with all teachers who have ELL students in their classes to assure that the translation from instructional theory to instructional practice is happening at a rate that is beneficial to student achievement.

Teachers who need extra support and assistance in helping their students achieve the goals of the improvement plan will be provided with extra assistance from their administrators and/or other staff development professionals. The monitor/evaluation process will assure that ineffective instructional practices will no longer occur.

Special Education

The Academy School will provide a wide spectrum of special education services that are rooted deeply in an inclusive model, which embraces the idea that students will be appropriately supported in the least restrictive environment. These services include consultation, resource, and co-teaching, as well as a work study/vocational program. In addition, The Academy School has an exemplary community-based program that provides specialized support for students that have more substantial needs.

As the new school phases in, The Academy School will implement an integrated academic and career-focused curriculum. The targeted programs for this proposal has a technical curriculum that meets national and New York State standards providing technical preparation in a career fields.

Virtual Academy

GradPoint courses are aligned to the Common Core State Standards and built from instructional design best practices that incorporate video, interactive activities, immediate feedback, and assessments to ensure mastery and authentic work. All classes are for course credit only. Regent’s exam requirements must be met.

Math	English	Social Studies	Science
Algebra	English 9	Global Studies 9	Biology
Algebra 2	English 10	Global Studies 10	Earth Science
Geometry	English 11	US History	Chemistry
	English 12	Economics	Environmental Science

		Participation Government	in	Health
--	--	-----------------------------	----	--------

ii. Instruction

Lesson Planning

Lesson planning establishes a road map for instructors of what is taught and how it needs to be taught. Lesson planning is a key feature of effective teaching in that it is evidence of much deeper, reflective activity. Because lesson plans incorporate ongoing assessments that determine how well learners understand concepts and skills, instructors are able to make mid-course changes in instructional procedures or provide additional support to learners. Additionally, the practice and application components of the lesson help learners use the new skills and knowledge in educational and other settings, thus promoting generalization and relevance. Instructors and learners benefit from thoughtful lesson planning. Teacher’s lesson plans will provide a framework for instruction, and guide implementation of standards-based education. The Academy School’s teachers will intentionally plan lessons that will include the instructional objective of the lesson, activate prior knowledge, activities that support the desired objective and outcome and plan for guided and independent practice.

Objective Writing

The Academy School’s teachers will improve their use of instructional objectives to meet the Common Core Learning Standards. One of the glaring issues of the Academy School noted in the DTSDE is the lack of planned and coherent instructional delivery. The root cause of these basic elements is the lack of effective instruction. For example, lesson planning lacks instructional objectives that reflect CCLS and expected student outcomes. The primary focus on instructional objectives is to better guide teaching and learning in a manner that is clearly communicated and focused allowing both students and teachers to fully understand the purpose of the lesson, ensuring that learning will be measured.

As the teachers engage in the work around instructional objectives particular emphasis will be placed on ensuring lessons have a focus and purpose, allow students to articulate in their own words what the learning objective is and to what extent they need to show mastery to ensure the teacher recognized their learning. Finally, a critical aspect is monitoring learning to ensure opportunities to practice review and preview the content are available and used regularly in the teaching and learning cycle.

The use of scaffold instruction will be pivotal to ensuring student access to learning the content that provides multiple access points. For example, teachers will pre-teach unfamiliar vocabulary prior to a lesson. Teachers will communicate the purpose of a learning activity and the learning goals that are expected to be achieved.

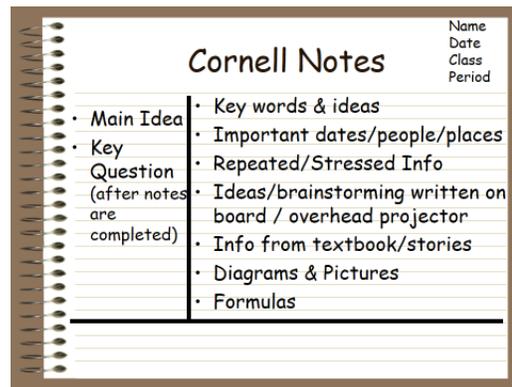
A request for proposal (RFP) will be written to identify partners that will provide a school-wide structure of instructional best practices focusing on academic skills essential for college readiness: analyzing a prompt; selective and purpose-driven reading; focused note-taking; and integrating sources into texts.

Effective literacy action plan to guide a school wide literacy improvement

The Academy School’s teachers will implement reading, writing and literacy strategies into all classes. The CTE Department has been trained by Southern Regional Educational Board (SREB) in the High Schools that Work initiative to implement reading, writing, speaking and listening skills in all core subject through the Literacy Design Collaborative (LDC). The CTE Department will turkey the training and provide all teachers professional development and a framework to implement LDC. LDC transforms educator practice through the use of online tools and resources that facilitate collaboration, content development, and professional learning to effectively implement College and Career Readiness Standards (CCRS) in 7–12 classrooms. Through LDC work, teachers, schools, and districts engage in a reflective and collaborative process, growing their expertise in using the CCRS in instructional planning, ongoing curriculum-embedded assessment, and results analysis.

Effective note taking action plan to guide school wide note taking improvement

The Academy School’s teachers will implement the Cornell note taking process within their classroom. Cornell Notes is an effective research based note-taking system. Marzano, Pickering, and Pollock (2001) identified note taking as one of the research based strategies for increasing student achievement. The mind engages in three activities to actively summarize (deleting things, substituting things, and keeping things). In order to make these decisions students must spend time analyzing the information at a much deeper level. This shifts their understanding toward a more lasting, and integrated awareness of the content. The summarization component of Cornell Notes is among the top nine most effective teaching strategies increasing comprehension and retention.



Effective writing action plan to guide school wide writing improvement

Step Up to Writing is an organizational program that teaches explicit writing strategies within the writing process (pre-writing, drafting, revising, editing, final copy, proofreading, sharing) to help students organize their thinking and their writing.

Using Engagement Strategies to Facilitate Student’s Learning and Success

Students will be actively engaged and use hands-on lessons that require students to use multiple modalities of learning and higher-order thinking to construct meaning and knowledge. The use of engagement strategies is a powerful teaching tool critical in promoting student’s achievement because it focuses students on learning, supports learning specific skills and concepts and provides children positive associations with learning.

Career and Technical Education

At The Academy School, in a setting for students who need an alternative setting to learn, CTE will be offered in 10 week blocks, allowing students to design their own engaging learning environment. All students will be required to take a Level 1 introductory 10 week

session where they will learn the basic of career & financial management, work place safety, and entrepreneurial skills. After Level 1, the students can choose from a variety of offerings at Level 2 from each of the three CTE program areas: Building Restoration, Computer Service & Repair and Healthcare Cosmetology where specific skills will be learned and documented through an employability profile. Students will be able to complete a series of 6-10 week units in a designated area of study and move on to Level 3, which will include a culminating project and work experience. Students may also decide to move through any or all of the three CTE programs for a variety of 10 week experiences (i.e. 10 weeks in Building Restoration unit of Rough Carpentry and 10 week unit in Graphic/Business of web design). Students will leave The Academy School with a CTE education that fits their own college and career interests and be able to move into the world of work or college with the skills to be successful.

The district will support the development of the three new programs: Building Restoration, Computer Service and Repair, and Healthcare Cosmetology and ensure that they meet the requirements for the NYSED CTE certification. These will be hands on programs offered over four years with a minimum of 810 hours of instruction. Working with our partners, supplies and equipment will be purchased and industry level assessments and work based experiences developed. Additionally, all programs will include integrated academic credit, college articulation agreements, and advanced study credit toward their CTE endorsement. Additionally, the students will be eligible for the 4+1 CDOS option for graduation. Where possible, stackable credentials will be available to CTE students to increase their employability. All curricula are cross-walked with Common Core math and English standards as well as the NYSED CDOS and industry standards. District-wide professional development offered by the CTE department will be available to all CTE teachers. These include, but are not limited to Industry & SLO assessment review & evaluation of data, Common Core Technical Area, Math/ELA integration, Work-based Learning & Youth Organizations, Guidance Counselor Informational Careers Fairs, and High Impact Learning Strategies. For students with disabilities (SWD), a differentiated program will be offered in the Building Restoration and provide designated students a skill based CDOS credential co – taught by a CTE teacher and a special education teacher.

Project Based Learning and Cooperative Learning

The CTE Department will work with the Academy School's teachers to develop a series of four-to-six authentic and rigorous real-world projects that provide students opportunities to master technical and academic standards and the 21st century skills necessary for college and career success. The training team includes CTE teachers and academic content teachers who collaborate to develop real-world projects that capture students' interests and aspirations and spark their critical thinking and problem-solving skills. Such collaboration helps students make the connection between what they are learning in the classrooms and postsecondary studies and the workforce.\

Virtual Academy

The Virtual Academy provides a personalized course of study to meet NYS learning standards and all graduation requirements for a New York State diploma. Students may take advantage of courses being available 24 hours per day, 7 days a week, and flexible sessions that will occur three times per day. Virtual Academy is a public alternative to the traditional

classroom and serves 9th to 12th grade students in multiple locations in the Buffalo Public Schools. Entrance into the program is on a space available basis using the following preference order:

- At-risk seniors in danger of not graduating
- Students transferring into the school whose transfer status makes it difficult or impossible to complete credits during the entering semester
- At-risk juniors who need to get back on track prior to the senior year
- Other students as deemed necessary by the school administration (i.e. truancy concerns, etc.)
- Schedule flexibility to accommodate work or family care responsibilities.

Pathways Academy

Pathways Academy, entering its second year of implementation, will continue to support students in meeting their academic goals through a small class structure, full time guidance counselor, full time social worker, mentoring programs, full training of staff and students in Restorative Justice, and Trauma Informed Care (ACES). Upon reflection of the 15-16 school year, Pathways Academy would continue to thrive best in a singular setting to allow for the differentiation of student needs and management in order to achieve the NYS requirements towards graduation. The small class size of no more than 60 per grade level, allows staff to build mentoring relationships. The beginning stages of the Career and Technical Education Xerox program will allow students to have an opportunity to build their employable skill set for post – secondary education and employment opportunities. Students will be able to have hands on training skills in the development, production and design of products needs at the school and community level. Students will be able to develop a working entrepreneurial relationship within the school community, and beyond. These skills, combining with the CDOS standards will give Pathways students the affordability to become productive, global 21st century competitors.

iii. Use of Time

The school day will start at 7:55AM and end at 2:25PM for students in grades 7 – 12 to receive a first – class instruction.

The District's model of extended learning time (ELT) for 2016 – 17 is a three part framework: academic enrichment, positive youth development, and health and wellness; placing an emphasis on strategies that support a whole – child approach to learning. A Director of ELT coordinates the delivery of high – quality, curriculum – based after school educational activities that are aligned with CCLS and that support college and career readiness.

School Leadership Teams (SLT) have the autonomy to design an ELT program that meets the needs of its students. ELT can be scheduled with flexibility regarding the time of day (before or after school) that the program is offered, the number of hours per week, and program offerings. The District Curriculum, Assessment and Instruction Division content specialists will assist schools to plan for the academic portions of the program.

In addition, there will be a 21st Century program that will start at 2:25PM and end at 4:25PM. This program will provide skillful tutoring to students attending Alternative School, as well as those living in the surrounding community.

Please see Appendices 12 and 13: 2016 - 2017 Approved District Calendar and Example of Teacher Schedule and Example Teacher Schedule.

Data/Driven Instruction/Inquiry (DDI)

The Academy School's teachers meet daily in DDI Teams focusing on the school-wide goals of improving academic and behavioral outcomes for students and aligning curriculum to the Common Learning Standards (CCLS). The school leadership team will work with teachers during common planning time to make data part of an ongoing cycle of instructional improvement. *Please see Appendix 14: Data Analysis Meeting Minutes Form.* The process of using data to improve instruction can be understood as cyclical (see Figure below). It includes a step for collecting and preparing data about student learning from a variety of relevant sources, Regents, district common formative assessment, and classroom assessment. After preparing data for examination, teachers will interpret the data and develop hypotheses about factors contributing to students' performance and the specific actions they can take to meet students' needs. Teachers will test these hypotheses by implementing changes to their instructional practice. Finally, they will restart the cycle by collecting and interpreting new student performance data.

The school will establish a strong culture of data use to ensure that data-based decisions are made frequently, consistently, and appropriately. This data culture will emphasize collaboration across and within subject areas to diagnose problems and refine educational practices.

- **Collect and prepare a variety of data about student learning (Assessment).**

To gain a robust understanding of students' learning needs, teachers will collect data from a variety of sources. Such sources include but are not limited to annual state assessments, district and school assessments, curriculum-based assessments, chapter tests, and classroom projects.

- **Interpret data and develop hypotheses about how to improve student learning (Analysis).**

Working as teams, teachers will interpret the data they have collected and prepared. In interpreting the data, teachers will identify each class's overall areas of relative strengths and weaknesses so that teachers can allocate instructional time and resources to the content that is most pressing. Teachers will identify students' individual strengths and weaknesses so that assignments, instructional methods, and feedback can be adapted in ways that address students' individual needs.

- **Modify instruction to test hypotheses and increase student learning (Action).**

After forming hypotheses about students' learning needs, teachers will test their hypotheses by carrying out the instructional changes that they believe are likely to raise student achievement. The kinds of changes they choose to implement may include but are not limited to one or more of the following:

- allocating more time for topics with which students are struggling
- reordering the curriculum to shore up essential skills with which students are struggling
- designating particular students to receive additional help with particular skills (i.e., grouping or regrouping students)
- attempting new ways of teaching difficult or complex concepts, especially based on best practices identified by teaching colleagues
- better aligning performance expectations among classrooms or between grade levels
- better aligning curricular emphasis among grade levels

The Academy School principal will monitor and support the data-driven culture by learning about data use alongside staff members, encouraging questions, and creating an atmosphere of trust.

iv. Student Support

Multi-Tiered System of Support (MTSS)

Through MTSS, The Academy School will provide the appropriate level of instruction and intervention, as well as behavioral & health supports for all students. Using performance data (academic, attendance and behavioral) yielding from Infinite Campus, to monitor the learning rates and social emotional development of students, help educators make informed instructional decisions to meet the needs of students from different backgrounds, levels of language proficiency, learning styles, and levels of attainment.

Our Multi-Tiered System of Support Team will meet weekly to review our academic, attendance and behavior data to look for trends and create a plan accordingly. The team consists of a social worker, school psychologist, students support chair, guidance counselor, academic intervention specialist, special education teacher and administration.

The foundation of this is using a problem solving cycle during common plan time, which utilizes data to drive decisions around academics and behavior. The MTSS team will review the data and engage in the following cycle:

Step I: Problem Identification –**What exactly is the problem?**

Define the problem by determining the difference between actual student performance and what is expected. Ask, “What specifically do we want students to know, understand and be able to do when compared to what the actually know, understand and are able to do?” When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, “What exactly is the problem?”



Step II: Problem Analysis –**Why is the problem occurring?**

Analyze the data to determine why the problem is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded on content area knowledge of evidence-based practices, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non valid hypotheses. Link validated hypotheses to Instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, “Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?” The team must then design or select instruction to directly address those barriers.

Step III: Intervention Design and Implementation –**What exactly are we going to do about it?**

Develop and implement a plan driven by the results of the team’s problem analysis by establishing a performance goal for the individual student or group of students

and developing an intervention plan to achieve that goal. Then, delineate how the student's or group of students' progress will be monitored and how implementation integrity will be supported. Ask, "What are we going to do?"

Step IV: Response to Instruction/Intervention – Is the plan working?

Measure the response to instruction/interventions by using data gathered from progress monitoring at agreed-upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

Please see Appendix 15 MTSS Progress Monitoring Worksheet.

The application of a problem-solving across the three tiers is the most critical component of an effective MTSS system. The problem-solving process is critical for making needed instructional adjustments to ensure continual improvements in both the level of student performance and the student's rate of progress. The problem-solving process in MTSS is a recursive, self-correcting, ongoing methodology for effective decision making at all levels of the system (academic, attendance, and behavior). Teachers will use the problem solving cycle to monitor and adjust student placement the Tier's.

Pathways Academy

At Pathways Academy, students are afforded an opportunity within small class sizes to build mentoring relationships with instructional and support staff. As a part of the program, all staff are to be trained within the Restorative Justice model along with Trauma Informed Care. A unique trait for the Pathways Academy is a Therapeutic Crisis Room for academic support in lieu of an In School Suspension Room. This room developed by the Assistant Principal will allow students to maintain school hours and accessibility to the program while being supported in an environment to meet their needs.

Advisory

The Academy School will implement an Advisory model to ensure that the school culture and climate is conducive to both learning and instruction, while providing opportunities for the school and students to work collaboratively to address social and emotional issues that have served as obstacles in students being able to access continuous success. The advisory model will focus on promoting personalized and caring relationships between adults and students. Given the fact that many of the Academy School students have had significant challenges with social interaction in previous schools, positive personal relationships with school staff and sufficient bonding with peers will be the keys to student success at the Academy School. Research indicates that interventions opportunities that can be provided through Advisory improve school climate, learning, and student attachment to school, which increases student achievement and decreases the rates of high-risk behaviors that lead to dropout.

Advisory will be a non-credited bearing class that will provide opportunities for students to develop and understanding of their role in their success and how a quality education can

serve as a catalyst to their future aspirations. To achieve this, students will be exposed to five components of the school's advisory model that will support student growth and development. Advisory will use resources such as:

- CollegeEd curriculum, created by the College Board. This is a standards based college planning and career exploration program for middle and high school students. It provides lessons and activities designed to help students develop the skills to meet their goals in life. CollegeEd topics are organized around three consistent themes: "Who Am I?", "Where Am I Going?" and "How Do I Get There?"
- Project GRAD College Readiness grade appropriate curriculum. Project GRAD is a national Pk-16 college preparatory program, designed to develop the college going mindsets of students that reside in impoverished communities.
- NYSED Career Technical Education resources that assist students with exploring interest through a computer-based platform.
- CASEL(Collaborative for Academic, Social, and Emotional Learning)
- International Institute for Restorative Practices

These resources will be used to support the implementation of the following Advisory components:

- **Personal and Academic Planning:** This component will enable students to understand that preparation is the key to working toward success. Students will develop plans that outline personal and academic goal setting. Plans will outline activity that the student commits to engaging in, (with the assistance of staff), over the course of the current academic year and subsequent years. The plan will be revisited periodically to enable to students and staff members to make adjustments that support continual growth.
- **Life Skills:** This component will provide students with essential life skills that cultivates the students' social and emotional development. Given the previous challenges that students have confronted in their former school environment, this component will be essential in helping students develop skills based in social and emotional learning; self-management, social awareness, relationship skills, responsible decision making, and self-awareness.
- **Restorative Practices:** This component will support the growth and health of students by building school-wide social capital and responsible social discipline through participatory learning and decision making. The restorative practice that will be addressed include addressing and discussing the needs of the school community and how the student plays an essential role in this; building relationships between educators and students; reducing and improving harmful behavior; repairing harm and restoring positive relationships; and resolving conflict.
- **Career Exploration:** This component, which will be linked to the school's CTE programing, will assist students to further explore career interests. Students will take career interest inventories and be able to explore those careers, inclusive of the preparation pathways that lead to the careers.
- **College Readiness:** This component will provide opportunities for students to receive curriculum that helps develops the college going mindset of students. Students will be introduced to grade level curriculum designed to educate them on the personal and

financial benefit of college attendance and how their participation can enhance their access and opportunity to achieve their future career aspiration.

Advisory will be led by certified teachers who will use school community partnerships to support the five components. The advisor will also help build positive relationships among students, tracks grades, acts as a liaison between the students, teacher, and parent, and encourage academic and personal student success.

Students entering or re-entering the school after any extended absences (three days or more, including suspensions), will adhere to a transition plan. *Please see Appendix 16: Alternative School Entrance/Extended Absence Transition Plan.*

v. School Climate and Discipline

Positive Behavioral Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. As a MTSS model, PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.

The goals of PBIS are to:

- Increase data-based decision-making on behavior and academic instruction and reinforce across all school settings.
- Increase consistent use and effect of research-based behavioral and academic instructional strategies among all school staff at school – wide, classroom, and individual student levels.
- Reduce use of reactive discipline measures in schools (e.g., office discipline referrals, detentions, suspensions, expulsions) for all students.
- Increase academic achievement levels of all students.
- Implement effective intervention plans for students with the most comprehensive behavioral and emotional needs that support and evaluate their success across home, school, and community.
- Increase capacity of general education settings to successfully educate students with disabilities and prevent academic and/or social failures of all students.
- Increase capacity of schools and districts to address over- and under-representation of students by ethnicity relative to discipline, disability status, and academic achievement with access to data on these outcomes.
- Improving attendance by establishing a culture of attendance, acknowledging outstanding attendance and supporting students at-risk for chronic absenteeism.

In Tier 1 of the PBIS model, universal or primary approaches that are preventative in nature are put into place (Sugai & Horner, 2002). These approaches are for all students, staff, and settings and include the development of school-wide expectations, a behavior matrix, and reinforcement systems to reward desired social behavior. Outcomes, systems, data, and practices are continually evaluated when providing universal supports (Center on Positive Behavioral Intervention and Support).

Tier II supports provide targeted interventions to support students who are not responding to Universal strategies. Interventions within the Secondary System are more

specific to the needs of some children and designed for a smaller number of students who require more focused behavioral support. Decisions to implement secondary supports are determined based on records of student behavior/student data. Effective Secondary interventions are meant to produce measurable changes in behavior and improvement in a student's success. Progress monitoring is used for evaluating student outcomes, determining if adjustments should be made to an intervention or if a student needs more intensive interventions provided through Tertiary supports. Tier II Interventions may include; Check-in Check-out (CICO), Social/Academic Instructional Groups, Individualized CICO, Groups & Mentoring, Brief FBA/BIP – Functional Behavior Assessment/Behavior Intervention Plan:

Tier III, supports are designed for individual students who are identified as having severe, chronic or pervasive concerns. The goal of Tertiary supports is to diminish problem behaviors and increase students' skills and opportunities for an enhanced quality of life. A collaborative teaming process is followed when developing and implementing tertiary supports. An individualized comprehensive and developmental approach is utilized in the implementation of Tertiary interventions that are designed to reduce risk factors and increase protective factors of students. Tertiary interventions support is tailored to meet a student's specific needs and the characteristics and specific circumstances related to the student. Tertiary supports allow teams to vary features of the process to provide the most individualized behavior support possible. Tertiary interventions may include; complex FBA/BIP and wraparound services (Wrap).

Restorative Practices are non-punitive approaches to student discipline and misbehavior. Effective use of RP improves school climate and connectedness by engaging all of the parties involved in an altercation (student offender, victim, school community, etc.), and offering the student offender a chance to repair the harm that may have been caused by their behavior. Restorative Practices focus on the damage, support needs, and root causes that arise from a behavioral incident. The goals of restorative justice in schools include; creating a restorative and inclusive school climate rather than a punitive one, decreasing student suspensions, expulsions, and disciplinary referrals by holding youth accountable for their actions through repairing harm and making amends.

Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making, and facilitates student learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding. All adults in the building will be trained in the Restorative Practice protocols.

Through restorative practices, members of the school community will:

- have an opportunity to be heard
- understand the greater impact of one's actions
- learn to take responsibility
- repair the harm one's actions may have caused
- recognize one's role in maintaining a safe school environment
- build upon and expand on personal relationships in the school community
- recognize one's role as a positive contributing member of the school community

Pathways Academy

Through the interventional support of using Restorative Justice and being trained in Trauma Informed Care, staff and students at Pathways utilize a myriad of coping techniques to best support student achievement. Students are given explicit directives on the Buffalo Public Schools code of conduct, letters are sent home to parents with acceptable and unacceptable behaviors. Pathways will use a Multi-Tiered System of Support (MTSS) for student school wide goals and expectations. Positive Behavior Intervention Support (PBIS) will align with districts goals and initiatives enhancing the best practice model of Restorative Justice and Trauma Informed Care.

Students with disabilities (SWD) undergo yearly evaluations and have documents reviewed by support staff and teachers for Behavior Intervention Plans (BIPS) and Functional Behavior Assessments (FBAs). SWD also have a manifestation determination review after being suspended 10 days conducted by the school psychologist. Pathways Academy utilizes leveled progressive discipline strategies that allow for behavior modification, parental support, and removal from the classroom setting if necessary.

vi. Parent and Community Engagement

The school will maintain a Parent Coordinator and a dedicated staff person to serve as a liaison between the school and families. The Parent Coordinator and the dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report.

Parent event nights will be held at least one time each month, two hour event that includes celebrations of their child's successes in conjunction with needed services, to be determined by parent surveys and communication. The school will maintain an open-door policy and encourage our parents to meet their children at lunch or to come in and join their child for presentations.

Pathways Academy

The Pathways program is housed at East Community High School (ECHS). It will partner with ECHS to extend the same opportunities to Pathways families. ELCHS will build a systems and capacity that allow school staff and families to establish collaborative partnerships that support students' academic success and transform school by:

- fostering collaborative decision-making that includes participation from principals, parents, teachers, school staff, and community leaders around the school plan
- Creating a school as a hub of family and community activities and building family-school partnerships around student learning

I. Training, Support, and Professional Development

i. School Involvement in Development of Plan

The school professional development plan was developed by the building leadership team and aligned to the implementation of the SIG 7.

The principal will be required to attend and participate in all teacher professional development sessions in order to ensure fidelity of the implementation of best practices from the trainings. And, the principal will be able to share quality feedback to instructional faculty on effective instruction.

A request for proposal (RFP) will be written to identify partners that can provide support to teachers who will help students develop their academic skills, specifically reading, writing, inquiry skills, collaboration, and organization skills.

ii. Implementation Period

Please see Appendix 5: 2016 – 5 Implementation Period Training, Support and Professional Development Chart

iii. Evaluation Plan

Evaluation is an integral part of our school's professional development planning. School leaders, staff, and professional development providers, in collaboration with BCSD, will track the degree of implementation and impact the planned professional development, training, and support have on our school's improvement goals and our capacity to execute the identified strategies.

In order to adequately assess the implementation of planned training, support, and professional development, data on training, support and professional development activities will include careful record keeping including collection of:

- Did the professional development take place as planned?
- What were teachers' perceptions of the professional development?
- Did the professional development achieve the intended outcomes?

The Alternative School will analyze professional development outcome data, reflect on implementation fidelity, and determining necessary midcourse corrections to ensure that professional development is on track to supporting identified school improvement goals. Monthly, the school will reflect on the SIG plan goals and objectives alongside relevant, up-to-date school data. To adequately assess the effectiveness of planned training, support, and professional development, data collected on professional learning implementation will include careful record keeping and the following quantitative and qualitative data sources:

- Sign-in sheets to track teacher participation
- Activity logs to track follow-up support for individual teachers and groups of teachers
- Activity logs noting the frequency and the duration of weekly instructional visits and feedback on the classroom application of new instructional strategies, as well as their substantive focus.
- Surveys and evaluation forms to gauge teacher perception and whether teachers are likely to apply new knowledge and skills in their professional practice
- An analysis of benchmark assessments, common formative assessments, daily formative assessments, and student work

1003(g) School Improvement Grant – Cohort 7
RFP# GC-15-016

- Summative evaluations (annually) will focus on whether the professional development achieved the intended outcomes as reflected in changes in teachers' practice and changes in student learning.

Professional Learning Plan for the Alternative Program				
Action	Time Line	Who is Responsible	Measure	Attended Audience
<p>School wide data-driven structure</p> <p>Teachers and leaders will get extensive professional development in the keys of Driven by Data:</p> <ul style="list-style-type: none"> •Assessments •Analysis •Action •Culture <p>Leaders will receive training in how to lead effective assessment analysis meetings and how to put in place a productive data-driven culture that defines a higher bar for rigor for all students. All of this is embedded within a strong instructional leadership model that includes observation and feedback, and curriculum planning.</p>	<p>Teacher Organizational Day and continuing during common planning time, early release and superintendent's conference days, job embedded professional development during common planning time.</p> <p>Saturday Professional Learning Opportunity</p>	<p>Office of Shared Accountability</p>	<p>Administrator will use the District Data Analysis Meeting Minutes Administrators participate in common planning time and the DDI process</p> <p>Administrator Walkthrough Protocol will be used for low inference evidence of professional practice in the use of data to inform, guide and modify instruction</p>	<p>Alternative Staff</p>
<p>NYSUT Rubric Training specific to:</p>	<p>Saturday Professional Learning Opportunity</p> <p>March 4, 2016</p>	<p>Office of Shared Accountability</p>	<p>Administrator Walkthrough Protocol for low inference</p>	<p>Alternative Staff</p>

<p>Unpacking the Objective CCLS Rigor Equity Cultural Competence High Expectations Developmental Appropriateness</p>	<p>April 16, 2016</p>		<p>evidence found in classrooms of the implementation of the CCLS, Rigor, Equity, Cultural Competence, High Expectations and Developmental Appropriateness.</p>	
<p>Culturally Responsive Practice Using the cultural knowledge, prior experiences, interaction, learning performance styles of diverse students and their families to make the system of public schooling more appropriate and responsive to their needs.</p>	<p>Introduction during Teacher Organizational Day.</p>	<p>Curriculum Assessment & Instruction</p>	<p>Administration Walkthrough Protocol for low inference evidence</p>	<p>Alternative Staff</p>
<p>Expectation that each classroom has an objective written on the board delineating what skill the teacher wants the student to learn and how the teacher is going to assess the skill has been mastered.</p>	<p>Job embedded professional development during common planning time based on Mastery Objectives Thinking: "What exactly do I want Administration will check lesson plans once a month and</p>	<p>Administration: Instructional Coach; Lead Transition Facilitator</p>	<p>Administration will check lesson plans once a month and provide feedback as necessary to ensure objectives are activity based</p> <p>Administration Walkthrough Protocol</p>	<p>Alternative Staff</p>

	<p>provide feedback as necessary to ensure objectives are activity based. Administration Walkthrough Protocol for low inference evidence students to know and be able to do when this lesson is over?" "How will I know they have learned it, that is, what will I take as evidence that the objective has been met?"</p>		<p>for low inference evidence</p>	
<p>Implementation of Restorative Practice</p>	<p>Job embedded professional development during common planning time and on early release day.</p>	<p>PBIS District Coordinator Administrators Assistant Principal Counselor's, Student Support Team</p>	<p>Administrator/Restorative Practice Implementation Team will use consistent progress checking of implementation effort, fidelity and outcomes. Administrator review office discipline referrals, suspension and attendance data (disrespect to teachers, cutting classes, classroom disruption, physical fights) to monitor the effect the</p>	<p>Alternative School Staff Universal Professional development includes the content that everyone needs to know, regardless of their role. . This will include information about importance of Restorative Practice to increase buy-in.</p>

			<p>Restorative Practice is having on the school climate.</p>	
<p>Step Up to Writing</p>	<p>After School @ Bennett High School</p>	<p>Staff Development Office</p>	<p>Administration will check lesson plans once a month and provide feedback as necessary to ensure Step Up to Writing process is incorporated into their daily plans.</p> <p>Administration Walkthrough Protocol for low inference evidence</p>	<p>Alternative School Staff</p>
<p>Expectation that each classroom has an objective written on the board delineating what skill the teacher wants the student to learn and how the teacher is going to assess the skill has been mastered.</p>	<p>Job embedded professional development during common planning time based on Mastery Objectives Thinking: "What exactly do I want Administration will check lesson plans once a month and provide feedback as necessary to ensure objectives are activity</p>	<p>Administration; Instructional Coach; Lead Transition Facilitator</p>	<p>Administration will check lesson plans once a month and provide feedback as necessary to ensure objectives are activity based</p> <p>Administration Walkthrough Protocol for low inference evidence</p>	

J. Communication and Stakeholder Involvement/Engagement

i. Regular and Systematic Updates to Stakeholders

Please see Appendix 17: Regular and Systematic Updates to Stakeholders.

J. Communication and Stakeholder Involvement/Engagement

i. Regular and Systematic Updates to Stakeholders

Please see Appendix 17: Regular and Systematic Updates to Stakeholders.

= Required Field

Local Agency Information		
Funding Source:	SIG Cohort 7 - Academy #131	
Report Prepared By:	Danielle Schwanekamp	
Agency Name:	Buffalo City School District	
Mailing Address:	419 City Hall	
	<i>Street</i>	
	Buffalo	NY 14202
	<i>City</i>	<i>State</i> <i>Zip Code</i>
Telephone # of	<input type="checkbox"/>	<input type="checkbox"/>
Report Preparer:	(716) 816-3625	County: Erie
E-mail Address:	bpsgrants@buffaloschools.org	
Project Funding Dates:	9/1/2016 Start	6/30/2017 End
REVIEWED / RECOMMENDED		

INSTRUCTIONS
<ul style="list-style-type: none"> • Submit the original FS-10 Budget and the required number of copies along with the completed application directly to to appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance. • The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer of properly authorized designee. • An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. • For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

2016 JUN 14 PM 0:30
 SPECIAL PROJECTS LEAD

Richard Thompson 7/14/16

SUPPLIES AND MATERIALS

			Subtotal - Code 45	\$46,032
Description of Item	Quantity	Unit Cost	Proposed Expenditure	
#131 ACADEMY SCHOOL				
Minor Equipment:				
Laptops (Virtual Pathways)	90	\$ 455.00	40,950	
Laptop cart (Virtual Pathways)	3	\$ 1,600.00	4,800	
Instructional Materials:				
<u>The Dreamkeepers: Successful Teachers of African American Children</u>	20	\$ 14.10	282	

TRAVEL EXPENSES

Subtotal - Code 46

\$0

Position of Traveler

Destination and Purpose

Calculation of Cost

Proposed
Expenditures

EMPLOYEE BENEFITS			
		Subtotal - Code 80	\$100,892
Benefit		Proposed Expenditure	
Social Security		0.0765	25,569
Retirement	New York State Teachers	0.120	39,217
	New York State Employees	0.155	1,152
	Other - Pension		
Health Insurance	Admin (0.20 FTE)	16,547	3,310
	Exempt (0.21 FTE)	16,547	3,475
	Teachers (1.50 FTE)	15,532	15,532
	PCTEA	12,578	
	Aides/Assistants	9,385	
Worker's Compensation		0.0315	10,529
Unemployment Insurance		0.004	1,337
Other (Identify)			
Supplemental Benefits	Admin (0.20 FTE)	530	106
	Exempt (0.21 FTE)	530	112
	Teachers (1.50 FTE)	525	525
	PCTEA	575	
	Aides/Assistants	540	
	Transp. #264	450	
	ENG/CUST#409	500	
Life Insurance		19.80	28

INDIRECT COST		
A.	Modified Direct Cost Base - Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25000 and any flow through funds) ** Manual Entry	\$485,437
B.	Approved Restricted Indirect Cost Rate	3.00%
C.	Subtotal - Code 90	\$14,563

For your information, maximum direct cost base = \$485,437

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

Indirect cost rate last adjusted on 8/14/15

PURCHASED SERVICES WITH BOCES

			Subtotal - Code 49	\$0
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure	

MINOR REMODELING

Subtotal - Code 30		\$0
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure

EQUIPMENT			
			Subtotal - Code 20
			\$0
Description Item	Quantity	Unit Cost	Proposed Expenditure

BUDGET SUMMARY

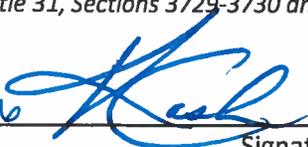
SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$326,805
Support Staff Salaries	16	\$7,428
Purchased Services	40	\$4,280
Supplies and Materials	45	\$46,032
Travel Expenses	46	\$0
Employee Benefits	80	\$100,892
Indirect Cost	90	\$14,563
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$500,000

REVIEWED / RECOMMENDED

Richard Thompson 7/14/16

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

7/18/16 

Date _____ Signature _____

Dr. Kriner Cash, Superintendent

Name and Title of Chief Administrative Officer

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher # _____ First Payment _____

Finance: Logged _____ Approved _____ MIR _____

New York State Education Department:
Local Education Agency (LEA) 1003(g) School Improvement Grant Application Under 1003(g) of the Elementary and Secondary Education Act of 1965
Attachment D - (1003g) Budget Summary Chart for Continuation Plans

Agency Code			140600-01-0000								
Agency Name			Buffalo City School District - Alternative High School @ 44 - #131								
Year 1 Implementation Period (September 1, 2016 - June 30, 2017)			Year 2 Implementation Period (July 1, 2017 - June 30, 2018)			Year 3 Implementation Period (July 1, 2018 - June 30, 2019)					
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs			
Professional Salaries	15	\$ 326,805	Professional Salaries	15	\$ 326,898	Professional Salaries	15	\$ 329,632			
Support Staff Salaries	16	\$ 7,428	Support Staff Salaries	16	\$ 7,428	Support Staff Salaries	16	\$ 7,428			
Purchased Services	40	\$ 4,280	Purchased Services	40	\$ 31,256	Purchased Services	40	\$ 27,546			
Supplies and Materials	45	\$ 46,032	Supplies and Materials	45	\$ 500	Supplies and Materials	45	\$ 500			
Travel Expenses	46	\$ -	Travel Expenses	46	\$ -	Travel Expenses	46	\$ -			
Employee Benefits	80	\$ 100,892	Employee Benefits	80	\$ 119,355	Employee Benefits	80	\$ 120,331			
Indirect Cost (IC)	90	\$ 14,563	Indirect Cost (IC)	90	\$ 14,563	Indirect Cost (IC)	90	\$ 14,563			
BOCES Service	49	\$ -	BOCES Service	49	\$ -	BOCES Service	49	\$ -			
Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -			
Equipment	20	\$ -	Equipment	20	\$ -	Equipment	20	\$ -			
Total		\$ 500,000	Total		\$ 500,000	Total		\$ 500,000			

Year 4 Implementation Period (July 1, 2019 - June 30, 2020)			Year 5 Implementation Period (July 1, 2020 - June 30, 2021)			TOTAL Project Period (September 1, 2016 - June 30, 2021)					
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs			
Professional Salaries	15	\$ 332,448	Professional Salaries	15	\$ 335,350	Professional Salaries	15	\$ 1,651,133			
Support Staff Salaries	16	\$ 7,428	Support Staff Salaries	16	\$ 7,428	Support Staff Salaries	16	\$ 37,140			
Purchased Services	40	\$ 23,725	Purchased Services	40	\$ 19,787	Purchased Services	40	\$ 106,594			
Supplies and Materials	45	\$ 500	Supplies and Materials	45	\$ 500	Supplies and Materials	45	\$ 48,032			
Travel Expenses	46	\$ -	Travel Expenses	46	\$ -	Travel Expenses	46	\$ -			
Employee Benefits	80	\$ 121,336	Employee Benefits	80	\$ 122,372	Employee Benefits	80	\$ 584,286			
Indirect Cost (IC)	90	\$ 14,563	Indirect Cost (IC)	90	\$ 14,563	Indirect Cost (IC)	90	\$ 72,815			
BOCES Service	49	\$ -	BOCES Service	49	\$ -	BOCES Service	49	\$ -			
Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -			
Equipment	20	\$ -	Equipment	20	\$ -	Equipment	20	\$ -			
Total		\$ 500,000	Total		\$ 500,000	Total		\$ 2,500,000			

BUDGET NARRATIVE

SIG COHORT 7 RFP# GC16-015

ALTERNATIVE HIGH SCHOOL @ 44 - #131

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
District	Project Administrator (0.20 FTE)	15	15,862	16,338	16,829	17,334	17,855	District position to assist Grants Department with finance management of grant.	The need for this position will be reevaluated at the conclusion of the grant.
District	Program Evaluator (0.21 FTE)	15	17,850	18,386	18,938	19,507	20,093	District position to evaluate the effectiveness of programming.	The need for this position will be reevaluated at the conclusion of the grant.
School	Instructional Coach (1.00 FTE)	15	55,403	57,066	58,778	60,542	62,359	Support of instructional practices in the four content areas. Teachers who need to work on improving instruction in specific areas will receive coaching in those areas. The instructional coach will focus on embedding PD to all staff regarding instructional strategies	Position will be reduced when funding ends.
School	Substitutes – Teachers	15	13,440	13,440	13,440	13,440	13,440	Substitute coverage will be provided as necessary to deliver job embedded professional development outside the Common Curriculum Planning Time.	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
School	Substitutes – Admin	15	2,625	2,625	2,625	2,625	2,625	Substitute coverage will be provided as necessary to deliver job embedded professional development outside the Common Curriculum Planning Time.	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Teacher Ancillary – PD – Daily Rate	15	54,000	54,000	54,000	54,000	54,000	To allow teachers to participate in curriculum development, which includes aligning the curriculum to the CCLS.	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Admin Ancillary – PD – Daily Rate	15	5,600	5,600	5,600	5,600	5,600	To allow administrators to participate in curriculum development, which includes aligning the curriculum to the CCLS	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Teacher/Student – PD	15	11,396	11,396	11,396	11,396	11,396	To allow teachers to participate in curriculum development, which includes aligning the curriculum to the CCLS	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Admin/Student – PD	15	692	692	692	692	692	To allow administrators to participate in curriculum development, which includes aligning the curriculum to the CCLS	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
School	Discussion Leader – Teacher – PD	15	2,005	2,005	2,005	2,005	2,005	To allow teachers to participate in curriculum development, which includes aligning the curriculum to the CCLS	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Discussion Leader – Admin – PD	15	2,068	2,068	2,068	2,068	2,068	To allow administrators to participate in curriculum development, which includes aligning the curriculum to the CCLS	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Teacher Ancillary – hourly – ELT	15	87,696	87,696	87,696	87,696	87,696	To provide students with after school opportunities through extended learning time.	When the grant concludes, the ELT services will be included in the school based budget or funded by alternative sources.
School	Admin Ancillary – hourly – ELT	15	22,592	22,592	22,592	22,592	22,592	To provide students with after school opportunities through extended learning time.	When the grant concludes, the ELT services will be included in the school based budget or funded by alternative funding sources.
School	Curriculum Committee – Teacher	15	27,311	24,729	24,708	24,686	24,664	To allow teachers to participate in after-hours curriculum development, which includes aligning the curriculum to the CCLS. This can also allow the Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary.	At the conclusion of the grant, teachers will have developed a curriculum library that will be available for long term use.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
School	Curriculum Committee – Admin Chair	15	5,645	5,645	5,645	5,645	5,645	To allow administrators to participate in after-hours curriculum development, which includes aligning the curriculum to the CCLS. This can also allow the Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary.	At the conclusion of the grant, teachers will have developed a curriculum library that will be available for long term use.
School	Teacher Assistants – PD - hourly	15	2,620	2,620	2,620	2,620	2,620	To provide opportunities for professional development	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Engineer – overtime	16	2,432	2,432	2,432	2,432	2,432	To provide opportunities for professional development	As the grant concludes, teachers will be knowledgeable about program delivery and instructional strategies to support the sustainability beyond the period of the grant.
School	Teacher Aide – PD – hourly	16	4,996	4,996	4,996	4,996	4,996	To provide opportunities for professional development	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Contract Services – DTSDE Survey – PLC Associates	40	3,000	3,000	3,000	3,000	3,000	This is a requirement of the grant	As the grant ends, this will not be needed.
School	Contract Services – DTSDE Review	40	0	12,500	12,500	12,500	12,500	DTSDE Review Priority School Requirement	As the grant ends, this will not be needed.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
School	Custodian Contract – hourly	40	0	14,476	10,766	6,945	3,007	To provide opportunities for professional development	As the grant concludes, teachers will be knowledgeable about program delivery and instructional strategies to support the sustainability beyond the period of the grant.
School	Minor Equipment – Laptops	45	1,280	1,280	1,280	1,280	1,280	Students will be completing online credit recovery classes.	As the grant ends, this will not be needed.
School	Minor Equipment – Laptop Cart	45	40,950	0	0	0	0	Storage and charging of laptops for Digital Pathways Program.	As the grant ends, this will not be needed.
School	Instructional Materials	45	4,800	0	0	0	0	To provide instructional materials to support the curriculum.	The materials will be utilized throughout the grant period.
District/School	Employee Benefits	80	282	500	500	500	500	As per District Guidelines	As the grant ends, this will not be needed.
District/School	Indirect Cost	90	100,892	119,355	120,331	121,336	122,372	Indirect Cost was calculated at the Approved Restricted Indirect Cost Rate of 3%.	Once the five-year grant period has ended, Indirect will not be necessary.
	GRAND TOTAL		\$500,000	\$500,000	\$500,000	\$500,000	\$500,000		

**M/WBE COVER LETTER Minority & Woman-Owned Business Enterprise
Requirements**

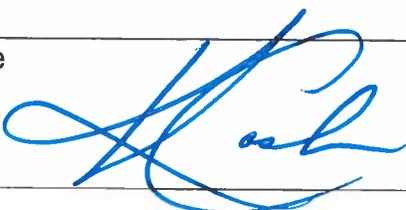
NAME OF GRANT PROGRAM RFP# GC16-015 1003(g) SIG - Cohort 7

NAME OF APPLICANT Buffalo City School District - Alternative High School @ 44 - #131

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- Full Participation – No Request for Waiver (PREFERRED)
- Partial Participation – Partial Request for Waiver
- No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.
Typed or Printed Name of Authorized Representative of the Firm Dr. Kriner Cash
Typed or Printed Title/Position of Authorized Representative of the Firm Superintendent
Signature/Date  7/18/16

M/WBE Documents
M/WBE Documents

M/WBE Goal Calculation Worksheet

(This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: RFP# GC16-015 1003(g) SIG - Cohort 7

Applicant Name: Buffalo City School District - Alternative High School @ 44 - #131

The M/WBE participation for this grant is 30% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		\$500,000.00
2.	Professional Salaries	\$326,805.00	
3.	Support Staff Salaries	\$7,428.00	
4.	Fringe Benefits	\$100,892.00	
5.	Indirect Costs	\$14,563.00	
6.	Rent/Lease/Utilities*	\$0	
7.	Sum of lines 2, 3, 4, 5, and 6		\$449,688.00
8.	Line 1 minus Line 7		\$50,312.00
9.	M/WBE Goal percentage (30%)		0.30
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		\$15,094.00

*If not included in #5

**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Contractor. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The bidder/contractor must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal.

Bidder Name: Buffalo City School District Federal ID No.: 16-6001554
 Address: 419 City Hall Phone No.: 716-816-3625
 City: Buffalo State: NY Zip Code: 14202-7534 E-mail: BPSGrants@buffaloschools.org

Signature of Authorized Representative of Bidder's Firm: 
 Dr. Kriner Cash, Superintendent
 Print or Type Name and Title of Authorized Representative of Proposer's Firm

Date: 7/18/16

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT:

Name of M/WBE: PLC Associates, Inc. Federal ID No.: 16-1474033
 Address: PO Box 130 Phone No.: (585) 264-0886
 City, State, Zip Code: Pittsford, NY 14534 E-mail: pciaburri@plcassociates.com

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (M/WBD).

The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (M/WBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER CONDITIONED UPON THE BIDDER'S EXECUTION OF A CONTRACT WITH THE NEW YORK STATE EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement \$ 3,000.00

7-16-16 School 131


 Signature of Authorized Representative of M/WBE Firm

Penny L. G. Curri
 Printed or Typed Name and Title of Authorized Representative

Date

M/WBE UTILIZATION PLAN

131

INSTRUCTIONS: All bidders submitting responses to this procurement must complete this M/WBE Utilization Plan and submit it as part of their proposal. The plan must contain detailed description of the services to be provided by each Minority and/or Women-Owned Business Enterprise (M/WBE) identified by the bidder.

Bidder's Name Buffalo City School District Telephone/Email: (716) 816-3625 / BPSGrants@buffaloschools.org
 Address 419 City Hall Federal ID No.: 16-6001554
 City, State, Zip Buffalo, NY 14202 Solicitation No.: RFP# GC16-015

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME PLC Associates, Inc. ADDRESS PO Box 130 CITY, ST, ZIP Pittsford, NY 14534 PHONE/E-MAIL 585-264-0886 / pciaburri@picassociates.com FEDERAL ID No. 16-1474033	NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	Professional Services related to school review at #131.	\$ 3,000.00
NAME ADDRESS CITY, ST, ZIP PHONE/E-MAIL FEDERAL ID No.	NYS ESD Certified MBE <input type="checkbox"/> WBE <input type="checkbox"/>		\$

PREPARED BY (Signature)  DATE 7/18/16

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1, 5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL DISQUALIFICATION.

FOR AUTHORIZED USE ONLY	
REVIEWED BY _____	DATE _____
UTILIZATION PLAN APPROVED YES/NO _____	DATE _____
NOTICE OF DEFICIENCY ISSUED YES/NO _____	DATE _____
NOTICE OF ACCEPTANCE ISSUED YES/NO DATE _____	DATE _____

NAME AND TITLE OF PREPARER: Dr. Kriner Cash, Superintendent
 TELEPHONE/E-MAIL (716) 816-3625 BPSGrants@buffaloschools.org
 DATE 7/18/16

REQUEST FOR WAIVER FORM

BIDDER/APPLICANT NAME: Buffalo City School District **TELEPHONE:** 716-816-3625
ADDRESS: 419 City Hall **EMAIL:** BPSGrants@buffaloschools.org
CITY, STATE, ZIPCODE: Buffalo, NY 14202 **FEDERAL ID NO.:** 16-6001554
RFP#/PROJECT NO.: RFP# GC16-015

INSTRUCTIONS: By submitting this form and the required information, the bidder/applicant certifies that Good Faith Efforts have been taken to promote M/WBE participation pursuant to the M/WBE goals set forth under this RFP/Contract. Please see Page 2 for additional requirements and document submission instructions.

BIDDER/APPLICANT IS REQUESTING (check all that apply):

<input checked="" type="checkbox"/> MBE Waiver - A waiver of the MBE goal for this procurement is requested.	<input checked="" type="checkbox"/> WBE Waiver - A waiver of the WBE goal for this procurement is requested.
<input type="checkbox"/> Total <input checked="" type="checkbox"/> Partial 80 %	<input type="checkbox"/> Total <input checked="" type="checkbox"/> Partial 80 %

Waiver Pending ESD Certification
 (check here if subcontractor or supplier is not certified M/WBE, but an application for certification has been filed with Empire State Development)

Subcontractor/Supplier Name: _____ Date of application filing: _____

PREPARED BY (Signature):  DATE: 7/18/16

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-A, 5 NYCRR PART 143, AND THE ABOVE REFERENCED SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL DISQUALIFICATION.

NAME OF PREPARER: Dr. Kriner Cash	FOR AUTHORIZED USE ONLY
TITLE OF PREPARER: Superintendent	REVIEWED BY: _____
TELEPHONE: 716-816-3625	DATE: _____
EMAIL: BPSGrants@buffaloschools.org	WAIVER GRANTED <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> TOTAL WAIVER <input type="checkbox"/> PARTIAL WAIVER <input type="checkbox"/> ESD CERTIFICATION WAIVER <input type="checkbox"/> NOTICE OF DEFICIENCY <input type="checkbox"/> CONDITIONAL WAIVER COMMENTS:

REQUIREMENTS AND DOCUMENT SUBMISSION INSTRUCTIONS

When completing the Request for Waiver Form, please check all boxes that apply. To be considered, the Request for Waiver Form must be accompanied by documentation for items 1-11, as listed below. If a Waiver Pending ESD Certification is requested, please see Item 11 below. Copies of the following information and all relevant supporting documentation must be submitted along with the request.

1. A statement setting forth your basis for requesting a partial or total waiver.
2. The names of general circulation, trade association, and M/WBE-oriented publications in which you solicited certified M/WBEs for the purposes of complying with your participation goals.
3. A list identifying the date(s) that all solicitations for certified M/WBE participation were published in any of the above publications.
4. A list of all certified M/WBEs appearing in the NYS Directory of Certified Firms that were solicited for purposes of complying with your certified M/WBE participation levels.
5. Copies of notices, dates of contact, letters, and other correspondence as proof that solicitations were made in writing and copies of such solicitations, or a sample copy of the solicitation if an identical solicitation was made to all certified M/WBEs.
6. Provide copies of responses made by certified M/WBEs to your solicitations.
7. Provide a description of any contract documents, plans, or specifications made available to certified M/WBEs for purposes of soliciting their bids and the date and manner in which these documents were made available.
8. Provide documentation of any negotiations between you, the Bidder/Applicant and the M/WBEs undertaken for purposes of complying with the certified M/WBE participations goals.
9. Provide any other information you deem relevant which may help us in evaluating your request for a waiver.
10. Provide the name, title, address, telephone number and email address of the Bidder/Applicant's representative authorized to discuss and negotiate this waiver request.
11. Copy of notice of application receipt issued by Empire State Development (ESD).

NOTE: Unless a Total Waiver has been granted, Bidder/Applicant will be required to submit all reports and documents pursuant to the provisions set forth in the procurement and/or contract, as deemed appropriate by NYSED, to determine M/WBE compliance.

M/WBE CONTRACTOR GOOD FAITH EFFORTS CERTIFICATION (FORM 105)

PROJECT/CONTRACT # RFP# GC16-105

I, Dr. Kriner Cash
(Bidder/Applicant)

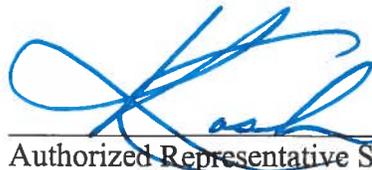
Superintendent of Buffalo City School District
(Title) (Company)

419 City Hall, Buffalo, NY 14202 (716) 816-3625
(Address) (Telephone Number)

do hereby submit the following as evidence of our good faith efforts to retain certified minority- and women-owned business enterprises:

- (1) Copies of its solicitations of certified minority- and women-owned business enterprises and any responses thereto;
- (2) If responses to the contractor's solicitations were received, but a certified minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;
- (3) Copies of any advertisements for participation by certified minority- and women-owned business enterprises timely published in appropriate general circulation, trade and minority- or women-oriented publications, together with the listing(s) and date(s) of the publication of such advertisements;
- (4) Copies of any solicitations of certified minority- and/or women-owned business enterprises listed in the directory of certified businesses;
- (5) The dates of attendance at any pre-bid, pre-award, or other meetings, if any, scheduled by the State agency awarding the State contract, with certified minority- and women-owned business enterprises which the State agency determined were capable of performing the State contract scope of work for the purpose of fulfilling the contract participation goals;
- (6) Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified minority- and women-owned business enterprises.
- (7) Describe any other action undertaken by the bidder to document its good faith efforts to retain certified minority - and women- owned business enterprises for this procurement.

Submit additional pages as needed.


Authorized Representative Signature

7/18/16
Date

NOT APPLICABLE

CONTENTS – ATTACHMENTS

Attachment A Consultation and Collaboration Documentation Form

Attachment B School-level Baseline Data and Target-Setting Chart

Attachment C Evidence of Partner Effectiveness Chart.

Attachment D Budget Summary Chart

Appendix 1 Diagnostic Tool for School and District Effectiveness (DTSDE)

Appendix 2 Two – Year Trend Data

Appendix 3 Planning Conference Form

Appendix 4 Post - Observation Conference Form

Appendix 5 Professional Learning Plan

Appendix 6 Checklist for Determining Priority School Leader Qualifications

Appendix 7 Recruitment Bulletin for Principal

Appendix 8 Principal’s Resume

Appendix 9 Evidence of Partner Effectiveness Chart (Attachment C)

Appendix 10 Organizational Chart

Appendix 11 APPR Calendar 2016 – 2017

Appendix 12 2016 - 2017 Approved District Calendar

Appendix 13 Example of Teacher Schedule

Appendix 14 Data Analysis Meeting Minutes Form

Appendix 15 MTSS Progress Monitoring Worksheet

Appendix 16 Alternative School Entrance/Extended Absence Transition Plan

Appendix 17 Regular and Systematic Updates to Stakeholders

Appendix 18 Year 1 Implementation Perio

Alternative #131 Elementary/Middle Baseline Attachment B
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average 2014-15	Baseline Data 2014-15	Actual 2015-16 (when available)	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2020-21
I. Leading Indicators									
a. Number of minutes in the school year	min	73,320	77,520	77,520	77,520	77,520	77,520	77,520	77,520
b. Student participation in State ELA assessment	%	89%	50%	TBD	95%	95%	95%	95%	95%
c. Student participation in State Math assessment	%	83%	39%	TBD	95%	95%	95%	95%	95%
d. Drop-out rate	%	19%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	87.6%	70.1%	79.6%	81.6	83.6	85.6	87.6	89.6
f. Student completion of advanced coursework	%	66.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Suspension rate	%	14%	30%	31%	28%	25%	22%	19%	16%
h. Number of discipline referrals	num	917	929	1029	979	929	879	829	779
i. Chronic absenteeism rate	%	46%	69%	58%	56	54	52	50	48
j. Teacher attendance rate	%	91%	95%	94.9%	9.5%	96%	96.5%	97%	.5%
k. Teachers rated as "effective" and "highly effective"	%	83%	50%	65%	71%	78%	86%	95%	100%
l. Hours of professional development to improve teacher performance	num	1279	414	368	442	530	636	763	915
m. Hours of professional development to improve leadership and governance	num	146	185	73	150	180	216	259	311
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	123	291	130	156	187	225	270	324
II. Academic Indicators									
a. ELA performance index	PI	52.1	25.0	TBD	42.5	60.0	77.5	95.0	112.5
b. Math performance index	PI	59.7	10.0	TBD	29.0	48.0	67.0	86.0	105.0
c. Student scoring "proficient" or higher on ELA assessment	%	14%	0%	TBD	10%	20%	30%	40%	50%

New York State Education Department:
Local Education Agency (LEA) 1003(g) School Improvement Grant Application
Under 1003(g) of the Elementary and Secondary Education Act of 1965

d. Students scoring "proficient" or higher on Math assessment	%	17%	0%	TBD	10%	20%	30%	40%	50%
e. Average SAT score	score	1194	N/A						
f. Students taking PSAT	%	66.7%	N/A						
g. Students receiving Regents diploma with advanced designation	%	8%	N/A						
h. High school graduation rate	%	60.7%	N/A						
i. Ninth graders being retained	%	5.9%/8.5%	N/A						
j. High school graduates accepted into two or four year colleges	%	70.9%	N/A						

**Telephone calls will be conducted with LEAs to consider interim data and progress being made toward yearly targets*

Alternative #131 High School Attachment B
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average 2014-15	Baseline Data 2014-15	Actual for 2015-16 (when available)	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2020-21
I. Leading Indicators									
a. Number of minutes in the school year	min	69,000	90,120	90,120	90,120	90,120	90,120	90,120	90,120
b. Student participation in State ELA assessment	%	99%	100%	TBD	98%	98%	98%	98%	98%
c. Student participation in State Math assessment	%	99%	100%	TBD	98%	98%	98%	98%	98%
d. Drop-out rate	%	19%	57%	TBD	51%	45%	39%	33%	27%
e. Student average daily attendance	%	87.6%	70.1%	79.6%	81.6	83.6	85.6	87.6	89.6
f. Student completion of advanced coursework	%	11%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Suspension rate	%	14%	30%	31%	28%	25%	22%	19%	16%
h. Number of discipline referrals	num	917	929	1029	979	929	879	829	779
i. Chronic absenteeism rate	%	46%	69%	58%	56	54	52	50	48
j. Teacher attendance rate	%	91%	95%	94.9%	94.9%	95.5%	96%	96.5%	97%
k. Teachers rated as "effective" and "highly effective"	%	83%	50%	65%	65%	71%	78%	86%	95%
l. Hours of professional development to improve teacher performance	num	1279	414	368	442	530	636	763	915
m. Hours of professional development to improve leadership and governance	num	146	185	73	150	180	216	259	311
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	123	291	130	156	187	225	270	324
II. Academic Indicators									
a. ELA performance index	PI	124.0	43.9	TBD	59.5	75.1	90.7	106.3	121.9
b. Math performance index	PI	104.9	53.7	TBD	68.3	82.9	97.5	112.1	126.7
c. Student scoring "proficient" or higher on ELA assessment	%	45%	12.2%	TBD	20.9	29.6	38.3	47.0	55.7
d. Students scoring "proficient" or higher on Math assessment	%	20%	7.3%	TBD	16.5	25.7	34.9	44.1	53.3

**New York State Education Department:
Local Education Agency (LEA) 1003(g) School Improvement Grant Application
Under 1003(g) of the Elementary and Secondary Education Act of 1965**

e. Average SAT score	score	1194	1021	TBD	TBD	TBD	TBD	TBD	TBD
f. Students taking PSAT	%	66.7%	2.1%	TBD	TBD	TBD	TBD	TBD	TBD
g. Students receiving Regents diploma with advanced designation	%	8%	0%	TBD	1%	1%	1%	1%	1%
h. High school graduation rate	%	60.7%	9.8%	15%	20%	25%	30%	35%	40%
i. Ninth graders being retained	%	5.9%/8.2%	10.6%	TBD	TBD	TBD	TBD	TBD	TBD
j. High school graduates accepted into two or four year colleges	%	70.9% ^	35.7% ^	TBD	TBD	TBD	TBD	TBD	TBD

**Telephone calls will be conducted with LEAs to consider interim data and progress being made toward yearly targets.*

^Information from the National Student Clearinghouse details students "Enrolled in College the Fall Immediately After High School". School counselors may have access to information regarding actual acceptance numbers.



The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



2015-2016 School Year

BEDS Code	140600010040	
School Name	Academy School - #131 @ 4	
School Address	425 South Park Avenue, Buffalo, NY 14204	
District Name	Buffalo Public Schools	
School Leader	Michael Mogavero	
Dates of Review	November 4-5, 2015	
School Accountability Status	<input checked="" type="checkbox"/> Priority School <input type="checkbox"/> Focus School	
Type of Review	<input checked="" type="checkbox"/> District-led Review	
Review Team	Name	Affiliation/Title
Representative for the District responsible for the quality of the report and the adherence to DTSDE protocols		<input type="checkbox"/> District Employee <input checked="" type="checkbox"/> District Outside Educational Expert
Additional members		
Special Education School Improvement Specialist (SESIS) Representative	N/A	
Regional Bilingual Education Resource Network (RBE-RN) Representative	N/A	
Additional Team Members (Add rows as necessary)	Faye Walton	District Employee

School Information Sheet for #131 The Academy Schools

School Configuration (2015-16 data)					
Grade Configuration	7-12	Total Enrollment	183	SIG Recipient	NO
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2015-16)					
# Special Classes	1	# SETSS	0	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2015-16)					
# Visual Arts	16	# Music	9	# Drama	0
# Foreign Language	9	# Dance	0	# CTE	37
School Composition (most recent data)					
% Title I Population	66.1		% Attendance Rate	63.3	
% Free Lunch	66.1		% Reduced Lunch	0.0	
% Limited English Proficient	2.7		% Students with Disabilities	16.9	
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0.6		% Black or African American	72.1	
% Hispanic or Latino	11.5		% Asian or Native Hawaiian/Pacific Islander	0.6	
% White	13.1		% Multi-Racial	2.2	
Personnel (most recent data)					
Years Principal Assigned to School	5		# of Assistant Principals	1	
# of Deans	0		# of Counselors/Social Workers	1/1	
% of Teachers with No Valid Teaching Certificate	0.0		% Teaching Out of Certification	17.0	
% Teaching with Fewer Than 3 Years of Experience	33.0		Average Teacher Absences	5.2	
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	0.0		Mathematics Performance at levels 3 & 4	0.0	
Science Performance at levels 3 & 4 (4th Grade)	N/A		Science Performance at levels 3 & 4 (8th Grade)	7.7	
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4	12.2		Mathematics Performance at levels 3 & 4	7.3	
Global History Performance at levels 3 & 4	34.7		US History Performance at Levels 3 & 4	42.3	
4 Year Graduation Rate	9.8		6 Year Graduation Rate	11.1	
Regents Diploma w/ Advanced Designation	0		% ELA/Math Aspirational Performance Measures	5/3	
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District			Focus School Identified by a Focus District		
Priority School	X				

Adequate Yearly Progress (AYP) – Elementary

Met Adequate Yearly Progress (AYP) in ELA (2013-14) NO			
American Indian or Alaska Native		Black or African American	NO
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2013-14) NO			
American Indian or Alaska Native		Black or African American	NO
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2013-14) NO			
American Indian or Alaska Native		Black or African American	NO
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
Identify the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):			
1. Teachers will incorporate high CCLS instruction into their teaching practices and lesson planning			
2. The school leadership team will create an evidenced based system of collecting, monitoring, and sharing targeted and specific data relating to school initiatives			
3. All core teachers will be trained or retrained on the DDI process to drives lesson planning and instruction			
4. School leadership team will create and model for students appropriate expectations and procedures for daily activities			
5. School faculty staff and leadership will communicate with and engage parents in order to improve student attendance, academic achievement, and behaviors			

Adequate Yearly Progress (AYP) – Secondary

Met Adequate Yearly Progress (AYP) in ELA (2013-14) NO			
American Indian or Alaska Native		Black or African American	NO
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Mathematics (2013-14) NO			
American Indian or Alaska Native		Black or African American	NO
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			

Information about the review

- An Outside Educational Expert and a district representative led the review.
- Dr. Monica George-Fields was responsible for providing oversight on this review to ensure it aligned to the DTSDE vision and review protocols.
- The review team visited a total of 12 out of 20 (60%) classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey that 18 (9 %) completed.
- The school provided results of a staff survey that 26 (74 %) completed.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	OVERALL RATING FOR TENET 2:				Stage 1

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 3:					Stage 1

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 4:					Stage 1

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:					Stage 1

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 6:				Stage 2	

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Tenet Rating

STAGE 1

The school is in **Stage 1** for Tenet 2 – School Leader Practices and Decisions.

- The school leader is able to articulate short-term objectives of developing a school culture that is respected by the school and external community, lowering suspension rates, and ensuring that students are informed about their progress in school and how close they are to graduating. However, during a discussion with the school leader, a vision for the school was not articulated and, when asked, other staff members were not able to communicate a common long-term vision that was well known and understood by all. The inability to communicate a clear vision for the school has led to staff members and students struggling to understand how they should work together towards a common goal of achievement.
- Staff members do not consistently use available resources in the school in ways that optimize opportunities for student support and achievement. Although the school has a 21st Century grant for an extended learning time program, the limited offerings of activities during that time has led to an average of 15 students participating in the program and many students feeling as if the school does not provide opportunities to engage in non-competitive activities that would make the school feel more like a traditional school. In addition, the school has partnerships with Mid-Erie and GEAR UP but neither representative is a formal member of the school’s student support or PBIS teams where members of school staff review and discuss referrals for support. The lack of creative use of resources is leading to limited opportunities for students to be fully engaged in the school.
- To date, the school leader has yet to conduct formal observations aligned to instructional practices for teachers in the school and the school leader has reported that only 5-10 teachers have received feedback via a checklist that the school leader and assistant principal use when they visit classes unannounced. In addition, school leaders use the opportunities to make unannounced visits to classes to check on the goals that teachers have to improve for school culture, since socio-emotional supports is imperative to maintaining calm and safety, due to the student population in the school. However, school leaders also communicated that they have not created a schedule or plan to keep them on track with visiting classes and the checklist that they use does not have a component for providing feedback on the culture in classes. These practices are leading to teachers not receiving timely feedback on their instructional and student socio-emotional supports in the classroom.
- As a result of the early stages of creating basic structures to support students and adults and having conversations about ways to make the newly-connected middle school and high school one contiguous system of support for students, there is a lack of knowledge of what protocols exist in the school and how those protocols can benefit both students and teachers. During a meeting with staff members, one staff member stated, “The school is in the early stages of developing some structures to address students and teachers’ needs.” During the student support team meeting another staff member stated that there was no formal referral protocol for teachers to request assistance for students. During a teacher team meeting, teachers spent time discussing ideas for monitoring student behaviors. Yet the school reviewers later discovered that a form already existed for staff to request assistance for students in the middle school and although students and teachers confirmed that several staff

members regularly practice making positive phone calls to parents to promote improved student behavior, it was only visible and discussed in 1 of 12 classes that the school review team visited. In addition, a teacher stated that, at times, the calls they make to parents lead to students not knowing about the positive communication because of the struggles some students have with communicating with their parents. When the reviewer asked what the intent of the calls were and if the teachers believed they were achieving the impact they wanted with the calls, the response teachers provided was that at times teachers call probation officers, but they did not provide answers about monitoring and revising their practices to yield the greatest impact. The lack of monitoring and revising structures and practices is leading to teachers exerting efforts to support students in ways that do not recognize the uniqueness of their student population.

Recommendations:

- Collaborate with the staff to create a clear vision that the staff can articulate to the entire school community so that everyone begins to work to achieve common goals.
- Form a committee that consists of staff across the 7th – 12th continuum to discuss how the staff can use resources more effectively in the school to increase student engagement and commit to making the school better for everyone.
- Create a schedule and plan for conducting formal observations and unannounced classroom visits that the school leaders can use to ensure that all teachers receive timely feedback on their instructional practices.
- Communicate the expectations aligned to new protocols and structures to all staff members across the 7th – 12th grade continuum and develop a plan for monitoring the implementation of the protocols.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Tenet Rating

STAGE 1

The school is in **Stage 1** for Tenet 3 – Curriculum Development and Support.

- There is an expectation that teachers use the unit plans and pacing calendars outlined by the Buffalo City Schools District. However, the need to modify and adjust the material to address the needs of the school’s unique student population has not been completed. An examination of several unit plans provided by teachers in the school demonstrates that there are few to no adjustments made to address interventions targeted for the students of the school. The school leader stated that a formal outline for adjusting the unit plans and pacing calendars does not exist. The absence of a plan to assist teachers with adjusting the instructional material has led to inconsistent practices aligned to meeting the needs of various student subgroups that exist in the school.
- Teachers use a combination of the district’s pre-determined curriculum units and the New York State Common Core Modules, where available, to create lesson plans. In most classes, the reviewers noted that teachers’ lessons had objectives, essential questions, and Common Core Learning Standards. However, the teachers are in the beginning stages of using common planning time to formally examine

the curriculum and determine which materials would provide students with a variety of experiences that support and challenge their learning. In addition, teachers are able to use common planning time to meet vertically-aligned subject areas, but much needed horizontal meeting time to address cohorts of students has only been structured for the middle-school-level teachers. Teacher's lack of experience to fully benefit from the structures of common planning time and lack of the ability to focus on cohorts of students leads to limited complex material and stagnated achievement.

- There is no formal collaboration between the enrichment and core content teachers aligned to creating interdisciplinary units of study for students. Although there is time scheduled for the end of the day planning where the collaboration can take place, formal structures have not been put in place for teachers to meet. The school leaders stated, "It could take place at that time, but we just haven't organized it." The need for this type of experience for students is strongly aligned to students' desires to engage in activities that enhance academic instruction. When speaking with students and a parent, they stated that they miss the arts and music greatly and having them in the school would get students excited about attending class and the school. A student stated, "We don't have opportunities to do the things that other kids get to do in regular schools. We don't have anything special for us in this school." A parent stated, "My grandchild loves art. That's what she really wants to do. I wish this school gave her more opportunities to do it." The lack of teacher collaboration is limiting students' opportunities for interdisciplinary activities and teachers' abilities to enrich their instruction.
- Teachers use assessments to determine how students understand the unit work and at times, reviewers noted that teachers asked students to recap answers to questions; however, to date, the data from these assessments have not been synthesized and tracked for this school year. Although some school-wide data is available in the school leader's office, the room used to display specific subject- and grade-level data only has assessment data posted from 2013 and 2014. When members of the team asked school leaders about how their teachers and the school community were tracking student progress thus far, they responded, "We haven't done that work this year." The lack of timely data for all staff members to learn and understand is leading to teachers working in isolation to achieve individual goals that may not address the overall school goals.

Recommendations:

- Seek guidance and support for adjusting the instructional materials and communicate to teachers the level of latitude that exists for tweaking the pacing calendars to meet the various needs of the school's student population.
- Continue reinforcing the use of formal protocols during common planning times so that teachers can begin to select materials for instruction that will appropriately challenge students and increase opportunities for engagement.
- Arrange for technology and content-area teachers to meet at the end of the day during the planning time and arrange for the art teacher to meet with teachers during the morning common planning time so that they can develop interdisciplinary units.
- Ensure that teachers begin to track, discuss, and respond to assessment data so that the curriculum is adjusted in a timely manner to meet the needs of students.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Tenet Rating

STAGE 1

The school is in **Stage 1** for Tenet 4 – Teacher Practices and Decisions.

- The school leader has a vision for instruction that includes: student interactions; limited teacher-directed instruction; a beginning, middle, and end; a clear objective that has been explained thoroughly and clearly to students; group work that considers students' needs; teachers asking higher-order thinking questions; and, monitoring for understanding at the end of the lesson. However, the instruction offered in class does not consistently include all of the expectations articulated by the school leader. In 9 of 12 classes (75%) visited, reviewers observed teachers struggle with achieving high levels of student interactions, limiting direct teaching, group work, and monitoring for understanding. In one class, students struggled to solve a polynomial expression and asked many questions subsequent to the teacher directing them to proceed working independently. Using a 6 x 2 grid to chart the steps of multiplying parts of the expression, students raised their hands and asked, "And what about the next one? Is it xy ?" The teacher answered, "Well, look at it again. You are multiplying two of the same variable." After reviewing it, the student added the exponent. Another student stated, "And then the next one, is it xz^2 ?" The teacher corrected the answer. After the two students asked two more questions along the same line, the teacher stated, "Now that you told me the answers to the first four, I'll just write the remaining answers in the grid." However, the teacher became confused when attempting to complete the grid, which then led to one student shouting out the solution where the teacher was confused, another student shouting out possible solutions that were incorrect, and others showing signs of frustration.
- Although classes were found to have a range from 1 to 7 students during the instructional periods, students were consistently found completing packets of work or individual worksheets that were exactly the same and offered no opportunities for approaching the work differently. In 6 of 12 classes (50%), classes had 1 to 2 students and the teachers were providing instruction at the board in the front of the classroom while students sat far apart from each other in the middle and back of the room. The students informed the reviewers that small class size is normal in the school. A student stated, "Kids don't really come to school because it is boring here. Not all of the teachers help you. They get frustrated, but if I don't understand, I am going to ask a question. It's only like 3 to 4 kids in a class. You would think they would help us more." At one point of the review, one math teacher addressed one student's need to understand math in a way that the student was able to correctly engage with the work, while another teacher with two students struggled with math instruction. The opportunity to combine classes and have one teacher model for the other was not taken, preventing students from engaging in opportunities to learn and master subject areas by using various strategies and benefitting from working with peers and teachers with various skill sets.
- Although the reviewers noted that some teachers decided to work up close with their small groups of students attending their class, the norm of student-teacher relationships demonstrated tension between the two groups. As a result of students' struggles to develop positive relationships with some teachers and some teachers' hesitation to fully engage with students, the tone and tenor of many classrooms show signs of students not feeling intellectually safe and consequently limited positive

interactions between students and teachers. In one class, after a reviewer left the room a member of the team overheard a student ask, "Who is that lady?" The teacher responded, "She is from City Hall." The student then responded, "Oh, that's why you let me go to the bathroom? You wouldn't let me go if she wasn't in the room." Another student then chimed in and said, "Right, you being all nice to us now, but when she leaves you'll start yelling and being mean again." Other students loudly affirmed the students' statements and the teacher simply stated, "Just get back to work." In another class, when the reviewer and school leader entered the classroom, the teacher stood up from his desk and began to review the work with the five students attending the class. After a few moments of the teacher asking students for their answers to their packet, a student stated, "Oh, when all of a sudden do we review our work?" The teacher proceeded to ask questions of a student who had her head on the desk and appeared to be a little sleepy or disengaged. At that point another student stated, "Now you want to go over work? You don't do that any other time." Then a third student asked the teacher to repeat what he was asking of them and the teacher held up the worksheet packet and said, "The questions in the worksheet." The student appeared to be frustrated with the answer and loudly responded, "Shut-up." The teacher turned his attention back to the student in the front of the room, who still had her head on the desk and remained disengaged from the lesson.

- Although teachers are in the early stages of addressing students' writing skills by adopting the Brockton Writing model across the content areas, a proactive approach for students who struggle with reading and attendance have not been resolved. The school leader stated that due to high student absenteeism rate, teachers experience difficulty managing the time it takes to reteach concepts taught while the students are absent and staying aligned with the pacing calendar. "Students are absent for three or four days, and when they return they are lost. Then teachers have to reteach some curriculum, which causes teachers to struggle to keep pace with the curriculum that the district expects them to use." In reference to addressing the great number of students who score level one on the New York State English language arts assessment, a teacher stated, "Students come here and they have difficulty reading. How are they supposed to learn content if they can't read." Teachers not regularly adapting the instructional materials or incorporating strategies in lessons to address students' struggles and the early stage of implementing the Brockton Writing model are leading to students disengaging in lessons and increased student and teacher frustrations.

Recommendations:

- Provide further training in writing and asking higher-order thinking questions throughout their lessons.
- Reinforce the goal of having students experience increased interactions with working with peers in groups or directly with teachers by monitoring how teachers organize the logistics and progression of their lessons.
- Develop a strategy for visiting more teachers' classes for the purpose of examining student and teacher interactions. Then provide actionable feedback and strategies for teachers to begin to develop better student-teacher relationships during the instructional period.
- Provide teachers with training focused on differentiated teaching techniques of infusing reading and writing skills across the content area.

<p>Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</p>	<p>Tenet Rating</p>	<p>STAGE 1</p>
<p>The school is in <i>Stage 1</i> for Tenet 5 – Student Social and Emotional Developmental Health.</p>		
<ul style="list-style-type: none"> • The school community has a common understanding of what they want to accomplish aligned to student support. However, many staff members show signs of struggle in implementing the strategies necessary to deliver the expected support. While visiting the classes, the reviewers noticed that some teachers attempt to develop one-to-one relationships with students that can lead to all students feeling support. Other teachers create great distance between themselves and the students in the school, which prevent the ability to develop deep relationships. This uneven practice has resulted in the school’s inability to accomplish the level of support they envision to students. • The school does not have a curriculum that the staff uses for PBIS. (Positive Behavioral Intervention and Support) However, the school is in the beginning stages of discussing learning about and adopting a Restorative Justice curriculum next school year. In the meanwhile, the staff is discussing strategies aligned to PBIS. Although students have not participated or learned about Restorative Justice, a trip for a small group of students planned for the spring has become the event some students have become very excited about in the school. Not having a curriculum for PBIS and being in the early stages of discussions about Restorative Justice, students are experiencing varied ineffective strategies when teachers attempt to provide support. • The partnerships that the school has developed are centered around a limited number of community-based organizations. These organizations provide assistance with communications between the school and families, and students and the court system. The students have great appreciation for the representative from the Mid Erie agency. Several students stated that she is a great advocate when it comes to communicating with their probation officers. However, they noted that while she helps with the court-involved issues, the school personnel they were told to interact with in order to transition into a regular school setting are the counselors. During the conversation, a student announced that she wanted to remain in the school through high school due to the level of support she receives from staff members in the school. Conversely, a student stated, “I was told to be nice to the counselors because they have the connections to the schools, but I talk to Ms. Adamson because she can get to my probation officer.” The students seemed to indicate that the mixed messages caused a sense of dissonance for the students since they were developing a natural trust for one adult while being told to cultivate a relationship with other adults. In the latter case the relationship was not as organic. Although the counselors and representatives from the agencies informally work together, formal structures for collaborations have not been established. This informal and insulated approach to addressing students’ needs is leading to some students feeling supported while others are becoming confused to whose backing they should value and nurture. • There is no formal approach to collecting data around all supports for students. Staff members do not provide individual assistance and structures like advisory as a response to socio-emotional data. During the student support team meeting, it was stated that each agency and department in the school keeps track of their services, but a master tracking system does not exist. The lack of a robust system to collect and respond to data is limiting the proactive stance and strategies the school staff could implement to address 		

the needs of all students and families.

Recommendations:

- Collaborate with students, teachers, parents and community-based organizations to create a vision for Social Emotional Developmental Health.
- Develop a plan that incorporates protocols and processes to address the overall academic and socio-emotional health of the school community.
- Strengthen partnerships with community-based organizations that are connected to the specific needs and interests of students in the school.
- Implement a system for monitoring and measuring the social emotional developmental health impact when responding to students' needs intended for teachers as they address student needs.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Tenet Rating

STAGE 2

The school is in **Stage 2** for Tenet 6 – Family and Community Engagement.

- The school leader and staff members have a goal to increase parental involvement. Several events have taken place this year with robust participation from the staff, but little response was reciprocated from parents. This year's Back to School BBQ only yielded 4 parent participants. The school leader and staff members stated that they are planning to continue to work on events that encourage parents to become more involved with the school. However, the unique population of the students in the school may warrant the school leaders and staff members to look for non-traditional adult figures involved in students' lives. When asked if the school considered reaching out to those groups of adults or allowing students to suggest the adult that should represent them during parent-involvement events, the school leaders responded that they had not thought about doing so. As a result of a lack of parental involvement, the ability of the school to strengthen the student support is stagnated.
- When students are enrolled in the school an intake process is conducted that ensures that parents and new students understand the culture of the school and where the student is academically. The intake process and increased opportunities for parents to be more involved with the school are intended to develop ways for parents to proactively communicate with the school and for the school to have open communications with the parents. "We are trying to get parents to be active participants in their children's lives," a teacher said. Thus far, the school is optimistic about the new processes and events, but since they are in the early stages of implementation, the results of these efforts are unknown.
- Although the school has partnerships with two community-based organizations, staff members do not receive professional development for working more effectively with parents and families, leading to some staff members having more success developing relationships with parents over others.
- The school communicates attendance data and grades with parents via progress and quarterly reports. Due to the court involvement of many of the students, the school also reports credit accumulation and grades to probation officers, caseworkers, and other people and agencies involved in their students' lives. A parent stated that she had received a progress report, but did not know how her child was doing in any

class except one. Furthermore the parent was unable to articulate if her child was on track for doing well enough to transfer to a regular school, which was her desire. The periodic reporting of data limits parents' abilities to be proactive in their children's academic lives.

Recommendations:

- Continue with your efforts to increase parent involvement by sponsoring events that will draw the interest of both parents and students.
- Adjust the approach for reaching out to parents and families so that the effort of making positive calls and sending notices home reach people who can positively encourage students to do better in school.
- Develop more partnerships with agencies that are equipped to work with the entire family when addressing the needs of the student.
- Create a mechanism or document that communicates to parents and students exactly what students need to progress in the school and enable students to matriculate to a regular school if they so desire.

Report Quality Assurance from the District

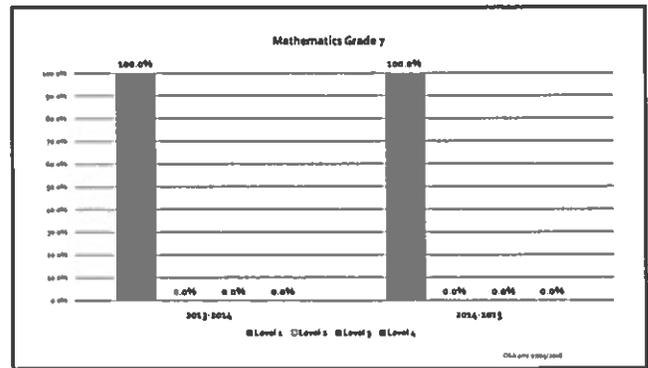
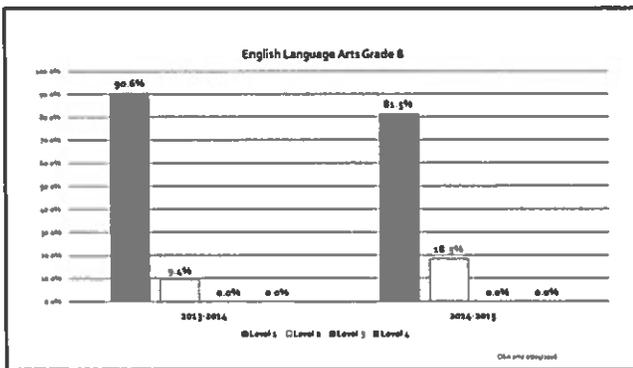
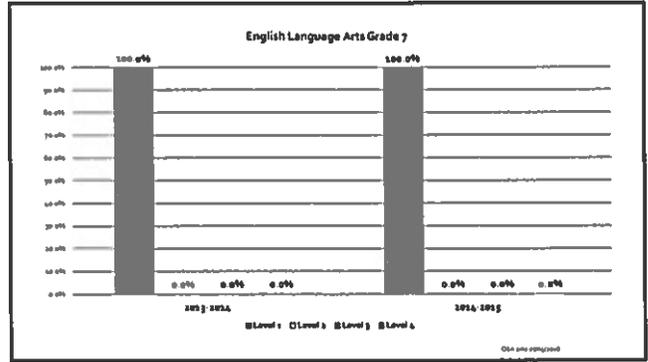
I certify that I have led this review on behalf of the district and assert that this District-led Review aligns with NYSED expectations and protocols.

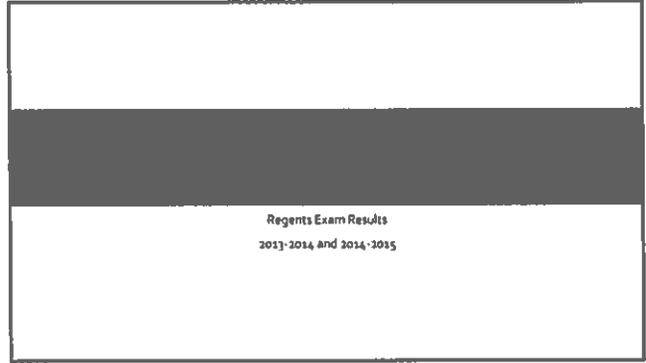
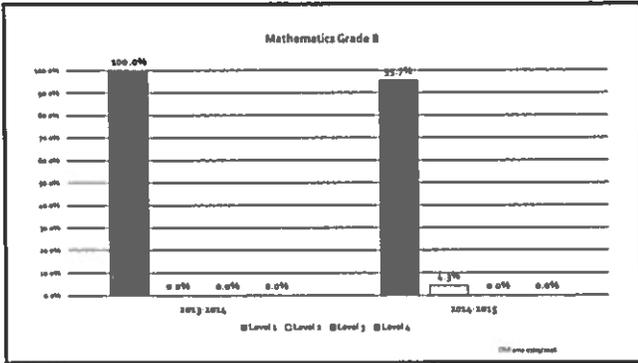
Name	Monica George-Fields
Title	Outside Educational Expert
District Lead Credential status (choose one)	<input checked="" type="checkbox"/> Issued by NYSED on On-going exemption provided by Assistant Commissioner Schwartz and School Review Director Stephen Earley. <input type="checkbox"/> Pending -- The requirements have been fulfilled, but I have yet to receive word from NYSED <input type="checkbox"/> Pending -- I have not yet fulfilled the requirements, but plan on doing so by the June 30, 2016. <input type="checkbox"/> N/A This is the only School Review with District Oversight and District-led review I am responsible for.

Appendix #2

ALTERNATIVE 131@4

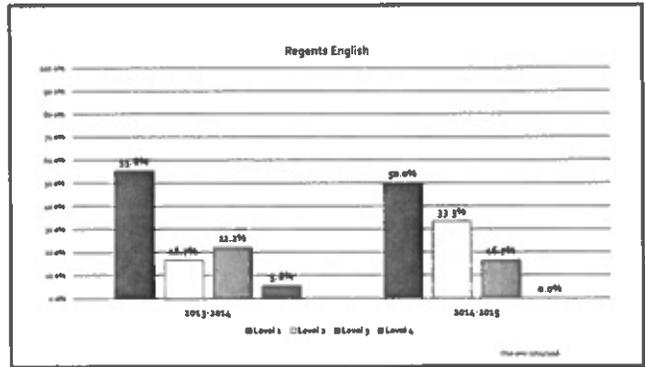
Grades 7 and 8 ELA and Math Results
2013-2014 and 2014-2015

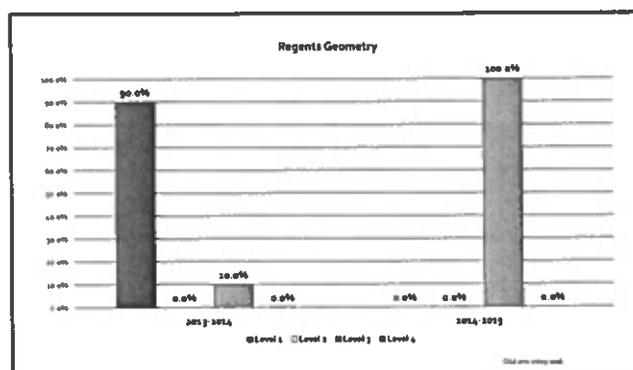
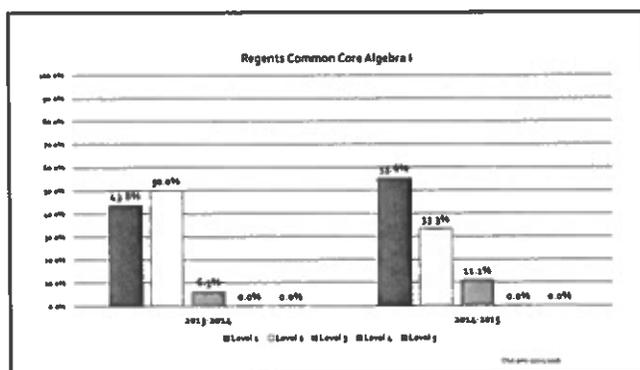
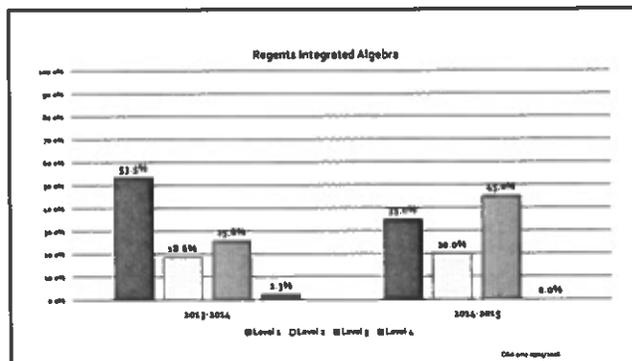
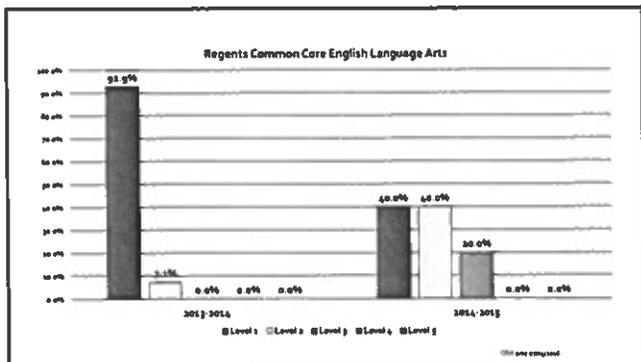


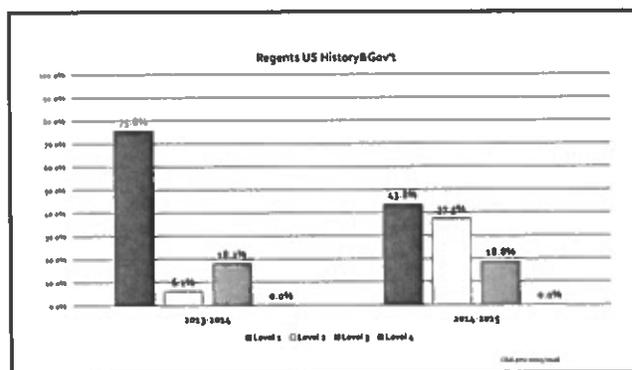
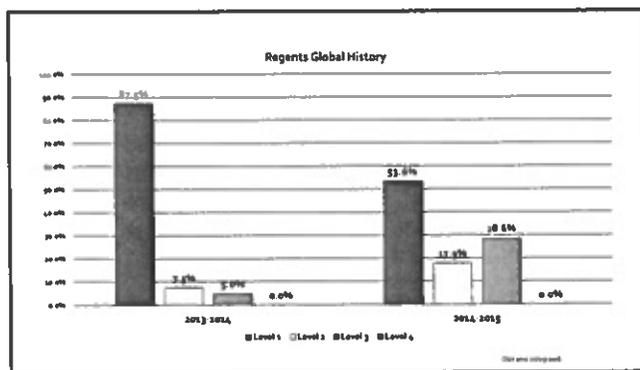
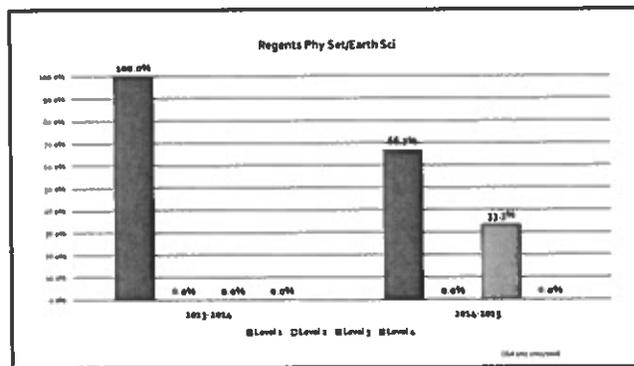
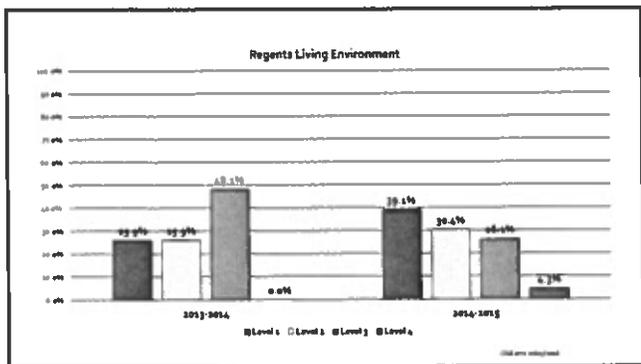


Regents Exam Results
2013-2014 and 2014-2015

- Regents Assessments based on Common Core Learning Standards have 5 performance levels:
 - English: level 1 = 0-54, level 2 = 55-64, level 3 = 65-78, level 4 = 79-86, level 5 = 85-100
 - Algebra I: level 1 = 0-54, level 2 = 55-64, level 3 = 65-73, level 4 = 74-84, level 5 = 85-100
 - Geometry: level 1 = 0-54, level 2 = 55-64, level 3 = 65-79, level 4 = 80-86, level 5 = 85-100
- Regents Assessments based on 2005 Learning Standards have 4 performance levels:
 - level 1 = 0-54, level 2 = 55-64, level 3 = 65-86, level 4 = 85-100









Appendix # 3

PLANNING CONFERENCE

Teacher _____

1. To which part of your curriculum does this lesson relate?
2. How does this learning “fit” in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do?
6. Will the students work individually or as a large group? Provide any worksheets or other materials the students will be using.
7. How will you differentiate instruction for different individuals or groups of students in the class?
8. What instructional materials or other resources, if any, will you use?
9. How and when will you know the students have learned what you intend?



Appendix # 4

POST OBSERVATION CONFERENCE

Teacher _____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

Professional Learning Plan for the Alternative Program				
Action	Time Line	Who is Responsible	Measure	Attended Audience
<p>School wide data-driven structure</p> <p>Teachers and leaders will get extensive professional development in the keys of Driven by Data:</p> <ul style="list-style-type: none"> •Assessments •Analysis •Action •Culture <p>Leaders will receive training in how to lead effective assessment analysis meetings and how to put in place a productive data-driven culture that defines a higher bar for rigor for all students. All of this is embedded within a strong instructional leadership model that includes observation and feedback, and curriculum planning.</p>	<p>Teacher Organizational Day and continuing during common planning time, early release and superintendent's conference days, job embedded professional development during common planning time.</p> <p>Saturday Professional Learning Opportunity</p>	<p>Office of Shared Accountability</p>	<p>Administrator will use the District Data Analysis Meeting Minutes Administrators participate in common planning time and the DDI process</p> <p>Administrator Walkthrough Protocol will be used for low inference evidence of professional practice in the use of data to inform, guide and modify instruction</p>	<p>Alternative Staff</p>
<p>NYSUT Rubric Training specific to:</p>	<p>Saturday Professional Learning Opportunity</p> <p>March 4, 2016</p>	<p>Office of Shared Accountability</p>	<p>Administrator Walkthrough Protocol for low inference</p>	<p>Alternative Staff</p>

<p>Unpacking the Objective CCLS Rigor Equity Cultural Competence High Expectations Developmental Appropriateness</p>	<p>April 16, 2016</p>		<p>evidence found in classrooms of the implementation of the CCLS, Rigor, Equity, Cultural Competence, High Expectations and Developmental Appropriateness.</p>	
<p>Culturally Responsive Practice Using the cultural knowledge, prior experiences, interaction, learning performance styles of diverse students and their families to make the system of public schooling more appropriate and responsive to their needs.</p>	<p>Introduction during Teacher Organizational Day.</p>	<p>Curriculum Assessment & Instruction</p>	<p>Administration Walkthrough Protocol for low inference evidence</p>	<p>Alternative Staff</p>
<p>Expectation that each classroom has an objective written on the board delineating what skill the teacher wants the student to learn and how the teacher is going to assess the skill has been mastered.</p>	<p>Job embedded professional development during common planning time based on Mastery Objectives Thinking: "What exactly do I want Administration will check lesson plans once a month and</p>	<p>Administration: Instructional Coach; Lead Transition Facilitator</p>	<p>Administration will check lesson plans once a month and provide feedback as necessary to ensure objectives are activity based</p> <p>Administration Walkthrough Protocol</p>	<p>Alternative Staff</p>

	<p>provide feedback as necessary to ensure objectives are activity based. Administration Walkthrough Protocol for low inference evidence students to know and be able to do when this lesson is over?" "How will I know they have learned it, that is, what will I take as evidence that the objective has been met?"</p>		<p>for low inference evidence</p>	
<p>Implementation of Restorative Practice</p>	<p>Job embedded professional development during common planning time and on early release day.</p>	<p>PBIS District Coordinator Administrators Assistant Principal Counselor's, Student Support Team</p>	<p>Administrator/Restorative Practice Implementation Team will use consistent progress checking of implementation effort, fidelity and outcomes. Administrator review office discipline referrals, suspension and attendance data (disrespect to teachers, cutting classes, classroom disruption, physical fights) to monitor the effect the</p>	<p>Alternative School Staff Universal Professional development includes the content that everyone needs to know, regardless of their role. . This will include information about importance of Restorative Practice to increase buy-in.</p>

<p>Step Up to Writing</p>	<p>After School @ Bennett High School</p>	<p>Staff Development Office</p>	<p>Restorative Practice is having on the school climate. Administration will check lesson plans once a month and provide feedback as necessary to ensure Step Up to Writing process is incorporated into their daily plans. Administration Walkthrough Protocol for low inference evidence</p>	<p>Alternative School Staff</p>
<p>Expectation that each classroom has an objective written on the board delineating what skill the teacher wants the student to learn and how the teacher is going to assess the skill has been mastered.</p>	<p>Job embedded professional development during common planning time based on Mastery Objectives Thinking: "What exactly do I want Administration will check lesson plans once a month and provide feedback as necessary to ensure objectives are activity</p>	<p>Administration; Instructional Coach; Lead Transition Facilitator</p>	<p>Administration will check lesson plans once a month and provide feedback as necessary to ensure objectives are activity based Administration Walkthrough Protocol for low inference evidence</p>	<p>Alternative School Staff</p>

Checklist for Determining Priority School Leader Qualifications Appendix 6

As part of New York State’s approved Elementary and Secondary Education Act (ESEA) Flexibility Waiver, the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader’s skills and competencies and the identified needs of the school.

Please complete the following form for each principal assigned beginning in the 2015-16 school year to lead a Priority School that is implementing a whole school reform model aligned to the ESEA waiver principles¹. The district must submit all required information, and the Superintendent must initial each assertion and sign the form. Failure to do so may jeopardize final State Education Department approval of the proposed whole school reform model.

Priority School Leader: (Select the option that applies)	<input type="checkbox"/> Current Leader Name: _____ Number of years as leader of school: _____
	<input type="checkbox"/> New Leader Name: _____ Date Hired: _____
	<input type="checkbox"/> Leader to be hired, not selected Anticipated date of hire: _____
District:	
School Name:	
Identified for (i.e., performance index, graduation rate, subgroups):	

Part 1: Description of Assigned Priority School Leader

Below is a list of core administrator competencies and leadership traits that have been shown to positively impact a school leader’s ability to lead a successful school.

If the district is planning on retaining the current school leader or has assigned a new leader to the school, the district must identify which of the competencies listed below are found within the leader. Additionally, the district is required to indicate how it assessed the leader’s competencies through observation or gathered evidence.

¹ This form need not be completed for schools that are currently implementing a 1003(g) School Improvement Grant (SIG) or School Innovation Fund Grant (SIF).

Checklist for Determining Priority School Leader Qualifications

If the district is planning on hiring a new leader, but has not yet done so, the district should review the competencies list, skip Questions 1 and 2 in this part, and complete Question 3 on page four of this document. In its response to Question 3, the district should provide information on how its hiring process will ensure that the leader selected has the listed competencies.

Please Note: It is understood that not every principal may have achieved each of these competencies at the time of his or her selection to implement the whole school reform model. NYSED is interested in ensuring that districts have a way to assess progress toward these competencies.

1. The district has either observed or gathered evidence that the identified principal:

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
Demonstrates the ability to identify effective teaching and learning, and the ability to convey to staff the impact of effective teaching and learning to the change process. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Develops, in a collaborative manner, measurable goals connected to student outcomes, and develops systems and structures to monitor progress toward those goals. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates the expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English language learners and students with disabilities in order to positively impact their educational outcomes. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Plans every action to be purposeful and aligned with the school's vision and the district's vision of student success and educator quality. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/>

Checklist for Determining Priority School Leader Qualifications

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
	Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Creates opportunities for meaningful dialogue with educators, students and families. Uses these opportunities to enhance reciprocal communication, to strengthen partnerships, and to achieve identified goals. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates the expertise to make frequent observations and provide actionable evidence-based feedback to teachers in ways that ensure that instruction is constantly improving in its alignment to the Common Core. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates the expertise to implement a whole school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate professional development in a way that ensures that teachers successfully utilize data to make instructional decisions. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates the expertise to create a professional environment where staff feel encouraged and supported. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates the expertise to create differentiated professional development opportunities that support teachers' improvement, including those that are	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/>

Checklist for Determining Priority School Leader Qualifications

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
new to the field. <input type="checkbox"/>	Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Understands the importance of race, ethnicity, language, class and gender in the process of interacting with all the constituencies involved in the school community, and cultivates a culture of respect for all. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Develops and shares a clear vision to ensure that all students, including high needs students, have access to resources and supports necessary to put them on the path for college and career readiness. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Incorporates data in the development of school policies and procedures, and uses data to monitor progress, to make adjustments when progress is not being made, and to determine success. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Understands and accepts the need for the school principal to bear personal accountability for student learning and other measures of school success. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Implements a system for regularly self-assessing and adjusting strategic improvement plans. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates expertise in providing	Annual principal evaluation <input type="checkbox"/>

Checklist for Determining Priority School Leader Qualifications

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
social-emotional supports for all students. <input type="checkbox"/>	Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>

2. **If the principal has been assigned (either as the current principal or as a new hire), please provide the following information as an attachment to this form:**
 - a. A one page narrative that includes a short biography of the assigned principal, the date of hire, and the rationale for the selection of this principal for this particular school. The rationale should highlight evidence of any of the core competencies and traits selected above.
 - b. An up-to-date resume that highlights the assigned principal's track record of success in leading the improvement of low-performing schools.
 - c. A description of how the principal will be supported by the district once hired.

3. **If the principal has not yet been hired, please provide the following information as an attachment to this form:**
 - a. A list of action steps the district is taking to ensure that the principal is in place as soon as possible. Please also provide information on how the timeline for hiring of the principal impacted teacher hiring for the 2015-2016 school year.
 - b. A job description for the position and a brief description of the hiring process. Describe how the district will ensure, through the hiring process, that the leader to be hired will have many of the competencies listed on pages two and three of this document.
 - c. A description of how the principal will be supported by the district once hired.

Checklist for Determining Priority School Leader Qualifications

Part II: District Assertions

By initialing the following assertions, and signing this form, the Superintendent (or the Chancellor in New York City) asserts that the assigned principal has been selected through a process that ensures that the assigned principal has the skills and competencies necessary to promote dramatic improvement of academic achievement results at the school.

<p>The District asserts the following in regards to the:</p> <p><input type="checkbox"/> Current Leader, _____</p> <p><input type="checkbox"/> New Leader, _____</p> <p><input type="checkbox"/> Leader to be Hired</p>	<p>Superintendent (or Chancellor) Initials</p>
<p>1. As evidenced by the information and materials provided by the district in this plan, the district believes that the assigned principal (<i>current or newly hired</i>) is qualified to lead the whole school reform effort.</p>	
<p>2. <i>If the principal has not yet been hired</i>, as evidenced by the information provided by the district, the district believes it has a rigorous principal selection process and support plan to ensure that any principal hired for the Priority School is qualified to lead the whole school reform effort.</p>	
<p>3. The assigned principal (<i>current or newly hired</i>) has not been rated Developing or Ineffective (or Unsatisfactory, prior to 2010) in the last five years.</p>	
<p>4. <i>If the principal has not yet been hired</i>, the district will ensure that any principal hired for the Priority School will not have been rated Developing or Ineffective (or Unsatisfactory, prior to 2010) in the last five years.</p>	
<p>5. The LEA (in connection with the EPO, if applicable) has an established process in place to replace the assigned principal; if it is determined that replacement of leadership is the best approach to ensuring school and student success.</p>	
<p>6. The district will provide any necessary resources, including additional professional development or assignment of a mentor, to support the assigned principal in the execution of his or her duties.</p>	

Superintendent Signature (In New York City, the Chancellor or designee) Date

BOARD OF EDUCATION
DEPARTMENT OF HUMAN RESOURCES
BUFFALO, NEW YORK 14202

RECRUITMENT BULLETIN #15-251
MAY 13, 2016

PRINCIPAL

NOTICE OF POSITION

POSITION:

The Superintendent of Schools, Dr. Kriner Cash, seeks a highly motivated transformational leader for the position of principal. The principal provides school building leadership for all school programs and collaborates with district leaders to achieve district goals and initiatives.

PRINCIPAL

APPLICATION:

Candidates must complete an on-line application available at www.buffaloschools.org/jobs and submit a resumé.

YOUR RESUME MUST BE IN THE BUFFALO FORMAT! Please click on the tab "Becoming an Administrator" to download the Buffalo Format for your resume. Any questions should be directed to Brian T. Lorentz, Associate Superintendent for Human Resources, (716) 816-3668.

Applications successfully received will generate a confirmation email to the account listed on the application. If you do not receive a confirmation email, (be sure to check your junk and spam mail) we cannot guarantee that your application was received. You must submit an application until you receive a confirmation email.

QUALIFICATIONS:

Candidates must hold a Master's degree, and a New York State School District Administrator (SDA), New York State School Supervisor (SAS), or School Building Leader (SBL) certificate.

Candidates must have a minimum of eight years combined certificated teaching and supervisory experience, with a minimum of two years at the supervisory level. Candidates with prior Principal or administrative experience in an urban school district or in a district with a large diverse population are preferred.

POSITION:

Buffalo Public Schools seeks a highly effective administrator with a track record of success. We seek an instructional leader who also possesses an exemplary managerial and operational skill-set and who will do whatever it takes to transform the school to a high performing educational facility.

The new leader will change the public's ideas about how people learn in the 21st century and will redefine expectations about what young people in America's urban centers are capable of achieving. The new principal will have a significant level of autonomy and flexibility to drive instructional, budgetary and strategic practices.

The new principal will receive high levels of support in demand for high levels of accountability. This will be provided through the Office of School Leadership. The district will empower school leaders. In exchange, the

district holds instructional staff accountable for student learning, their own professional development, and their contributions to the school learning community.

RESPONSIBILITIES: Candidates are responsible for, but not limited to the following:

Instructional Leadership

- create and communicate a School Comprehensive Education Plan (SCEP) aligned with the District's vision and goals;
- conduct classroom observations and evaluations of teachers that lead to positive changes in teacher practices and increased student outcomes;
- assess the strengths and areas in need of improvement of faculty and staff based on a sound knowledge base;
- communicate school-wide changes and anticipated actions with the support of data;
- work to develop and maintain clear lines of communication and collaboration between staff, administrators, students and parents for the purpose of increasing student outcomes;

Teaching and Learning

- establish priority areas for instructional focus and make necessary changes in those areas to strengthen teaching and improve student learning;
- ensure that all school leaders and instructional staff monitor progress regularly, and systematically make adjustments to strengthen teaching and student learning;

Curriculum

- collaboratively conduct a comprehensive curriculum review to ensure that the curriculum aligns with state and local standards and meets the needs of all students in the school, including students with disabilities and English Language Learners;
- rigorously monitor the alignment of the written, taught, and assessed curriculum using scope and sequence documents and pacing calendars;

Collection, Analysis, and Utilization of Data

- ensure improved student achievement by analyzing data, using data to inform decisions and drive for results
- set high performance goals for all students in the school
- monitor standards for achievement, aligning school resources, and prioritizing activities to achieve maximum results.

Infrastructure for Student Success

- champion system mission, core values, and strategic objectives
- ensure a collaborative culture by expecting teams to set standards for their work, and take action to meet the standards
- develop effective processes to plan for continuous improvement, solve problems, and to achieve desired results
- foster a positive school climate where student discipline concerns are addressed in a manner that promotes student responsibility and mutual respect; and

Professional Development

- arrange for targeted professional development based on analyses of achievement and instruction, differentiated according to teacher needs and the subject areas targeted for instructional improvement.
- develop others by providing coaching and support, expressing positive expectations, and selecting data-driven professional development opportunities

SELECTION: Appointment will be made by the Board of Education upon the recommendation of the Superintendent following assessment of training, experience, credentials, certifications and evaluation of service. Personal interviews will be scheduled where appropriate.

SALARY: Principal's salary schedule.

FUNDING: Pending Funding

**FINAL DATE
FOR FILING:** **June 16, 2016**

**DR. KRINER CASH,
SUPERINTENDENT OF SCHOOLS**

Michael J. Mogavero
165 Tuscarora Road
Buffalo, NY 14220
(716)713-8003

I. Certification Areas

NYS School District Administrator-Permanent

Valid Date: February 1, 2005/Expiration Date: January 1, 2099

NYS School Administrator/Supervisor-Permanent

Valid date: February 1, 2005/Expiration Date: January 1, 2099

NYS Physical Education Teacher-Permanent

Valid Date: September 1, 1993/Expiration Date: January 1, 2099

Lead Evaluator Certification- Buffalo Schools (current and recertified yearly)

II. Education

Certificate of Advanced Study: Buffalo State College. (1995-1997) GPA: 3.4

Master Degree in Multidisciplinary Studies: Buffalo State College. (1990-1993) GPA: 3.2

Bachelor of Science in Physical Education: University at Buffalo. (1982-1986) GPA: 2.8

III. Teaching Experience

Physical Education and Health Education Teacher: Riverside High School. (March 1989- June 1998)

Substitute Teacher: Buffalo Public Schools/per diem basis. (January 1987-March 1989)

IV. Administrative Experience

Principal: Buffalo Public Schools, The Academy School 131 @ #4 (July 2011-Present)

Principal Assigned to Buffalo Public School Athletic Department: (October 2010-June 2011)

Principal: Buffalo Public Schools, Riverside High School. (July 2004-October 2010)

Principal: Buffalo Public Schools, Buffalo Traditional School. (July 2003-June 2004)

Assistant Principal: Buffalo Public Schools, South Park High School. (June 1998-June 2003)

V. Related Training and Coursework

Participating in Leveraged Leadership Training with PLC Associates 2015-2016 school year to calibrate Appr with other building administrators.

Lead Evaluator Certification August 2015 (Admin. Leadership Development-McKinley H.S.)

De-escalation training in the classroom: November 2014/November 2015

ODR training all staff October 2015

VADIR Prep Part 1 and 2 February/March 2015

DDI/APPR/Rating SLO's/DTSDE training August 2013-August 2015

RttT-APPR Inter Rater Reliability June 30, 2014-July 3, 2014 (WNED)

RttT-APPR-Evaluating Teachers of ELL's and SWD-January 2015 (WNED)

Principal and Central Office Administrator's Leadership Meetings- Monthly/September-June

SBMT/SCEP Work Session Training May 2014 (WNED)

Leadership Retreat (Beaver Hollow-Java, NY) 3 Days August 2011/August 2012

Harvard Graduate School of Education-Leadership Development- June 2010 (5Days)

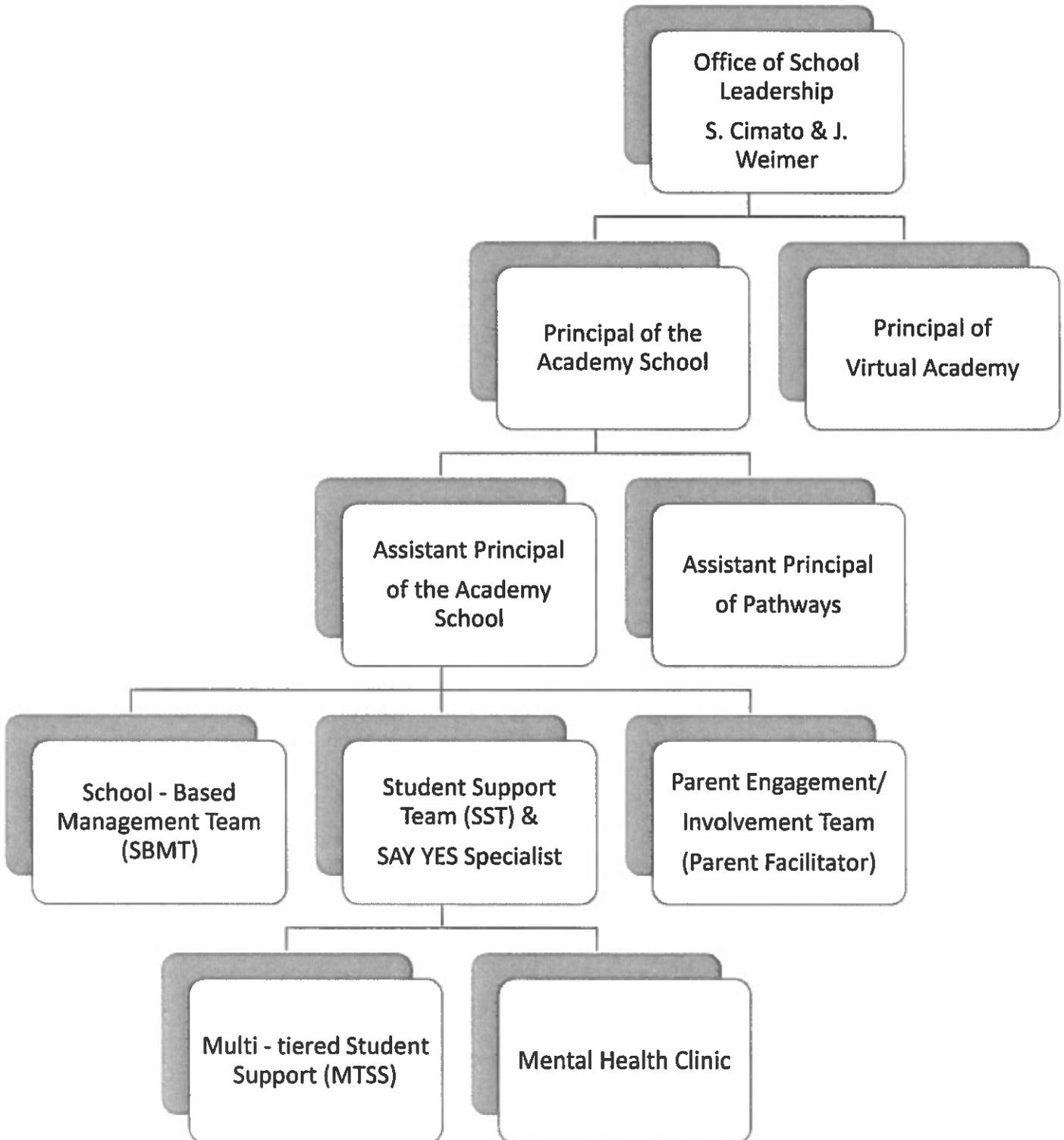
Cambridge, Mass.

Attachment C and Appendix 9
 Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
Northwest Community Buffalo Health Care Center 155 Lawn Avenue Buffalo, NY 14207	Grabiarcz Campus School of Technology	25 Lawn Ave., Buffalo 14207 Get Driving Directions Grades PK-8 • Hours: 7:55-2:35 Phone: 716.816.4040 Fax: 716.871.6115 Principal: Gregory Mott
716-876-8108 (T) 716-876-5048 (F)	West Hertel Academy	489 Hertel Ave. Buffalo, NY 14207 Phone: 716.816.4150 Fax: 716.871.6111 Principal: Cecellie A. Owens
	Riverside Institute of Technology	51 Ontario St. Buffalo NY 14207 Phone: 716.816.4360 Fax: 716.871.6046 Principal: Ella Dunne
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.) Buffalo Public Schools	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.) Buffalo Public School 701 City Hall Buffalo, NY 14202
Say Yes to Education (SYTE) 712 Main St, Buffalo, NY 14202 Phone: (716) 247-5310 David Russ		

<p>Partner Organization Name and Contact Information and description of type of service provided.</p> <p>University of Buffalo (UB) Gear Up University at Buffalo 367 Baldy Hall Buffalo, NY 14260-1000 Tel: (716) 645-6640 Fax: (716) 645-2479</p>	<p>Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p> <p>Bennett High School #200 Burgard High School #301 East High School #307 Lafayette High School #204 Riverside High School #205</p>	<p>Dr. David Mauricio, Chief for Strategic and Innovative Alignment 716-816.3500</p> <p>References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p> <p>Bert Stevenson, Principal 716.816.4250 Charlene Watson, Principal 716.816.4450 Jan Bowden, Principal 716.816.4520 Denise Clark, Principal 716.816.4340 Ella Dunne, Principal 716-816.4360</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p> <p>REACH, LLC Monica Fields-George, PhD mfgorge@reachedsolutions.com DTSDE Review</p>	<p>Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p> <p>Education Achievement Authority of Michigan</p>	<p>References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p> <p>Education Achievement Authority of Michigan 300 River Place Suite 3600 Detroit, MI 48207 vconforme@eaofmichigan.org</p>

ALTERNATIVE SCHOOL Organizational Chart



2015-2016 APPR Time Line

July 2016

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)
- **Principal Lead Evaluator Certification:** (PLE 1-9)

August 2016

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

September 2016

- **TIPS/PIPS due 9/19/16**
- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

October 2016

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

November 2016

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

December 2016

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)
- **APPR 3012d Deadline:** December 31, 2016

January 2017

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

February 2017

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

March 2017

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

April 2017

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)

May 2017

- **Lead Evaluator Certification:** Session 1- Observations, SLO, Evidence Collection (LE 1,5,6); Session 2 – NYSUT Rubric Training, TIPS, Calibration (LE 1,2,3,4); Session 3 – Special Education, ENL, Scoring (LE 7,8,9)
- **APPR Deadline:** All APPR work must be entered in to eDoctrina by May 25, 2017.

*Additional dates will be added once a 3012-d plan has been adopted by the District.

2016-2017 BUFFALO PUBLIC SCHOOLS CALENDAR (APPROVED 5/11/16)

JULY 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2016

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2017

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2017

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Days of Session/Attendance

Month	Teacher	PK-8	H.S.*	Month	Teacher	PK-8	H.S.*
Sept	21	19	19	Feb	15	15	15
Oct	20	20	20	Mar	23	23	23
Nov	18	18	18	April	14	13	13
Dec	17	17	17	May	21	20	20
Jan	20	20	16	June	17	17	10

Total Teacher Days: 186

Total Student Days: PK-8=182 HS=171 (Appendix #12)

IMPORTANT DATES

July	4 Schools & Central Office closed
September	1,2 Sup't. Conf. Day (professional development) 5 Labor Day (central office also closed) 6 First Day of School
October	5 Early Release Day (BEDS Day) 10 Columbus Day (central office also closed)
November	8 Election Day (central office also closed) 11 Veterans Day (central office also closed) 24, 25 Thanksgiving Recess (central office also closed)
December	26-30 Winter Recess 26, 27 Central Office Also Closed
January	2 New Years Day observed (central office also closed) 16 M.L. King Jr. Day (central office also closed) 24-27 High School Regents Exams
February	20 President's Day (central office also closed) 21-24 Mid-winter Recess
March	27-31 3-8 ELA Testing Window
April	4 Early Release Day 5 Sup't. Conf. Day 10-17 Spring Recess 14-17 Central Office Also Closed
May	1-5 3-8 Math Testing Window 9 Early Release Day 10 Sup't. Conf. Day 26 Schools Closed 29 Memorial Day (central office also closed)
June	14-22 High School Regents Exams 23 Last Day of School

-  H.S. Regents Exams
-  3-8 NYSED Testing
-  Schools Closed

-  Central Office Also Closed
-  Sup't. Conference Day
-  Early Release Day

*As per past practice, student attendance is not taken on Sup't. Conf. Days (9/1, 9/2, 4/5, 5/10) or H.S. Regents Exam days (1/24-27, 6/14-22) therefore these days are *excluded from days of attendance*

Course _____

Data Analysis Meeting Minutes

Date _____

Participants

Teacher	Teacher	Administrator/Presenter
1 Facilitator	7	
2 Recorder	8	
3 Timekeeper	9	
4	10	
5	11	
6	12	

Purpose of the Meeting: What outcomes are desired? What is the issue for focus?

What Worked: What worked from last time? What evidence do we have of success? What are the assessments showing?

Challenges/Issues: Based on the data, what is an urgent issue or need?

Proposed Action: (Brainstorm) What are possible actions or next steps?

Action Plan: This is what we have agreed to do between now and the next meeting.

Academy School
MTSS Progress-Monitoring Worksheet

Appendix # 15

Name: _____ Teacher: _____ Course: _____

STEP 1

A. Identify the Student Problem: Describe in clear, specific terms the student academic or behavioral problem:

B. Select a Data Collection Method: Choose a method of data collection to measure whether the classroom intervention actually improves the identified student problem (e.g., curriculum-based measurement, etc.)”

How frequently will this data be collected? _____ times per _____

C. Collect Data to Calculate Baseline: What method from the choices below will be used to estimate the student’s baseline (starting) performance? (NOTE: Generally, at least 3-5 baseline data points are recommended.)

- From a total of _____ observations, select the mean value.
- From a total of _____ observations, select the total value.

Baseline	3. Date: ____/____/____ Obsv: _____
1. Date: ____/____/____ Obsv: _____	4. Date: ____/____/____ Obsv: _____
2. Date: ____/____/____ Obsv: _____	5. Date: ____/____/____ Obsv: _____

STEP II

D. Hypothesis (Identify possible causes of the behavior or academic problem based on observations, testing, interviews, etc.)

Step III [Person responsible for Intervention will be: _____]

E. Determine Intervention Timespan: The intervention will last ____ instructional weeks and end on ____/____/____.

F. Set a Performance Goal: What is the student expected to achieve if the intervention is successful? *At the end of the intervention, it is predicted that the student will reach this performance goal:*

G. Decide How Student Progress is to Be Summarized: Select a method for summarizing student progress (‘outcome’) attained when the intervention ends. *Student progress at the end of the intervention is to be summarized by:*

- Computing the mean value from the final ____ data-points.
- [For time-series graphs]: Calculating the value on the graph trend line at the point that it intercepts the intervention end date.
- Other (trials, frequency, sequences): _____

Step IV

H. Evaluate the Intervention Outcome: At the end of the intervention, compare the student progress to the goal. If actual progress meets or exceeds goal, the intervention is judged successful.

The students ACTUAL PERFORMANCE (Step F) is:
The PERFORMANCE GOAL

SET-UP

BASELINE

PROGRESS-MONITORING

for improvement (Step E) is:

Student: _____

Grade: _____

Teacher: _____

School Year: _____

Progress-Monitoring

1. Date: ___/___/___ Obsv: _____

11. Date: ___/___/___ Obsv: _____

2. Date: ___/___/___ Obsv: _____

12. Date: ___/___/___ Obsv: _____

3. Date: ___/___/___ Obsv: _____

13. Date: ___/___/___ Obsv: _____

4. Date: ___/___/___ Obsv: _____

14. Date: ___/___/___ Obsv: _____

5. Date: ___/___/___ Obsv: _____

15. Date: ___/___/___ Obsv: _____

6. Date: ___/___/___ Obsv: _____

16. Date: ___/___/___ Obsv: _____

7. Date: ___/___/___ Obsv: _____

17. Date: ___/___/___ Obsv: _____

8. Date: ___/___/___ Obsv: _____

18. Date: ___/___/___ Obsv: _____

9. Date: ___/___/___ Obsv: _____

19. Date: ___/___/___ Obsv: _____

10. Date: ___/___/___ Obsv: _____

20. Date: ___/___/___ Obsv: _____

Alternative School Entrance/Extended Absence Transition Plan

Target: *Students entering or re-entering the school after any extended absence (3 days or more, including suspensions)*

Rationale:

To reduce disruptive behaviors of returning students

To allow returning students the opportunity to enter class 'on topic'

To maintain performance of students who have been in regular attendance, especially those who are easily distracted by the negative actions of returning students

To encourage consistent attendance and provide structured routine

Procedure:

*Students entering/returning from extended absence will be assigned a transition room (on the second floor). They will remain in this room from arrival (8:00 a.m.) until dismissal (2:00 p.m.). Teachers will provide work which will be returned in at the end of the assignment period. New assignments **will not** be issued until the previous assignments are returned for grading. While in transition, students will adhere to the following sample schedule:*

<i>8:00 – 8:15</i>	<i>Sign In & breakfast</i>
<i>8:15 – 8:45</i>	<i>Assigned Reading</i>
<i>8:45 – 9:30</i>	<i>Academic Area 1 (Student Choice)</i>
<i>9:30 – 9:45</i>	<i>Break</i>
<i>9:45 – 10:30</i>	<i>Academic Area 2 (Student Choice)</i>
<i>10:30 – 10:45</i>	<i>Independent Reading</i>
<i>10:45 – 11:30</i>	<i>Academic Area 3 (Student Choice)</i>
<i>11:30 – 12:00</i>	<i>Lunch</i>
<i>12:00 – 12:45</i>	<i>Academic Area 4 (Student Choice)</i>
<i>12:45 – 1:30</i>	<i>Elective (Health, Lab, PE, PIG/Econ, etc.)</i>
<i>1:30 – 1:50</i>	<i>Reflection (Journaling)</i>
<i>1:50 – 2:00</i>	<i>Break & Dismissal</i>

*Transition term: 10 **CONSECUTIVE** School Days. Any absence (excused or unexcused) will result in an extension of transition time. Three tardy days will equal one (1) absence. There is **NO FREE TIME**. In the event an assignment is completed, the student will be required to complete an additional reading or writing assignment until the end of the 'period'.*

ACADEMY @ 44 TRANSITION PROGRAM

Student Name: _____ Grade _____

Transition Dates:

Entry Date: _____

Potential Exit Date: _____

Courses and Instructors:

ELA _____

Math _____

Science _____

Social Studies _____

Lab (specify) _____

Health _____

Music _____

Electives (specify): _____

I agree to participate in the transition program for ten (10) consecutive school days, beginning on the date noted above. I understand that any absence, excused or unexcused will extend my time in transition. I understand that any three (3) times I am tardy will equal one (1) absence and will extend my transition. I understand and agree to these terms for re entry into the Academy School.

Student Signature: _____

Parent/Guardian Name (printed): _____

Parent/Guardian Signature (if under 18): _____

Contact Number: _____ Date: _____

OFFICE USE ONLY: Student File Copy sent to cooperating agency

Cooperating Agency: CPS Probation/Parole Family Court

Other (specify): _____

**Communication and Stakeholder Involvement/Engagement
Regular and Systematic Updates to Stakeholders**

Audience	Communication Goal	Method, Time, and Place
Parents	<ul style="list-style-type: none"> ▪ First concern is with the experience of their own children, and then with their how their school measures up. ▪ Balance reporting that includes strengths and weaknesses accompanied by what the school is doing to improve. ▪ Provide concrete examples of what is changing or what is new appeal to parent audiences. 	<ul style="list-style-type: none"> ▪ Quarterly formal stakeholder meetings ▪ Monthly informal school meetings ▪ Parent activities, e.g., “coffee with the principal,” parent breakfasts, etc. ▪ Weekly newsletters (digital available) ▪ School website
Teachers	<ul style="list-style-type: none"> ▪ Teachers want to know how their own students are doing, whether their change efforts are paying off, and even how they measure up. ▪ Teachers who see no change need evidence that the change has positive results. Teachers who eagerly embrace change seek validation for their efforts. ▪ Descriptive, nonjudgmental findings supported by measures internal and external to the school and evidence of the relationships between activities and outcomes can help teachers. 	<ul style="list-style-type: none"> ▪ Quarterly formal stakeholder meetings ▪ Monthly informal school meetings ▪ Faculty and grade-level team meetings ▪ Professional learning communities ▪ Data meetings following benchmark assessments ▪ Data wall ▪ Weekly newsletters (digital available) ▪ School website
Community	<ul style="list-style-type: none"> ▪ Political audiences, the board of education, the press, and community members who do not have students at the school are less interested in the details. ▪ Message must be both important and credible. ▪ These audiences are likely to want explanations and recommendations supported by data. 	<ul style="list-style-type: none"> ▪ Quarterly formal stakeholder meetings ▪ Monthly informal school meetings ▪ Quarterly progress review sessions with the Office of School Leadership. ▪ Weekly newsletters (digital available) ▪ School website

Alternative School

<p>Goal: The goal is to provide students with CCLS aligned ELA and math curricula and instruction.</p> <ul style="list-style-type: none"> ▪ By June 2017, there will be a performance increase of 17.5 points on the 7th and 8th grade ELA assessment and a performance increase of 15.6 point on the ELA Regent and Common Core Exam to close the achievement gap between the Academy School students and BCSD students. ▪ By June 2017, there will be a performance increase of 19 points on the 7th and 8th grade math assessment and a performance increase of 14.6 point on the math Regent and/or Common Core exams, to close the achievement gap between the Academy School students and BCSD students. 				
Area of Focus	Strategies	Indicators of Success	Timeline	Responsibility
Lesson Planning	Professional development Training	<ul style="list-style-type: none"> ▪ Lesson plan will include mastery objective ▪ Lesson plans will include data-driven instruction and re-teaching 	Sep 2016 June 2017	Administration
Curriculum and Instruction	Professional development trainings	<ul style="list-style-type: none"> ▪ Having a solid and strategic professional development plan read to be implemented starting September 2016. ▪ Training for the administrators and teachers of the school. ▪ Implementation of common set of instructional practices that support increased discourse in literacy and mathematics ▪ Teachers identify and execute new ways of differentiating instruction within the modules 	Sep 2016 – June 2017	District administrators, administrators, instructional coaches
	Collaborative planning	<ul style="list-style-type: none"> ▪ Time for collaboration build into the school day and calendar ▪ Team norms to guide collaboration during common planning/grade level meetings within subject area ▪ Common assessments grade – level/content – based strategies 	September 2016 – June 2017	Administration, instructional coaches, teachers
	Instruction and coaching	<ul style="list-style-type: none"> ▪ Improved instructional knowledge and skills among teachers ▪ Develop and establish protocols for monitoring and feedback. ▪ Application of instructional shifts and best practices in instruction as measured by instructional observations ▪ Increased student achievement ▪ Increased use of instructional technology practices and resources ▪ Incorporation of additional curricular materials that reflect rigorous college and career standards 	September 2016 – June 2017	Administration, instructional coaches, teachers and school leadership teams



Buffalo Public Schools

Grants Development Department

419 City Hall • Buffalo, New York 14202
Telephone: (716) 816-3625 • Fax: (716) 851-3968

District Attachments

Included with the
Buffalo City School District
Individual School
SIG 7 application

Submitted July 20, 2016

Appendix A - New Education Bargain



*“The New Education Bargain
with Students and Parents”*

RIGOROUS EARLY ELEMENTARY EDUCATION

STRONG COMMUNITY SCHOOLS

NEW INNOVATIVE HIGH SCHOOLS

EXTENDED LEARNING EXCELLENCE FOR ALL OUR STUDENTS

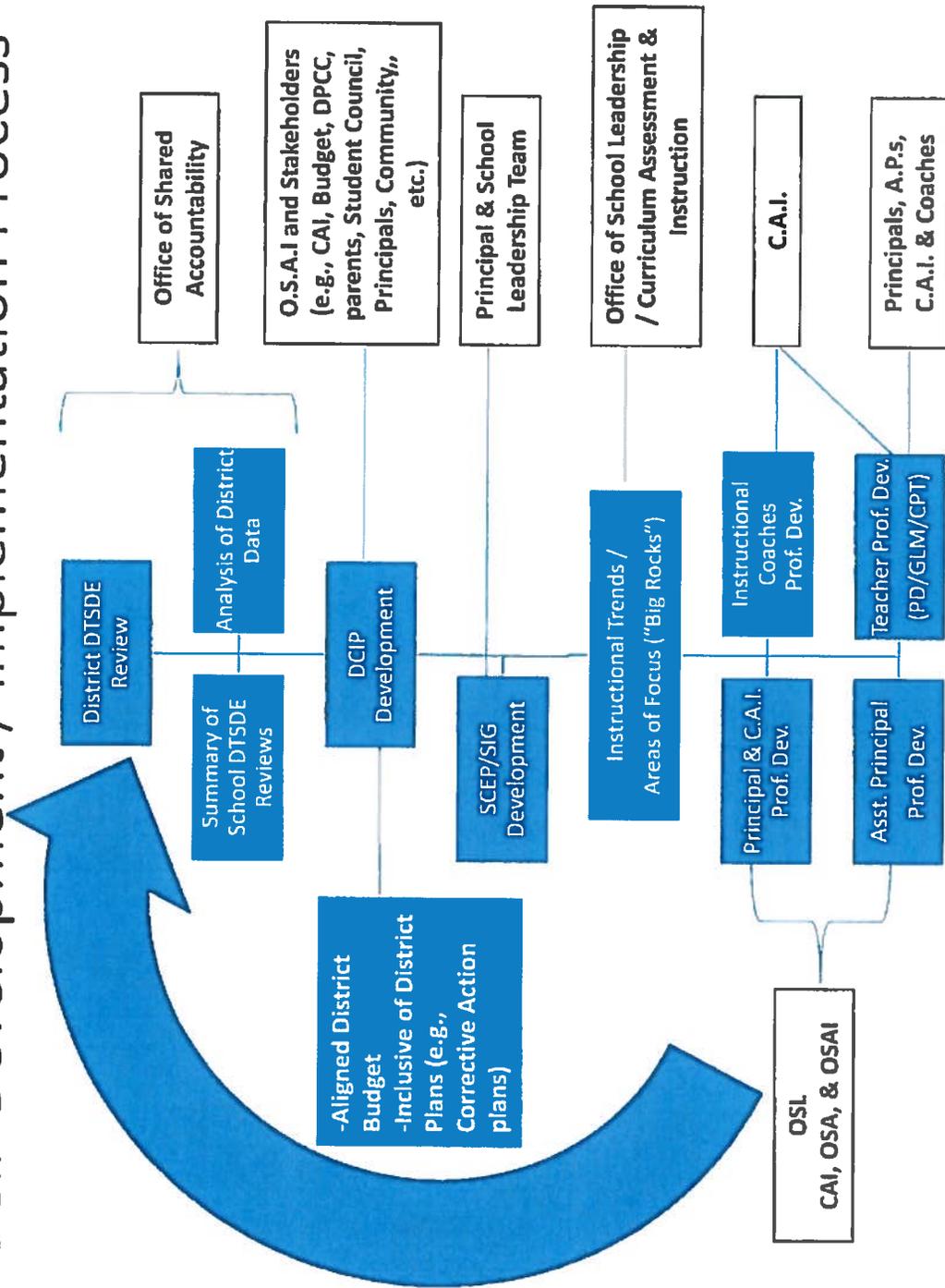
SERVICES FOR OUR NEEDIEST CHILDREN AND FAMILIES

NEW RELATIONSHIP WITH OUR TEACHERS

**Ensure the BEST Instruction for ALL our Children -
Every day, in Every classroom, in Every subject, for Every year of school**

Appendix B – DCIP Development Implementation Process

DCIP Development / Implementation Process



Attachment C – Staffing – School-Based Budget

NON-NEGOTIABLE STAFFING LEVELS:

The following table outlines staffing and scheduling requirements that must be adhered to:

Subject Area	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12	Class Size
Physical Education	One 30 minute class / 6 days	Two periods (length 40-45 minutes depending on building schedule) / 6 day cycle	Three periods (length 40-45 minutes depending on building schedule) / 6 day cycle	3 periods (length 40-45 minutes depending on building schedule) / 6 day cycle	Budget for formula has allotted staff based on sections at each grade level Swimming - 25 for safety, contract allows for 35 "Second set of eyes" trained in the defibrillator
Music	One 30 minute class / 6 days	Two periods (length 40-45 minutes depending on building schedule) / 6 day cycle	One-half unit (one period daily for at least one semester or one period three days) / 6 day cycle	One unit of credit in art and/or music (one period daily for a whole year or comparable amount of time)	
Art	One 30 minute class / 6 days	Two periods (length 40-45 minutes depending on building schedule) / 6 day cycle	One-half unit (one period daily for at least one semester or one period three days) / 6 day cycle	One unit of credit in art and/or music (one period daily for a whole year or comparable amount of time)	
CTE Certified Programs (Trade & Business)			One period daily for one semester (Alternates with Technology)	Grade 9 CFM -one period /full year Certified Business and Trades* Courses: Grades 10-12 CTE Career Path -- minimum -- two periods/full year Grades 9-12 - Differentiated CTE Programs - one period /full year Any business course can be an elective -- one period/full year *Trade Teachers may teach 6 periods	

Subject Area	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12	Class Size
Technology			One period daily for one semester (Alternates with Home and Careers)		
Foreign Language			One unit of credit (one period daily for a whole year)		
Librarian	3 days 6/day cycle	3 days 6/day cycle	8 th Grade only – enrollment of 100 – 300 .4 periods / 6 day cycle	500 – 900 student 5 periods/daily 700 – 1,000 9 periods/daily 300 – 500 student .5 (3 days out of a 6 day cycle)	
RTI	The students who are not proficient must be provided with appropriate intervention services. Level of proficiency and group size must be considered when providing RTI	The students who are not proficient must be provided with appropriate intervention services. Level of proficiency and group size must be considered when providing RTI		Any student not at proficiency must receive appropriate and effective Academic Intervention Services in core subjects	
ELA	90 minutes of Literacy Period 60 minutes of Differentiated Period	60 minutes of Literacy Period 60 minutes of Differentiated Period	40 minutes of ELA AIS for select students		
Math	90 minutes of instruction	90 minutes of instruction	One period daily full year		
Social Studies	Minimum of 40 minutes three times /6 day cycle	Minimum of 40 minutes three times /6 day cycle	One period daily full year		
Science	Minimum of 40 minutes three times /6 day cycle	Minimum of 40 minutes three times /6 day cycle	One period daily full year		

6. FLEXIBLE CONTRACT FOR EXCELLENCE FUND BUDGETS

Schools that do not receive supplemental funding via School Improvement Grants (SIG) will receive supplemental funding via the Contract for Excellence set aside. Schools will receive a per pupil allocation for students with Level I and II English Language Arts (ELA) and Math scores. Per pupil allocations will also be provided for students who are ELL, in grades K-3 or Grades 10-12. A student can be counted twice. Additionally, schools whose SIG funds expire in 2012-13 will receive transitional funding. For 2013-14, the amounts will be as follows:

	Level 1 ELA & Math	Level 2 ELA & Math	ELL	Students in Grades K-3	Students in Grades 10-12	SIG Transition
Allocations per pupil	\$200	\$100	\$50	\$50	\$50	
Lump sum allocation						\$250,000

Flexible funds can be spent on the allowable expenditures listed below, after submission of the School Budget Worksheet and approval of the Community Superintendent as outlined in section Five.

6A. EXPLAINING THE INPUTS IN THE FLEXIBLE CONTRACT FOR EXCELLENCE FUNDING

For the 2013-14 school budgets, the number of Level I and II students in ELA and Math was obtained from the Office of Shared Accountability January 25, 2013 and represent the students currently enrolled in schools with the previous year's assessment results.

Enrollment for ELL, grades K-3 and 10-12 represents 2012 BEDS and was obtained from the Office of Shared Accountability.

Due to the availability of data, prior year enrollment data will be used for school budgets.

6B. STATE GUIDELINES FOR CONTRACT FOR EXCELLENCE ALLOCATIONS

The Contract for Excellence (C4E) is a set aside of the District's Foundation Aid as prescribed and adjusted in Education Law, section 211-d. The annual contract amount shall be used in accordance with allowable programs and activities and affirm that such programs shall predominately benefit students with the greatest educational needs including, but not limited to:

- a. Limited English proficient students and students who are English language learners;
- b. Students in poverty;
- c. Students with disabilities; and
- d. Students with low academic achievement

Attachment D – Transforming Schools Document for School Leaders-Three Big Rocks

BUFFALO PUBLIC SCHOOLS – OFFICE OF SCHOOL LEADERSHIP
Improving Achievement and Climate – Focusing on the “Three Big Rocks”

<p align="center"><u>District’s “Three Big Rocks” of Instructional Leadership</u></p> <ol style="list-style-type: none"> 1. Visiting classrooms daily to monitor CCLS instruction and providing descriptive feedback 2. Leading GLM/CPT and weekly Instructional Leadership meetings 3. Using the DDI Process to drive instructional planning and re-teaching 	
<p>Leadership High Leverage Areas</p> <p>Administrators conduct daily instructional class visits / observations and provides descriptive feedback to the teachers</p>	<p align="center">Principal Action Steps</p> <ul style="list-style-type: none"> • Administrators visit classrooms to assess teaching and learning related to the CCLS instructional shifts, differentiated instruction, active student engagement, mastery objectives, checking for student understanding of ALL students, interactive use of technology, planning & preparation, co-teaching, higher order activities, etc. • Administrators use the Observation Tracker to monitor Teaching and Learning and provide supports • Conference meetings are scheduled by administrators to support and guide the teachers to improve instruction and implement common core learning standard shifts. • Teachers are provided with feedback (written). • Administrators create a schedule for class visits, observations, feedback meetings in addition to APPR pre and post-conference meetings. This schedule will assist you in getting into classrooms consistently.
<p>School Instructional Leadership Teams meet weekly to focus on instruction</p>	<ul style="list-style-type: none"> • School Instructional Leadership Team (principal, assistant principal(s), coaches, building math teachers, ITCs, etc.) meets weekly ... • to develop a professional development plan based on data, classroom visits, coaches input, etc. to address identified needs. • to monitor and revise the implementation of SCEP • to conduct data analysis, read articles, share best practices, etc.
<p>Leading Common Planning Time (CPT) & Grade Level Meetings</p>	<ul style="list-style-type: none"> • Principals and/or assistant principals attend and co-lead CPT/GLM daily. • All school administrators are active members of these meetings. (e.g., principals and assistant

BUFFALO PUBLIC SCHOOLS – OFFICE OF SCHOOL LEADERSHIP
Improving Achievement and Climate – Focusing on the “Three Big Rocks”

<p>(GLM)</p>	<ul style="list-style-type: none"> principals are assigned to co-lead specific grade levels or subjects). Agendas should be prepared in advance. You may wish to create an agenda/minutes form to allow you to accomplish both tasks (see sample) Use a monthly calendar (see attached sample) to fill in the topics on a monthly basis identifying what the focus will be for the teachers/ administrators each meeting date. Teaching is modified based on formative, benchmark assessments and NYS Assessment results (via data dashboard, NYSTART and data warehouse) Backwards mapping of curriculum at least a month in advance is based on data (formative and benchmark assessments / State assessments) Common formative assessments created collaboratively and aligned with CCLS & NYS Standards/ Performance Indicators. Collaborative lesson planning (administrators, coaches and teachers work together to assist in identifying key instructional foci for GLM/CPT meetings) Provide relevant professional development
<p>School-based Inquiry Team (SBIT)</p> <p>Research for Better Teaching (RBT) DDI Process</p> <p>Additional Resource: <u>Driven by Data</u> book, Paul Bambrick-Santoyo</p>	<p>Data-Driven Instruction (DDI) Process:</p> <ul style="list-style-type: none"> Principal articulates important data about their school and students Use the DDI processes including the tools and protocols (e.g., RBT Training) Make data visible and use it to drive instructional and school-wide decisions (e.g., post data in GLM/CPT room, principal’s office). Item analysis of assessments (State, district and school based) to include multiple choice, constructed responses, student work, essays, etc. (see attached sample Data Driven Analysis Form and rubric) Students (as appropriate) may be used as part of the data analysis process to garner their thoughts on teaching and learning. Use a monthly calendar (see attached sample) to fill in the topics on a monthly basis identifying what the focus will be for the teachers/ administrators each meeting date. Each Monday or Friday, monitor the upcoming agenda items for the week with teachers (H.S.).

BUFFALO PUBLIC SCHOOLS – OFFICE OF SCHOOL LEADERSHIP

Improving Achievement and Climate – Focusing on the “Three Big Rocks”

<p>Instructional Supports/ Professional Development</p>	<ul style="list-style-type: none"> • Instructional coaches are assigned to support teachers (coaching, class visits, co-leading GLM/CPT, DDI, providing professional development, team teaching, etc.) and serve on the School Instructional Leadership Teams. • Develop and implement a school-wide professional development plan based on the needs and including PD outlined in the SCEP, district and State level trainings. (Evidence/artifacts: calendar, binder, agendas, power points, handouts, etc.).
--	--

References:

- Kim Marshall- September 2013 Principals' Meeting
- Breaking Ranks II: Strategies for Leading High School Reform. National Association of Secondary School Principals (2004)
- Educational Leadership Policy Standards: ISLLC 2008- http://engageny.org/wp-content/uploads/2012/02/ISLLC-Standards_2008.pdf
- “It’s Being Done” – Academic Success in Unexpected Schools. Karin Chenoweth (2007)
- <http://www.massinsight.org/publications/turnaround/50/file/11/pubs/2010/04/15/TheTurnaroundChallengeExecSumm.pdf>
- Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction. Jim Knight (2011)
- Using Data to Improve Learning for All: A Collaborative Inquiry Approach. Nancy Love (2008)
- Driven By Data, Paul Bambrick-Santoyo

Attachment E – Supporting Labor Management Document



Buffalo Public Schools

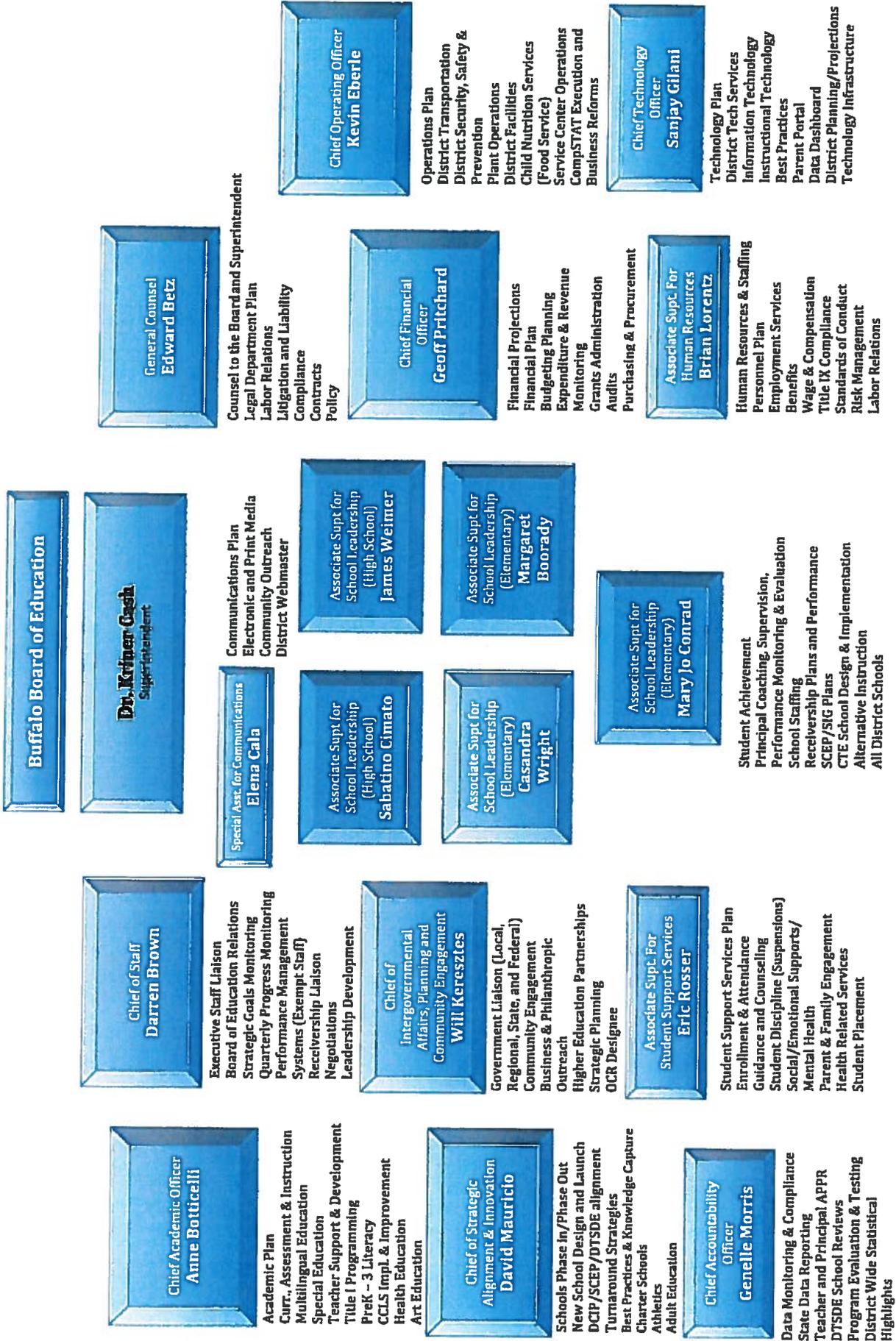
**City Hall • Buffalo, New York 14202
Telephone: (716) 816-3625 • Fax: (716) 851-3554**

Supporting Labor Management Document

The Buffalo City School District's application does not require the Labor Management Document as the proposed plan is allowable under the Collective Bargaining Agreement.

The District assures BTF that all terms and conditions of the Collective Bargaining Agreement and provisions of the Taylor Law will be adhered to and that any changes must be agreed to by the BTF in writing.

APPENDIX F



Appendix G- Support and Accountability for Priority Schools Timeframe

Year 1 Implementation – Support and Accountability for Priority Schools			
Type of Activity	Frequency/Timing	Purpose/Description	Personnel
On-Site school visits	Weekly throughout the school year	A liaison will attend the school’s leadership team meeting and tour the school with the principal, using an observation protocol based on a state tool. A debrief with the principal will follow. This activity will enable the principal to request specific support and the liaison to provide feedback.	Office of School Leadership staff
Department of Teaching and Learning	Weekly	Plan, problem solve and discuss recommendations to support Priority Schools. Agendas review calendars, responsibilities, communication needs, items for Board of Education meetings, and initial presentation of new ideas or ongoing issues.	Chief Academic Officer Associate Superintendents for School Leadership Assistant Superintendent for Shared Accountability Assistant Superintendent for Special Education
Administrator Monthly Meetings	Monthly	Sharing of critical information requiring discussion and input.	Associate Superintendents for School Leadership (shared agenda)
Instructional Coach Monthly Meetings	Monthly	Monthly sessions focused on Curriculum, Instruction and Data to ensure that new learning is operationalized in SIG School classrooms.	Curriculum, Assessment and Instruction staff
Learning walks	Monthly	All content directors and supervisors will stagger visits throughout the month, support leadership teams with feedback to teachers, establish action tasks, and follow up	Office of Curriculum, Assessment and Instruction

Appendix G- Support and Accountability for Priority Schools Timeframe

Priority School Principals meetings	Monthly, 2015-16	These will provide support and a forum for Priority School Principals	Office of School leadership, Office of Curriculum, Assessment Instruction, Chief Academic Officer
Progress monitoring meetings	Quarterly, on a rolling basis for schools	These sessions seek to provide school leadership teams with guidance in making data-based school improvement decisions	Associate Superintendents for School Leadership, BCSD central, office school teams
Data Coach meetings	As requested	Teachers and administrators will continue to receive support for DDI practices.	Office of Shared Accountability
DTSDE training	Ongoing	The district will provide professional development on all aspects of the DTSDE process	Office of Shared Accountability
Reality check	January 2016	This midyear meeting is an opportunity to assess progress and readjust SIG actions with AIR Coaches	BCSD staff, SIG principals and leadership teams
End-of-year Check	June 2016	At the end-of-year meeting, schools will assess progress and finalize a Year 2 plan	District and school team

Appendix H - District-wide Training Programs – Teacher Capacity

July 1, 2016 – June 30, 2017

Specific Agent/Organization	Desired Outcomes	Method for Outcomes Analysis and Reporting
Skillful Teaching Professional Learning Community / BPS PD Facilitators	To enhance implementation of learned strategies with an emphasis on the Growth Mindset, use of DDI to examine student work.	Classroom observations will be the vehicle for gathering evidence of applied strategies by teacher participants.
CCLS – ELA and Math – BPS Directors and Supervisors of ELA, Math, Social Studies and Science	To improve teacher understanding of the Common Core Learning Standards for their <u>grade level</u> following initial implementation of the NYS curriculum modules; to share effective practices and deepen shared understanding of grade level rigor.	Principals will continue to observe Common-core aligned instruction from daily classroom visits, Learning Walks, and other means to evaluate implementation of Common Core Learning Standards.
Specially Designed Instruction – BPS Special Education Directors and B.O.C.E.S. RSE – TASC Facilitators	To improve teachers’ capacity to teach special education students Common Core rigorous curriculum while meeting IEP goals and providing necessary accommodations.	Learning Walks will be conducted using the checklist/protocol offered by Specially Designed Instruction presenters; data will be analyzed to check level and quality of implementation.
SIOP Sheltered Instruction Observation Protocol / Center for Applied Linguistics through Pearson	To build understanding of the facets of SIOP and the unique needs of learners who are acquiring English as a new language; to build capacity for classroom implementation of SIOP research-based strategies.	Priority Schools receive classroom visits both internally by principals and ENL coaches, and externally by a SIOP coach; evidence of SIOP strategies and quality of implementation provide data for analysis and improvement.