



Buffalo Public Schools

Grants Development Department

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

Dr. Kriner Cash
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Program Support
Anthony Battaglia
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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)

140600010018 DR A PANTOJA COMM SCH EXCLLNCE -#18

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:

PK-8

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

512

School Address (Street, City, Zip Code):

750 West Avenue, Buffalo 14213

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	
Dr. A Pantoja Community School of Academic Excellence #18				140600 01 0018	
Grade Levels Served by the Priority School Identified in this Application				School NCES #	
PK-8				3605850 00323	
Total Number of Students Served by the Priority School Identified in this Application				School Address (Street, City, Zip Code)	
512				750 West Ave, Buffalo, NY 14213	
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	

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

Associate Supt. For Human Resources
Brian Lorentz

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
<p>Increase capacity of the Human Resources department.</p>	<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.
<p>Strengthen partnerships with local colleges, universities, and other teacher preparation programs that have candidates who meet BCSD needs.</p>	<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

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- 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
Dr. Antonia Pantoja Community School of Academic Excellence - #18

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 –Dr. A. Pantoja CSAE #18 – PS 18

A. Assessing the Needs of the School System, Structures, Policies and Students.

i. Student Population: (see Appendix 1: ELA and Math Achievement Charts)

In the 2015-2016 school year, Buffalo City School District Dr. A. Pantoja Community School of Academic Excellence (PS 18), had 526 student enrolled in grades PK – 8. Demographically, the students were 40 percent African American, 22 percent Hispanic/Latino, 29 percent Asian or Native Hawaiian/Other Pacific Islander, 8 percent White and 2 percent Multi-Racial.

Approximately 95 percent of the student body was economically disadvantaged and qualified for free and reduced lunch. Students with disabilities constituted 22 percent of the population and were enrolled across six self-contained 12:1:1 classrooms and six co-teaching (ICT) classrooms. Additionally, 35 percent of the student population was Limited English Proficient serviced through 6 ENL teachers.

PS 18's ELL students represent multiple languages and nationalities, including twenty-seven different native languages spoken by students and their families (Somali, Nepali, Spanish, Arabic, Burmese, and Karen being the most common). Many ENL students enroll in PS 18 after living in refugee camps and having limited or interrupted formal education and varying levels of exposure to English. The school's ENL levels across grades K – 8 were distributed as follows: 17.5% Entering, 18.7% Emerging, 48% Transitions, and 15.8% Expanding.

Students with disabilities represented 22 percent of PS 18's student body in 2015-2016. This included 12:1:1 classes at grades 2 (2 classes), 4, 5, 6, and 7; representing 54.3% of the student with disability population, co-teaching in grades 3, 4, 5, 6, 7, and 8; representing 31% of the students with disabilities population. The remaining 14.7 % consisted of students receiving speech or other related services. The co-teaching model includes small group instruction, modified directions, additional time, and other supports specific to individual student learning needs.

The student achievement charts referenced in Appendix 1 show PS 18 achievement scores for the 2014-2015 school year (2015-2016 data is not yet available). These data indicate that PS 18 has a disproportionate number of students scoring in the lower performance levels on local and New York State assessment. PS 18 staff acknowledges that there are limited ways to monitor student progress in math, particularly in the lower grades. The school district currently uses the math checkpoints, exit tickets and end of Module assessments per the EngageNY modules and is currently reviewing screening measures for adoption.

Analysis of trend data shows that the percent of students scoring in the lower levels of achievement are in ELA and the subgroups of Hispanic or Latino, Students with Disabilities and Limited English Proficient students. Math has the same subgroups scoring in the lower levels of achievement as well as Black or African American subgroup. Despite this trend, it is clear that there is a need for improvement in student achievement across all subgroups.

Discipline During the 2015-2016 school year, there were 1255 office discipline referrals (ODRs). This is an increase from 832 from the 2014-15 school year. This increase is due to the implementation of a school-wide system for monitoring and collecting behavioral data.

Through the course of the year modifications were made. Many of the ODRs entered into Infinite Campus reflect classroom management rather than major incidents. The 1255 ODRs represented a total of 165 students. Of the 165 students with an ODR, 97 of them had 3 or more ODRs of which 54 were students with disabilities. Throughout the course of the year, 19 students were classified into more restrictive settings due to significant behavior concerns.

Attendance The rate of attendance for the 2015-2016 school year at PS 18 was 93.1%. In 2014-15 the attendance rate was 90.9% which was 3.3% higher than the District average daily attendance of 87.6%. The increase in attendance from 2014-15 to 2015-16 was contributed to the decrease in chronic absenteeism from 39% to 27%. The school contributes this decrease to the part time attendance teacher, the monitoring of student attendance by the school's attendance team and school-wide attendance incentives.

i. Diagnostic School Review Process

The systemic, in-depth diagnostic school review was conducted using the Diagnostic Tool for School and District Effectiveness (DTSDE). This on-site review compares school and district practices to research-based best practices in student learning, as defined by the DTSDE rubric, and provides an evaluative understanding of how the entire school community is functioning to address student achievement. In the past three years, PS 18 has participated in School Review and District Oversight for one year, and a District Led Review led by an Outside Educational Expert for two years. The reviews have displayed that a majority of practices in each of the six SCEP Tenets at PS 18 were at Stage 2, primarily due to multiple new initiatives were established that year and in the beginning stages of implementation and that most practices are being implemented inconsistently across the school.

Between these three reviews, 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. Additionally, through these tenets we have taken a deep look at the implementation of curriculum and instruction. These data sets serve as baseline data for the school to move the school forward. 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.

As a result of this diagnostic review, the school community gained a thorough understanding of the critical strengths, needs, system gaps and a sense of urgency that will drive the development of this turnaround plan and will lead to dramatic improvement in student achievement.

ii. Evidence of Community and Family Input

The overall findings from the DTSDE reviews for all Tenets were 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, Behavioral Intervention Team (BIT), School Leadership Team (SLT) and Parent Teacher Committee (PTC) meetings. These meetings and discussions have led the school to refocus the six Tenet SCEP goals and activities around the needs identified in the DTSDE review. Discussions on each of the six Tenets permeated into all committee meeting goals, such as the SLT, PTC, SBMT, Behavioral Intervention Committee, Student Support Team (SST) meetings, Community-based Partnership meetings, and grade-level planning meetings. For example, the work of the SLT will have a strong emphasis placed on leadership, curriculum and instructional practices (Tenets 2, 3, and 4). Grade-level planning meetings and common planning time (CPT) will focus on implementing those practices, leading to a focused process to improve student achievement.

iii. The Strengths, Needs, and Existing Building Capacity for Improved Student Achievement

Strengths: The school established multiple initiatives in the 2015-2016 school year:
A new mission statement aligned to what we say and do at PS 18.

1) School leadership developed instructional feedback protocols.

- 2) Utilizing District adopted curricular resources that are aligned to CCLS.
- 3) Professional development opportunities were provided on implementing CHAMPS (positive behavior approach) and Criteria for Success to provide clarity in expectations and instruction for students, as well as Step Up to Writing and Active Reading Strategies as part of a school-wide writing initiative.
- 4) A BIT was established to create systems and protocols to reduce suspensions, which promoted staff buy-in for implementing new protocols.
- 5) Partnerships and formal protocols were established to support student social and emotional developmental health, such as Say Yes, Child & Adolescent Treatment Services (CATS), and WNY United.
- 6) PS 18 provides multiple family events to bring in parents as partners in their children's learning.

Needs: To increase student achievement in ELA and math and reduce the number of office discipline referrals, the following recommendations from the DTSDE review and ODR analysis define our needs:

- 1) Creation of a monitoring system to track the progress of school initiatives and impact on student learning incorporating findings from school committees.
- 2) Analysis of teacher observational data by the school leadership to provide targeted professional development based on specific teacher needs.
- 3) Inconsistent use of student assessment data and adaption of curricular materials and resources to differentiate student needs.
- 4) Provide targeted professional development on higher-order thinking skills, essential questions, backwards planning, and data-driven instruction to ensure rigorous, and differentiated lessons engage all students.
- 5) Ensure classroom supports are in place by having a literacy coach work with teachers and model research-based practices aligned to school initiatives.
- 6) Have students create learning targets for themselves that they can self-assess, monitor using student-friendly rubrics and checklists that provide explicit feedback on how they can improve their work.
- 7) Incorporate Multi-tiered Support Systems (MTSS) to align with RTI and PBIS systems by providing the faculty with professional development on how to implement the strategies in the classroom for improving student behaviors and overall school climate.
- 8) Provide more workshops for parents on targeted topics that support students academically at home, and ensuring language supports such as the multi-lingual aides, are used to communicate these workshop opportunities for parents.

Building Capacity:

During the 2015-2016 school year, multiple systems were put into place to galvanize committees and provide processes to meet their respective goals. The following resources reflect PS 18's current building capacity:

- 1) The School Leadership Team was restructured and organized to focus on monitoring leadership practices, curriculum development and with supports, and teacher practices and decisions.

- 2) Instructional coach and reading teachers along with members of the SLT provided professional development and supported the implementation of the school-wide writing initiative using Step
- 3) Up to Writing and active reading strategies.
- 4) A Behavior Intervention Committee with diverse members from the school community focused on systems and providing data to SST to make informed decisions during their Problem-solving meetings
- 5) Four multi-lingual aides represent five of the school's top languages and are a strong resource in communicating to parents of ENLs and their children

iv. Prioritizing Needs

Though multiple district-led and school-based initiatives have been attempted to address academic and behavioral needs, PS 18 continues to struggle with the implementation, monitoring, and assessing the progress of these initiatives. Small improvement gains have been made however, PS 18 has not been able to accurately align the improvement to the specific initiative. This leads to inconsistency in instructional practices and how teachers respond to student behaviors. The following are identified needs, that if met, would have a significant impact on student achievement and improved school climate:

Need 1 – To develop a structure of early prevention and intervention of Tier I, Tier II, and Tier III ELA and Math instruction. PS 18 has newly been identified as a Priority School and had previously been identified as a Focus School in 2012-13. Current structures and systems do not support consistent prevention, interventions, and progress monitoring to improve student achievement consistently and across all grade levels.

- **Low rigor of classroom instruction:** In the 2014-2015 school year the ELA proficient levels ranged from 2% -11%, with an average of 6%, and in math a range of 2% - 26%, with an average of 14%. Observations, DTSDE reviews, and data suggests that students are not provided with rigorous instruction every day in every classroom.
- **Lack of structure for preventative and interventions to address academic needs:** While the school has CCLS aligned resources, they are being inconsistently adapted based on student needs and data. This has resulted in students primarily being provided with instruction that is not addressing the diverse academic needs further impeding the schools ability to close the achievement gap. Students have limited exposure to preventative instruction and interventions.

Need 2 – To create school structures and systems that support engaging instruction and maximize time on task. Current structures and systems at PS 18 are not consistently being used to ensure high quality teaching and learning and need to be redesigned in order to make the most of instructional time during the regular school day and to provide engaging and enriching extended learning time.

- **Professional development needs do not match specific skills teachers need to improve instruction:** Professional development is not currently aligned to the patterns and trends identified in administrative walk-throughs and lesson plan reviews that will improve teacher practice and engage students in meaningful instruction.
- **Instructional time and lesson plans do not maximize student engagement:** Current instructional strategies do not meet students' needs, primarily due to the lack of use of analyzed data, in lesson planning and design to increase student achievement. In addition,

Common Planning Time (CPT) is not effectively run with systems and procedures to focus the time on effective grade-level planning and lesson design.

Need 3 – To increase the use of data to drive instruction: It is evident from the DTSDE review, lesson plan collections, and observations, that there is inconsistency in using data to modify CCLS aligned resources, and for making data-driven decisions on academic and behavior supports. The informed and regular collection and use of data is a deficit that when remedied, will lead to a shared and focused effort, improving student achievement both academically and socially.

- **Lack of use of data to drive instruction:** According to the DTSDE review, “While teachers have access to many data system there was minimal evidence that this data was being used to drive instructional decisions.” Student performance is therefore limited when instruction isn’t centered around specific goals identified through data analysis, as evident by the continued low performance scores on the NYS ELA and math exams.

Need 4 – To establish a school culture focused on achievement and engaging families as partners in their children’s learning. Unsuccessful efforts to engage parents as partners in their children’s learning has led to very little parental involvement, in part due to the lack of finding an effective parent facilitator and consistent follow through in planning with the school faculty on strategies to engage parents. A culture of low expectations in learning and a lack of fidelity to behavior modification systems across grade-levels has had an impact on overall student behavior. This is evidenced in the high number of Office Discipline Referrals (ODRs), and a school climate uncondusive to student, staff and parent motivation and positivity.

- **Disruption of core instructional time:** Teachers lack the expertise to address behavioral issues in the classroom. This leads to interrupted classroom instruction and a school environment that does not focus primarily on teaching and learning.
- **Limited number of focused approaches to engage families as partners in their children’s learning:** The school has struggled to build relationships with community resources to assist families. The current parent room can accommodate only one parent at a time and has very limited resources. The school does not have formal structures or expectations to coordinate support for families and does not have parent leaders involved as facilitators or members on committees for decision making and communication between parents and the school. Going forward, recruiting a parent liaison to work with parent facilitators and recruiting parent “captains” on committees will engage families more and provide for an overall improvement in student achievement.

B. School Model and Rationale

i. Rationale for Turnaround Model, Key Design Elements, and New School Design

After reviewing the required elements, the district selected the Transformation model for this particular school community because it is believed that this model will best position School 18 to succeed in dramatically improving student achievement. The theory of action of the Transformation model states that the existing configuration of leadership and instructional personnel has not created a learning environment where students are succeeding. To dramatically change the environment for the benefit of the children currently enrolled in the school, the adults must change. Under the turnaround model, change entails a change in leadership, as well as behavioral changes by instructional personnel. These changes required by the Transformation model are addressed by BCSD's "Three Big Rocks" for school and district improvement:

- **Instructional leadership**, specifically the observation of instruction and effective feedback to nurture the best possible teaching in every classroom
- **Data-driven instruction**, or using data to continuously improve teaching
- **Fostering collaboration** through the effective facilitation of professional learning communities (PLCs) focused on student achievement

As mentioned in the District Overview, these Three Big Rocks were adopted to address common needs across the district's lowest performing schools. However, when operationalized at the school level in concert with the key design elements, they address the specific needs of the students and school community at School 18, as identified during the needs assessment.

Effective visionary leadership from the principal is almost always present in successful reform efforts. BCSD's "Three Big Rocks" provide a framework for priority management for principals as they focus on what truly makes a difference in school leadership. For the principal, the following are the highest priority activities for bringing all students to high levels of achievement: make daily time in classrooms a priority, clearly articulate and recognize the Instructional Shifts in practice, and provide feedback to teachers on instructional practices that are more aligned with the CCLS, including a close focus on the needs of ELLs as defined by the Bilingual Common Core Progressions, create time for grade-level and content-area teams to ground their work in the anchor standards, guide the management of school schedule, teacher professional development, and school culture to ensure interim benchmark assessments, teacher test- and task-in-hand analysis meetings, and teachers thoughtfully re-teaching or adjusting practice based on analysis of student progress.

Our systematic in-depth review process revealed a need for school-wide implementation of rigorous CCLS units that emphasize deep reading, writing, and mathematical practices, which are not evident in the current curriculum. This lack impacts teachers' ability to immerse students in learning experiences with the necessary rigor and complexity to close achievement gaps and to address modifications for subgroups that prepare all students to become college and career ready.

In addition, although unit plans have been developed these unit plans do not reflect the criteria for CCLS alignment identified in the Tri-State Rubric. Nor do they meet the expectations for rigor, text complexity, evidence-based writing, and explicit teaching of mathematical practices outlined in the CCLS.

Instructional practices in the classroom are aligned to standards and promote varying levels of student engagement and learning. However, the gap between what students know and what they need to learn so that all students succeed and become the inquirers, thinkers, and global citizens will require a more intentional focus on the reading, writing, and thinking skills

identified in the Common Core Instructional Shifts in ELA/literacy and mathematical practices. Although team structures to promote the sharing of best practices, data-driven analysis, and professional learning to inform instructional practices are in place, teacher practices that promote deep analysis, higher-order thinking skills, and student engagement to foster college and career readiness are not sufficiently evident in observed classroom practices.

The Transformation model and key design elements will allow the school more time to see progress from the newly implemented support of instructional coaches, recently adopted curricular programs, and other initiatives. The adoption of the “Three Big Rocks” provides not only a framework for improved and focused leadership but also a structure that supports the improvement of teaching practice. Schools that have achieved the most success reveal what the leaders of PS 18 have long understood: that a group of high-quality educators given the opportunity to work as a team can overcome a great many obstacles. Multiple studies have shown that masterful teaching repeated year after year in a student’s development trumps the disadvantages of socio-economic status and bridges racial achievement gaps. The Transformation model allows current staff to remain in place, while engaging in ongoing, job-embedded professional development designed to build their skills and capacity. This includes observation of teaching practices with specific, actionable feedback. Teachers will use a variety of data sources, including screening, interim assessments, and progress monitoring, to inform lesson planning based on students’ strengths and needs, conduct test- and task-in-hand analysis, and reteach or adjust teaching practice based on analysis of student progress against the CCLS.

C. Determining the Goals and Objectives

i. Goal and Objective for ELA Achievement:

Goal 1: Increasing student achievement in ELA through scientifically based reading instruction approach and aligned structures of prevention and intervention.
Objective 1: Increase student achievement in ELA through scientifically based reading instruction resulting in a 20% increase of students in K – 2 nd reading on grade level by the end of the year.
Key Strategies: <ul style="list-style-type: none">• Replace building Instructional Coach with a Literacy Coach• Hire three additional reading teachers to support grade level bands. (K-1, 2-3 and 4-5)• Class size reduction in Kindergarten and grades 1 to 20 students per class in 2016-17, expanding to grade 2 in 2017-18 and grade 3 in 2018-19.• Staff professional development on the use of backwards planning going in depth on the various components such as assessments, higher-order thinking/questioning, alignment of instruction to standards, and using data to differentiate instruction.• Staff professional development on the use of Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring and formative assessments.• Provide common planning time between classroom teachers, reading teachers and ENL teachers.• Implement a coherent ELA intervention model at every grade level.• Continue Implementation of a school-wide K – 8 writing initiative using Step Up to Writing (SUTW), and the Active Reading Strategy that is monitored and assessed with school-wide writing rubrics aligned to ELA CCLS.• Implement a reading initiative for students to read a minimum of 15 minutes outside of the daily reading block at their current reading level to support fluency, vocabulary and comprehension.• Offer extended learning time (ELT) for students to include engaging academic enrichment after-school programming.
Assessment: DIBELS scores, Student Reading Inventories, and i-Ready Diagnostics
Objective 2: Targeted literacy interventions for students in grades 3 through 8 that result in a yearly 10% increase of students reading on grade level by the end of the year.
Key Strategies: <ul style="list-style-type: none">• Implement a coherent ELA intervention model at every grade.• Staff professional development on the use of backwards planning going in depth on the various components such as assessments, higher-order thinking/questioning, alignment of instruction to standards, and using data to differentiate instruction.• Staff professional development on the use of Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring and formative assessments.• Provide common planning time between classroom teachers, Special Education teachers, reading teacher and ENL teachers.• Continue Implementation of the school-wide K – 8 writing initiative using Step Up to Writing (SUTW), and the Active Reading Strategy that is monitored and assessed with

- school-wide writing rubrics aligned to ELA CCLS.
- Schedule dedicated writing time for grades K – 6 in the master schedule.
- Conduct a longitudinal Gap Analysis to determine school-wide and/or grade level focus standards for ELA.
- Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training.
- Utilize i-Ready Diagnostic and Instruction Reading Site License to provide targeted intervention.
- Provide teachers with i-Ready K – 8 Teacher Toolbox for the i-Ready Site License.
- Staff professional development on i-Ready – Get Started & Leadership Best Practices and Site-Based Understanding Data.
- Offer extended learning time (ELT) for students to include engaging academic enrichment after-school programming.

Assessment: DIBELS, Teacher created Common Formative Assessments (CFAs), District Benchmark Assessments (DBAs), NYS ELA assessments in grades 3 through 8 and Diagnostic Assessments (i-Ready).

ii. Goal and Objective for Math Achievement:

Goal 2: Increasing student achievement in math through the development of student assessment, data review, and informed instructional process.

Objective 1: Comprehensive math formative and summative assessment results will be used via the data review process to inform teacher as evidenced by an annual student increase of 10% in math proficiency.

Key Strategies:

- Review the CCLS Math and EngageNY Math Modules to determine grade level benchmarks.
- Conduct a longitudinal Gap Analysis to determine school-wide and/or grade level focus standards for math.
- Implementation of a school-wide math fluency initiative that includes daily fluency checks and sprint.
- Staff professional development on the use of backwards planning going in depth on the various components such as assessments, higher-order thinking/questioning, alignment of instruction to standards, and using data to differentiate instruction.
- Staff professional development on the use of Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring, and formative assessments.
- Implement a coherent math intervention model at every grade level.
- Utilize i-Ready Diagnostic and Instruction math Site License to provided targeted intervention.
- Provide teachers with i-Ready K – 8 Teacher Toolbox for the i-Ready Site License.
- Staff professional development on i-Ready – Get Started & Leadership Best Practices and Site-Based Understanding Data.
- Offer extended learning time (ELT) for students to include engaging academic

enrichment after-school programming.
Assessment: i-Ready Diagnostic, grade level student formative and summative assessments, and newly developed local and NYS Math Assessments.
iii. Goals and Objectives Specific to the Needs Assessment and Model Selected.
Goal 3: Create school structures and systems that support instruction and maximize time on task.
Objective 1: Increase academic engaged time through the delivery of effective instruction that results in overall student academic achievement in grades K – 8.
<p>Key Strategies:</p> <ul style="list-style-type: none"> • Retain, hire and develop teachers who are committed to rapidly improving student performance through a cycle of continuous improvement. • Revise the school master schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. • Build teacher capacity by providing on-site embedded professional development on backwards planning, going in depth on the various components such as assessments, higher-order thinking/questioning, and alignment of instruction to standards, and using data to differentiate instruction. • Provide students with feedback and help them set goals for their learning. • Create student work portfolios, and intervention plans for students who are behind academically. • Provide administration with Leverage Leadership coaching, to assist in providing high quality feedback to teachers and collecting data to determine staff needs that impact student achievement. • Administration and SLT will create a cohesive monitoring system to track the progress of school initiatives and their impact on student learning. The system should be inclusive of the findings of school committees. • Administration and SLT will meet monthly 1 hour before school and 3 hours after-school to monitor school initiatives, plan targeted supports in order to meet the needs of staff with implementation. • Utilize data collected from lesson plans, benchmark assessments, walk-throughs, informal/formal observations and grade-level reports to monitor the effectiveness of instruction. • Offer extended learning time (ELT) for students to include engaging academic enrichment after-school programming.
Assessment: i-Ready Diagnostic, grade level student formative and summative assessments, and newly developed local and NYS ELA and Math Assessments.
Objective 2: Within three years all of Dr. A. Pantoja CSAE #18’s teachers will be identified as Effective or Highly Effective.
<p>Key Strategies:</p> <ul style="list-style-type: none"> • Retain, hire and develop teachers who are committed to rapidly improving student performance through a cycle of continuous improvement. • Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. • School master schedule will provide extended and embedded collaborative

<p>professional learning community time.</p> <ul style="list-style-type: none"> • Build teacher capacity to provide on-site embedded professional development targeting best practices on instructional strategies to support the turnaround model and identify teacher leaders to take on mentoring, turn-key training and school-based team member roles. • Administration will provide teachers with timely actionable feedback to support increased student achievement.
<p>Assessment: Teachers' approved APPR rating.</p>
<p>Goal 4: Increase the use of data to drive instruction.</p>
<p>Objective 1: Teachers at every grade level will create a plan for using data to provide feedback to students.</p>
<p>Key Strategies:</p> <ul style="list-style-type: none"> • Establish Data Inquiry Team (DIT) and provide them with professional development to facilitate DDI process with staff. • SLT will establish a system for collecting, organizing, and summarizing student data and share with staff. • SLT will ensure that formative and summative assessments are administered and that resultant data is analyzed on a regular schedule. • Provide professional development for teachers on the collection and use of data for instruction, intervention and student and parent communication/feedback. • Build school-wide accountability and capacity through individual teacher/administrator data meetings. • Teachers will use pre-assessment data to set targets for post-assessments. Students will be aware and have input into their target.
<p>Assessment: Teacher created plans for using data to provide feedback to students, school administration observations and one-on-one meetings with teachers.</p>
<p>Goal 5: Establish a school culture focused on achievement and engaging families as partners in their children's learning.</p>
<p>Objective 1: Reduce student major ODRs by a minimum of 15% per year.</p>
<p>Key Strategies:</p> <ul style="list-style-type: none"> • Provide multi-tiered systems of support (MTSS-B) to ensure students are ready to learn by providing a positive classroom, engaging student work, and reinforcement of the home-school connections. • Participation in Cohort 2 of the School Climate Turnaround Grant intensive MTSS-B professional development and support program (training in MTSS-B, Code of Conduct, Restorative Practices and Classroom Management) to increase staff knowledge and capacity to implement MTSS-B school-wide with consistency. • Provide time in the schedule for morning circle meetings.
<p>Assessment: District ODR data collected through Infinite Campus.</p>
<p>Objective 2: Increase student daily attendance from 93.1% to 95 % by 2020.</p>
<p>Key Strategies:</p> <ul style="list-style-type: none"> • Provide multi-tiered systems of supports (MTSS-B) to students and provide a learning environment that proactively addresses student behavior and learning issues.

- Participation in Cohort 2 of the School Climate Turnaround Grant intensive MTSS-B professional development and support program (training in MTSS-B, Code of Conduct, Restorative Practices and Classroom Management) to increase staff knowledge and capacity to implement MTSS-B school-wide with consistency.
- Provide time in the schedule for morning circle meetings.
- Utilize attendance teacher and team to continue to address students with chronic absenteeism.
- Offer extended learning time (ELT) for students to include engaging academic enrichment after-school programming.

Assessment: District Attendance data collected through Infinite Campus.

Objective 3: Parents will become active partners with the school community, as evidenced by an increase in parent participation at each committee meeting, attendance at monthly workshops or events, and involvement in the classrooms.

Key Strategies:

- Recruit multiple parent facilitators (maximum of three).
- Have an assigned parent facilitator liaison to work between administration and the the parent facilitators to provide supports and monitoring progress.
- The school will have parent facilitators attend the monthly Parent Teacher Committee, and work to increase parent communication and involvement in the school.
- The Parent Teacher Committee in collaboration with all other school committees will ensure a parent event will be held each month of the school year.
- The Parent Teacher Committee will create a survey, listing multiple activities and roles for parents to be involved in, will analyze the results, and parent facilitators will contact the parents to assign roles and responsibilities.
- Teachers will nominate three parents from their classrooms as potential room parents and parent facilitators will contact those parents to participate as room parents.
- Teachers will communicate via multiple modes with parents, including but not limited to, Class Dojo, phone calls, notes, conferences, websites, school and classroom newsletters, and utilize the language line in multiple languages to communicate to all families.
- To ensure an increase in parent attendance at workshops, the school will provide activities for students such as, movies and other incentives.
- A parent captain will be assigned to each school committee to attend and participate in decision-making.
- Provide documents in the top 6 languages whenever possible.
 - Relocate Parent room to provide appropriate space for parents to come in, utilize computers, and have access to resources.

Assessment: Parent leadership captains assigned to each committee, increase in room parent participation, attendance increase at workshops and events, and increasing number of active parent facilitators.

Dr. A. Pantoja- School 18 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	73,320	78,120	78,120	78,120	78,120	78,120	78,120	78,120
b. Student participation in State ELA assessment	%	89%	88%	TBD	95%	95%	95%	95%	95%
c. Student participation in State Math assessment	%	83%	84%	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%	90.9%	93.1%	93.5%	94.0%	94.5%	95.0%	95.0%
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%	16%	14%	13%	12%	11%	10%	10%
h. Number of discipline referrals	num	917	832	1255	1066	900	770	650	550
i. Chronic absenteeism rate	%	46%	39%	27%	26%	25%	24%	23%	22%
j. Teacher attendance rate	%	91%	92.6%	TBD	92.8%	93.0%	93.2%	93.4%	93.6%
k. Teachers rated as “effective” and “highly effective”	%	83%	63%	TBD	75%	80%	85%	90%	90%
l. Hours of professional development to improve teacher performance	num	1279	3713	7410	7600	7750	7900	8050	8200
m. Hours of professional development to improve leadership and governance	num	146	147	97	125	150	175	200	225
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	123	630	722	875	950	1025	1100	1175
II. Academic Indicators									
a. ELA performance index	PI	52.1	39.2	TBD	55.2	71.2	87.2	103.2	119.2
b. Math performance index	PI	59.7	55.8	TBD	70.2	84.6	99.0	113.4	127.8
c. Student scoring “proficient” or higher on ELA assessment	%	14%	6%	TBD	15.4%	24.8%	34.2%	43.6%	53.0%

d. Students scoring “proficient” or higher on Math assessment	%	17%	15%	TBD	23.5%	32.0%	40.5%	49.0%	57.5%
e. Average SAT score	score	1194	N/A	N/A	N/A	N/A	N/A	N/A	N/A
f. Students taking PSAT	%	66.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
h. High school graduation rate	%	60.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
i. Ninth graders being retained	%	5.9%/8.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	70.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

D. School Leadership

i. Required Characteristics and Core Competencies

To ensure each priority school will be transformed into a culture of learning and high student success, the Office of School Leadership 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: driving for results, influencing for results, problem solving, and showing confidence to lead.

The principal selection process for this cohort of priority schools will be rooted in these core competencies. The Buffalo City School District (BCSD) is in a strong position to identify and select new principals with the following competencies, as set forth by Public Impact:

Driving for Results Cluster. 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 Directiveness, and Planning Ahead.*

Influencing for results cluster. 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, and Developing Others.*

Problem-solving cluster. This cluster of competencies is concerned with a 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 and Conceptual Thinking.*

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.*

The new principal for PS 18 has yet to be identified, but will be in place no later than September 1, 2016, per the process described below.

ii. Process for Selecting the Principal

BCSD will employ an extensive recruitment process to identify prospective principals who have been successful at dramatic school interventions with similar student populations. The recruitment process is twofold: identifying principals with records of success in improving student performance within BCSD and simultaneously engaging in a national search. For the internal search, school achievement and performance data will be reviewed. If the data reveal a record of student growth, BCSD will reach out to the principal and ask him or her to consider this important opportunity. For the external search, the position will be posted in all standard media outlets in August 2016.

iv. Supporting Leadership Positions *(Please see Appendix 2 and 3)*

v. Current Supporting Leadership Profile

The school leadership team is currently comprised of the Principal and Assistant Principal, representatives from Special Education, English as a New Language and each grade band.

Along with the School Principal, all of the school leaders will receive coaching and support in the competencies for turnaround principals listed above. It will be necessary for the school principal to engage with the Assistant Principal to identify specific duties and responsibilities aligned with the structures support, systems, operations and teaching and learning. The School leader will employ shared decision-making and leadership across all areas of the school.

NOT APPLICABLE

E. Instructional Staff

i. Total Number of Instructional Staff and Staff Effectiveness

(See Appendix 4: Instructional Staff Effectiveness Chart)

PS 18 is currently staffed with 100% fully certified teachers. 2% of the teaching staff had less than three years of experience. PS 18 employs 55 instructional staff members. This includes 16 general elementary education teachers in grades prek-6; in grades 7-8 - 1 math, 1 ELA, 1 Social Studies and 0.8 Science teachers; 12 special education teachers; 5 reading teachers, 0.5 math support teacher, 1.17 art teachers; 1.4 music teachers; 0.4 Spanish teacher; 0.5 home and careers; 0.5 technology; and 2.67 physical education teachers and 6 ENL teachers. In addition the school has 0.5 librarian; one Instructional Coach; guidance counselor, social worker, SST chair, School Psychologist and Speech Teacher, respectively.

PS 18 also had 2 PK Teacher Assistants, 4 Special Education Teacher (Sp. Ed.) Aides, 2 Sp. Ed. Teacher Assistants, 1 Sp. Ed. Personal Care Aide, 1 504 Personal Care Aide, 2 Building Teacher Aides, 2 Title 1 Teacher Assistants, 1 Spanish speaking Teacher Assistant, 1 Somali speaking Teacher Aide, 1 Nepali speaking Teacher Aide and 1 Karen speaking Teacher Aide.

The table below describes the distribution of teachers based on the school's approved APPR system for the 2014-15 School year. (Data for 2015-16 is not yet available)

Based on data from teacher evaluations in the above chart, PS 18 believe our teachers could benefit from professional development that improves their capacity to deliver differentiated and engaging instruction and the use of data to drive instructional decision-making to more effectively provide high quality instruction.

ii. Quality, Effectiveness and appropriateness

As identified during the systematic in-depth diagnostic school review, PS 18 is implementing curricular resources aligned to the CCLS, but they are not being consistently adapted to meet the diverse needs of students. The reviewer's findings were that in many instances, teachers identify groupings in their plans, however these groupings are not commonly supported by data, nor is there evidence that these groupings regularly adjust over time. The review team also noted that most work that students in the focus group shared and posted work included minimal feedback that could be used to improve student learning. As a result, the planned curriculum and assessments of students' work are inconsistently addressing the diverse needs of students which is required to close the achievement gap.

Classroom visits during the DTSDE review indicate that few teachers are asking higher-order thinking questions. Most questions that are commonly asked are re-call and short answer questions. In many instances, classes were primarily teacher driven and incorporated little student talk. In many classrooms, instruction was following the curriculum resource guide, rather than the resource guide being adapted to meet the diverse needs of students based on current data. There were several instances where student groupings were observed by the review team, but in most cases all students were completing the same work. Additionally, class visits and a review of the student work showed that most comments and feedback to students were not instructional-based, nor did they provide students with input on what students can do to improve the quality of their work. As a result, students are not regularly being provided with rigorous instruction that will prepare them for college and career readiness.

In order to meet the needs of PS 18's student population and school improvement grant period goals, teachers must demonstrate knowledge of effective instructional practices and strategies organized around annual, unit and daily lesson plans and promote high levels of

student engagement and higher-order thinking. Teachers must provide coherent, appropriately aligned CCLS-based instruction that leads to multiple points of access, providing supports and extensions for all students to achieve targeted goals. Teachers must collaborate with colleagues in grade level/content area meetings to ground their work in the anchor standards of the CCLS. PS 18's teachers must also use instructional strategies that stimulate deep levels of thinking and questioning in students through the use and adaptation of materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning. PS 18's teachers must be able to conduct in-depth data analysis of formative assessment and create a plan to re-teach/adjust instruction and implement interventions based on the analysis of data to ensure student progress. Teachers must have the skills to create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and promote high levels of student engagement. All staff must be able to use a variety of data sources including screening, interim and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation through the use of backwards planning.

In order to support teachers in meeting the needs of the student population, the school will implement a variety of strategies. These include but are not limited to, maximizing current teacher resources (determining teacher strengths and reorganizing teacher placement to play to their strengths and support their weaknesses), reducing class size to a maximum of 20 students in Kindergarten, providing professional development on DDI to differentiate instruction in order to meet students' academic needs based on data derived from various sources, providing in-depth professional development on backwards planning components such as assessments, higher-order thinking/questioning, alignment of instruction to standards, and using data to differentiate instruction, and scheduled common planning time, and collaboration between teachers across content areas. The school will replace instructional coach with a literacy coach, and hire 3 reading teachers to support K – 2 reading intervention plans. The coach and reading teachers will additionally provide teachers with pedagogical support and ongoing training within the Common Core Learning Standards, and develop teacher's capacity for backward planning and data use in order to ensure students reach their academic potential.

iii. Characteristics and Core Competencies

Individual teachers have the largest single school effect on student performance. Documented experience also indicates that individual teachers can effect 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 in turning around PS 18.

- *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

Teachers selected as turnaround educators will demonstrate evidence of maintaining a model classroom and will have knowledge and experience in using data to inform instruction, planning instruction aligned with standards, and working with students from diverse backgrounds.

Teachers who wish to transfer from another BCSD school to PS 18 will follow BCSD’s “Guideline for Teacher Transfer and Staffing.” This process is as follows: (1) The teacher submits a letter of voluntary transfer to the chief academic officer, which results in the teacher’s name being placed on the seniority list by Human Resources; (2) the teacher is notified by the supervisor or director of the vacancy; (3) the school principal consults the teacher’s personnel file (this step is optional); (4) the principal accepts or declines the teacher. After the voluntary transfer process is complete, the principal will have the ability to hire for positions that are still vacant based on early learning intervention school needs.

BCSD follows established recruitment and hiring guidelines for instructional staff. Opportunities to work with BCSD are posted on the PS 18 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. 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.

Teachers selected for placement in the Transformation turnaround plan at PS 18 will be educators who create a sense of community in the classroom, who celebrate success, empower students with choice and responsibility and makes content relevant, engaging and accessible to all. These teachers demonstrate passion, resilience, persistence and tenacity in pursuit of goals, particularly helping all students develop, pursue and achieve academic and life goals. These teachers will work collaboratively with school leadership and other colleagues and help foster a culture of teamwork in the school and actively participate in, and demonstrate enthusiasm for, a focus on early learning prevention and intervention to address learners' needs from the very first days of school. Additionally, teachers will demonstrate evidence of maintaining a model classroom and will use data to inform instruction. In-person conversations between the school leaders and prospective staff will assist in determining to degree to which potential new PS 18 staff meets these goals.

F. Partnerships

i. Rationale for selection of Partner

PS#18 has two partners to support their Transformation plan, Child and Adolescent Treatment services (CATS) and PLC Associates. CATS, the selected community based organization will coordinate and staff the extended learning time program which is scheduled Monday – Friday for two hours after school. The school has reached out to Buffalo State College where various departments will have their students conduct service credit hours on Friday during our ELT program. CATS will hire an on-site Coordinator and additional resources. The Coordinator will work with the school Staff and the CBO staff to provide content and oversee execution of the after-school program. They will meet with all staff to coordinate scheduling on a weekly basis with the assistance of school administration. In addition to the coordinator, CATs will hire a 1 FTE Alternative to Suspension Social Emotional Facilitator to work with students who are having behavioral or disciplinary problems that may lead to suspension. They will work with the students to modify their behavior so that the student will be able to avoid suspension. The Social Emotional Facilitator will be housed on-site at PS#18 and be available during the school day to provide embedded support to students and families. CATS has partnered with PS 18 for 14 years providing social emotional and after-school programming.

PLC Associates, Inc. (PLC), Leveraged Leadership Differentiated Support is a continuation of Leveraged Leadership, a leadership development coaching model. The District initiated leadership development to focus schools via 1003a as a result of a District DTSDE recommendation. PS 18 would like to continue leadership development services via PLC to maintain continuity at school leadership level. PLC will provide PS#18, specific support as a result of their participation and learning in Leveraged Leadership. School 18, specifically, has requested the following: revise and refine walk-throughs based upon current database, refine protocols for school structures including CPT, SBMT, Faculty meetings so that work is aligned and streamlined, design a protocol for school-wide monitoring of SCEP, designing a “learning by doing” approach to professional development (PD) so that instructional staff has higher degree of learning as a result of PD and working with the school coach to follow through with protocols and data collection for grade levels and school.

ii. Partner Effectiveness Chart- (Please see Attachment C)

iii. How External Partners Will Be Held Accountable for Performance

Partner accountability is crucial to the successful implementation of the improvement plan. The District has issued a Request for Proposal (RFP) #15-16-002 to solicit an external evaluator to collaborate with district offices including the Office of School Leadership, Office of Shared Accountability, the Purchase and Audit Departments to design and implement a vendor evaluation system. The vendor evaluation system will include a monitoring and evaluation plan to ensure that external partners, the school, and the district implement the key design elements of the turnaround plan with fidelity, work together, contribute equally to the partnership, meet the identified goals, 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 providers 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 the contractual agreements 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 the services requested from the provider are clearly defined. The school will also work with the district representative 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. The 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 (for example, "conduct five training workshops"). In order to develop outcomes, the school and partner will work together to identify the results expected from partner activities:

Monitoring Meetings/Reports. Evaluation of a provider's services should be ongoing, not simply 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 that 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 may include assessing the timeliness and accuracy of verbal and written communications from 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 who 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 risk of significant issues can be minimized.

District Contract Management and Oversight. The district will provide additional contract management and oversight. 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 district representative will also 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. Each district-level representative will create an end-of-year report that summarizes the provider's performance and documents any issues or areas for improvement. District and school leadership will review these end-of-year reports and use this information to make decisions about extending provider contract

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services helping the school make progress toward its goals, especially regarding student learning outcomes.

Attachment C
Evidence of Partner Effectiveness Chart

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.)
Child and Adolescent Treatment Services (CATS) Airport Commerce Park 301 Cayuga Road, Suite 200 Cheektowaga, New York 14225 Phone: 716.819.3420	1. Southside Elementary School #93	1. Darlene Jasinowski, Principal 716.816-4818
	2. Hamlin Park Elementary School #74	2. Elizabeth Giangreco, Principal 716.816.3150
	3. East High School #307	3. Jan Bowden, Principal 716.816.4520
	4. BCSD, Department of Extended Learning and	4. Kai D. Lewis, Director 716.816.3752
	5. Summer School	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
PLC Associates, Inc. PO Box 130 Pittsford, New York 14534 (585)264-0886	1. Southside Elementary School #93	1. Darlene Jasinowski, Principal 716.816.4818
	2. Arthur O. Eve School of Distinction #61	2. Tonja Williams, EdD, Principal 716.816.3400
	3. Community School #53	3. June Clark, Principal 716.816.3330
	4. Roosevelt Early Childhood Center #65	4. Tracy -Michele Lewis 716.816.3430
	5. Buffalo Academy for the Visual & Performing Arts	5. Jodi Covington, Principal 716.816.4220
	6. Early childhood Center #82	6. Tanika Shedrick, Principal 716.816.4070
	7.	7.
	8.	8.
	9.	9.

	10.	10.
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NOT APPLICABLE

G. Organizational Plan

i. Management and Team Structures (See Appendix 5: Organizational Chart) (See Appendix 6: School-based Teams Chart)

The following interactions will take place among members of the PS 18 staff and the teams described in the organizational chart above:

The Principal and Assistant Principal will focus on creating and sustaining a Professional Learning Community (PLC) within the school using distributed leadership practices. P.S 18's PLC will focus on curriculum, instruction, and assessment as the primary vehicles for improving student achievement and school culture, particularly in the early grades.

The Data Inquiry Team (DIT) will focus on promoting data collection, analysis, and use of data to plan instruction with all grade-level teachers, routinely progress monitor data collections and its use, report findings for administrators and SLT meetings, and provide a list of students below benchmarks to the School Supports Team.

The Behavioral Intervention Team (BIT) will work to improve the overall school climate through creating new and improving current systems of responding to student behavioral needs. They will work to align PBIS systems, MTSS and RTI strategies, and develop a system for classroom teacher's implementation of these processes.

The School Leadership Team (SLT) will work to progress monitor curricular and instruction strategies and make decisions on modifications, professional development, and resources needed to improve student achievement.

The School-Based Management Team (SBMT) will work with the school administration and support the process of planning, developing, and overseeing school goals. This team will also work on shared-decision making and share responsibility for disseminating information throughout the building and ensuring all members of the school community provide input into discussions related to culture, curriculum, data development, parental engagement, and professional development.

The Student Supports Team will collect data from DIT, ODR behavioral reports and teacher referrals to develop a plan for student supports to ensure student success. They will work with classroom teachers, reading teachers, ICT's to provide information and supports on academic and behavioral strategies for students to meet their goals and progress monitor the effects of those interventions on student growth.

The governance structure for PS 18 is based on the idea that every adult within the school community can make a vital contribution to the academic, personal, and social growth of our students. The school leader is committed to the principle and practice of reaching consensus when making decisions about policy and operations. Governance at PS 18 is not based on the authority of the Principal alone and the school does not implement a win-lose voting system. All members of the school leadership work to reach compromise and build understanding and agreement among teachers, administrators and other members of the school community.

ii. Day to Day Operations

The school's management responsibilities are shared among PS 18's administrators, which includes one Principal and one Assistant Principal. In the 2016-2017 school year, this team will implement a distributed leadership practice. Detailed descriptions of these leadership teams and their responsibilities regarding academics and operations are presented below.

The Principal is responsible for day-to-day decision making and modeling and monitoring the school's mission and vision. In addition, the Principal will be responsible for overseeing professional development, curriculum, and data analysis, observing, evaluating and providing

feedback regarding teacher performance. The Principal is primarily responsible for communicating ongoing changes, progress, and developments occurring throughout the school. Another responsibility is also managing the school-based budget and ensuring that spending is aligned with the mission and the school improvement goals. The Principal leads the SLT in determining curricular and instructional improvements for the school.

The Assistant Principal will support the Principal in implementing the curricular and instructional improvements established in this grant. Specific areas of responsibility include observing, evaluating and providing feedback regarding teacher performance, conducting professional development and/or developing teacher improvement plans, attending designated team meetings, supporting data analysis, and assisting teachers in planning interventions and preventions. The Assistant Principal will communicate updates on the efforts in these areas by holding a weekly leadership meeting with the Principal to monitor teaching and learning. The Assistant Principal will also be responsible for ensuring systems established by the BIT are implemented for school climate improvements. The Assistant Principal will work with the Parent Teacher Committee (PTC) to progress monitor parent involvement goals.

The SLT leads the development, implementation and monitoring of the school improvement plans for curricular and instructional practices. The goal of this team is to maximize learning through best practices in instructional planning, student engagement, and focus staff attention on strategies for improving the educational performance of all students. They will track the progress and implementation of PS 18's academic reform efforts set forth in this grant. Members will assist the Principal by reporting to stakeholders the results, successes, and challenges.

The DIT is responsible for collecting and analyzing school data, developing and supporting grade-level teachers on how to use the data in their planning by identifying specific student learning needs, researching and implementing best practices using data, and reporting results to the Principal and SLT. They further will provide the Student Supports Team academic referrals for low performing students in order for Tiered interventions to be put in place for specific students.

The SBMT will be empowered to develop, monitor and revise the school improvement plan to address a broad range of educational issues as they relate to the improvement of student performance. The key charge of the SBMT will be to seek broad-based agreement among all the school stakeholders on activities, practices or policies that significantly impact and improve student achievement. The members of this team will carefully examine the current practices using reports from each committee: SLT, BIT, and PTC. School improvement goals will be monitored, using shared decision-making practices to make updates or changes to the implementation process.

The School Supports Team includes the guidance counselor, social worker, CSE Chair, school psychologist, and the Assistant Principal. Team responsibilities include providing students the appropriate services and interventions based on data provided by DIT, ODR reports, and teacher referrals. The team will maintain an intervention services grid listing all interventions students are receiving within and outside of the school. Members of this team coordinate services with outside agencies (i.e., for shelter, therapy), oversee the internal referral process for special education, write and implement individualized education programs, and monitor and regulate compliance. This team will coordinate, monitor, and collect the data for analysis at each level of the PBIS program, as well as provide monthly data reports on interventions at BIT meetings.

The school's day-to-day operations will involve formal and informal interactions among all of the individual and teams previously described. These interactions will happen as part of structured meetings and planning sessions as well as impromptu collaboration among educators. During these meetings, planning sessions and collaboration events, PS 18's educators will use data from the State assessment, data from interim and classroom assessments, behavioral data and attendance data. As appropriate, data sources will also include data from MTSS-B and other school-based interventions. The decisions to be made using these data are detailed in the Education Plan section of this grant application. The outcome of this day to day operations is to develop rigorous lessons continuously that are aligned to the end assessments and CCLS driven by data and to change the culture to have high expectations for all students and to prepare all of our children to be college and career ready as lifelong learners.

iii. APPR Plan

Under Education Law 3012-c, the principal or assistant principal who has been certified as a lead evaluator will observe all contract and probationary 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 NYS Metrics and Expectations, principals 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 NYSUT Teacher Practice Rubric. The district's "big rocks" provide an 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 10 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. The teacher improvement plan is used to assist teachers in meeting district expectations in one, but no more than three, of the annual professional performance review criteria, which are aligned with the NYSUT Teacher Practice Rubric. The teacher and the principal will develop the teacher improvement plan.

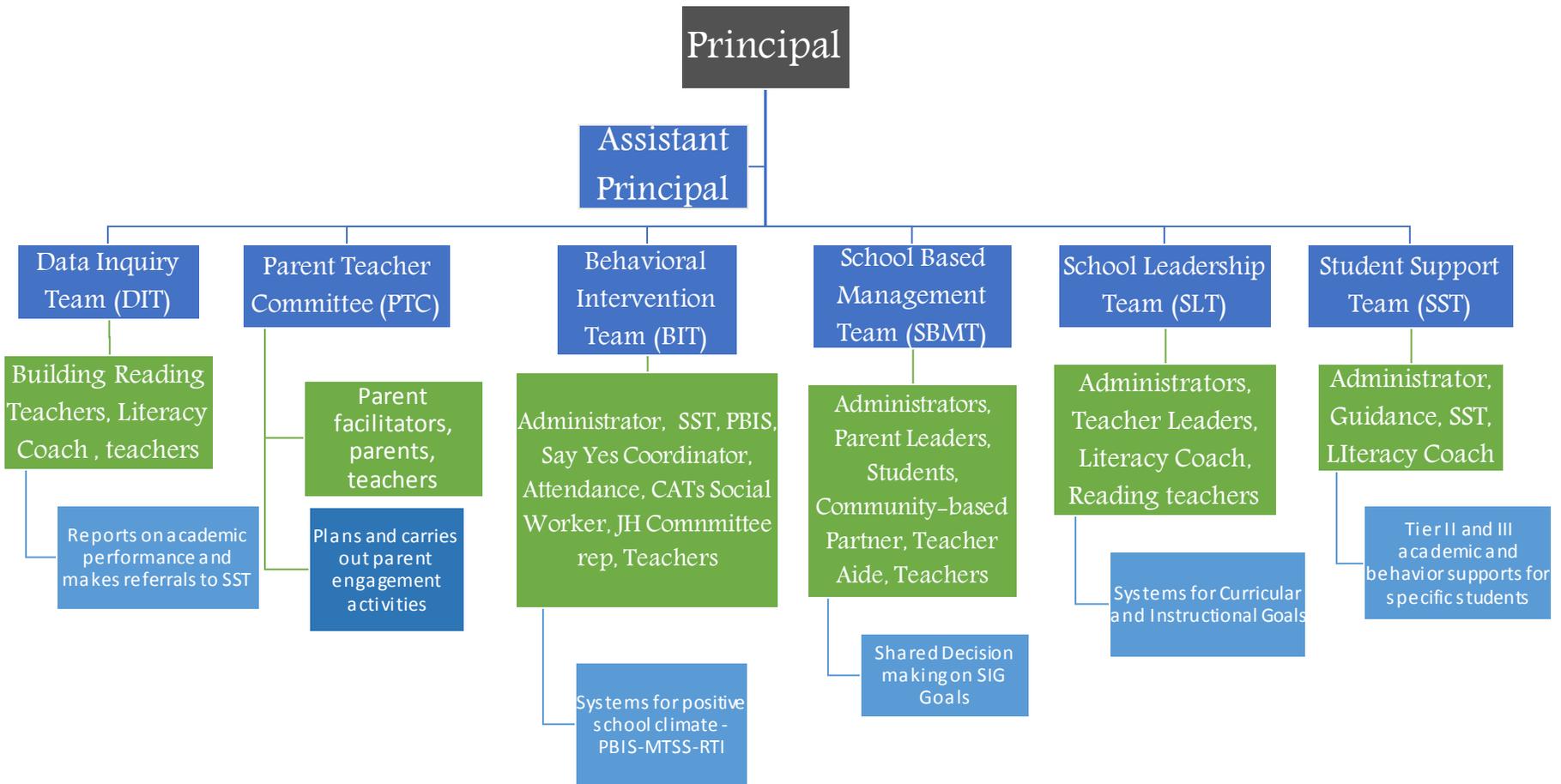
Together, the administrative team will develop a weekly-monthly-yearly observation calendar to guide his or her daily schedule. Administrators will systematically track action steps and hold teachers accountable to implement recommendations. Specific goals for teacher success will be set, and progress toward the goal will be tracked. This will allow the principal and the chief of 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 will use this collection of data as another platform for communication and feedback between face-to-face sessions.

The chiefs of school leadership, who have been certified in accordance with Commissioner Regulation 30-2.9, base 60 points of all principal observations on other measures of the Interstate School Leaders Licensure Consortium standards through multiple school visits. The visits will include a structured review process of school documents and classroom visits. One of the visits will be unannounced. The chiefs 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 Education Law 3012-d.

iv. 2016-2017 APPR Time Line (*Please see attached Appendix 9*)

Appendix 5: 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

i. Curriculum

PS 18 is committed to developing highly engaging and rigorous curriculum that challenges every student and increases learning opportunities. To that end, BCSD provides a curriculum plan in each subject area to guide teachers as they plan, prepare, think and reflect on instruction. Curriculum plans are based on the Common Core State Standards (PK – 8) and contain Course of Study information as well as instructional frameworks explaining what students need to know and be able to do. Implementation resources are included to support teachers as they execute the curriculum.

Although the District provides the framework, it is understood that PS 18's school leaders and teachers will be engaged in ongoing planning at a more granular level, addressing the needs of the students in front of them. PS 18 will take the following steps to ensure that all students have access to a rigorous curriculum and learning experiences that will adequately prepare them for academic success:

- Provide time and support (i.e., materials, training and guidance) for teachers to engage in backwards planning.
- Ensure alignment to interventions within the RTI framework.

Provide ongoing professional development for teachers to inform their planning. This professional development will include training on backwards planning, assessments, higher-order thinking questions, alignment of instruction to standards, differentiation, and data driven inquiry.

Literacy/English Language Arts:

The instructional frameworks for ELA provide a developmentally appropriate, sequential progression of skills and concepts to be taught and include components such as suggested instructional timeframes, reading selections, specific skills and concepts to be taught, relevant standards for reading (informational, literature, and foundational skills), writing, listening and speaking and language, and assessment information. Supplementary documents provide further specificity to the framework, including elements such as supplementary texts (oral and written) of appropriate complexity, text-based questions, additional resources, pertinent modifications, and guidance for flexible grouping and management.

PS 18 uses Core Knowledge for grades K – 2. Core knowledge is an educational reform model based on the premise that a solid, specific, shared core curriculum is crucial to ensure a sound elementary education and help students build strong foundations of knowledge. The content of this core curriculum is outlined in the *Core Knowledge Sequence* manual, which describes what students should learn at each grade level in Grades K – 8. The manual provides a detailed outline and planned progression of specific content to teach in language arts, American and world history, geography, mathematics, science, the visual arts, and music.

The curriculum for student in grades 3 – 6 will be guided by Houghton Mifflin Harcourt's *Journeys Common Core*. This program integrates the CCLS into every lesson, helping educators plan, engage, teach and assess students effectively and efficiently. Furthermore, *Journeys Common Core* has the following characteristics:

- It's accessible. The program provides the resources needed to plan and assess effectively, as well as teach and engage students. Student text are designed to allow every student access to rigorous content.

- It builds a knowledge base to read complex text. *Journeys Common Core* focuses on repeated reading of complex text, developing academic vocabulary, and close-reading skills.
- It engages 21st Century students. Using cutting-edge digital learning tools such as interactive white board lessons, teacher maximize their effectiveness and get students engaged and excited about learning.
- Aligned to CCLS assessments. Included in the program are comprehensive assessment tools to monitor student progress and provide real-time information on student progress. Students are able to practice their reading skills through a series of daily practice activities and quizzes that will help them prepare for on-line assessments to ensure seamless CCLS implementation.

In grades 7 and 8 NYS developed ELA modules are used. [Curriculum materials for ELA is](#) structured into 4 levels of hierarchy. You can navigate by grade, then by various modules within the grade. Each module is divided into units, and each unit is further divided into lessons. The Developing Core Proficiencies Units are an integrated set of English Language Arts/Literacy units spanning grades 6-12. The series is comprised of four 3-week units at each grade level that provide direct instruction on a set of literacy proficiencies at the heart of the Common Core State Standards: reading closely and researching in order to develop and communicate evidence-based claims and arguments about complex texts and topics.

Curriculum materials: Support teaching and learning in Pre-Kindergarten (Pre-K) through Grade 12 classrooms across New York State and provide access to sequenced, spiraled, content-rich statewide curriculum programming and instructional practices that support the attainment of the CCLS and align to the Board of Regents' strategic goals.

- Include teaching and learning experiences that scaffold P-12 grade levels, are focused on P-12 learning progressions, and project a trajectory of learning standards in each content area (English Language Arts & Literacy and mathematics).

Incorporate curriculum maps, lesson plans, performance tasks, scaffolding materials, samples of student work, and other classroom artifacts. Newly developed modules will provide curriculum and instructional resources targeted to address all learners within any classroom setting.

Emphasize resources that are planned and developed according to the principles of Universal Design for Learning (UDL), and are able to be used by all students, including: English language learners (ELL), Students with disabilities (SWD), Accelerated learners and students achieving and performing below grade level (up to two grade levels behind through grade 8, and up to four grade levels behind in high school, grades 9-12).

Curriculum modules include: Year-long scope and sequence documents, module framing/overview documents, performance tasks (for administration in the middle and at the end of each module), lesson plans and supporting materials (class work, homework, etc.)

Mathematics: In grades K – 8 NYS developed mathematics modules are used. [Curriculum materials for mathematics is](#) structured into 3 levels of hierarchy. You can navigate by grade, then by various modules within the grade. Each module is then divided into lessons.

Curriculum materials:

- Support teaching and learning in Pre-Kindergarten (Pre-K) through Grade 12 classrooms across New York State and provide access to sequenced, spiraled, content-rich statewide

curriculum programming and instructional practices that support the attainment of the CCLS and align to the Board of Regents' strategic goals.

- Include teaching and learning experiences that scaffold P-12 grade levels, are focused on P-12 learning progressions, and project a trajectory of learning standards in each content area (English Language Arts & Literacy and mathematics).
- Incorporate curriculum maps, lesson plans, performance tasks, scaffolding materials, samples of student work, and other classroom artifacts. Newly developed modules will provide curriculum and instructional resources targeted to address all learners within any classroom setting.
- Emphasize resources that are planned and developed according to the principles of Universal Design for Learning (UDL), and are able to be used by all students, including: English language learners (ELL), Students with disabilities (SWD), Accelerated learners
- Students achieving and performing below grade level (up to two grade levels behind through grade 8, and up to four grade levels behind in high school, grades 9-12).

Curriculum modules include:

Year-long scope and sequence documents, module framing/overview documents, performance tasks (for administration in the middle and at the end of each module) and lesson plans and supporting materials (class work, homework, etc.)

ii. Instruction (See Appendix 9: Instructional Strategies for Tier I, Tier II, and Tier III)

School turnaround instruction competencies are comprehensive of both teaching and learning. Key components of effective school turnaround practices must include the following: Strong leadership, Effective teachers, Redesigned schedules, Rigorous and aligned instructional programs, Use of data for continuous improvement, Safe and healthy students, and Family and community engagement.

PS 18 staff will develop an instructional system for prevention and intervention. By incorporating high quality research-based instruction for literacy and numeracy skills, PS 18 will prepare our students to meet CCLS. PS 18 is committed to utilizing instructional practices and strategies that incorporate the 21st century skills into all content areas. Rigorous and aligned instructional practices are a lead indicator for successful school turnaround. Universally, all students will receive instructional practices that incorporate the six ELA and math shifts as evidenced through the use of the Tri State Rubric when lesson planning, providing student feedback, classroom visits and regular focused walks. Students will be provided research-based core instructional strategies to achieve mastery of content. For example, some of these instructional practices will include: explicit instruction, peer to peer coaching, think pair share, write aloud, modeling writing, student friendly rubrics, centered based learning, use of manipulatives, and essential differentiated instructional techniques. When more intense instruction and intervention is required, a more targeted approach will be utilized. Tier II and Tier III instructional strategies will be implemented along with additional supplemental resources. For example, when a student in 1st grade requires additional intervention in literacy foundational skills, the supplemental Magic Penny program will aid in mastery of those skills. Not only will a supplemental program be utilized but also additional staff resources. Reading specialists will be assigned to provide small group and individualized instruction to identified students.

Teachers will develop individualized student intervention plans that will be monitored and adjusted every three –five weeks of instruction based on the level of intervention required. Students that are at proficient levels in ELA and math will be accelerated using a similar

approach. The general education teacher will group students based on academic levels and provide accelerated teaching strategies and learning opportunities for this population of students. For example, students may complete research-based learning and partake in high level literature circles.

In addition to structured embedded professional development on backwards planning, assessments, differentiation and data analysis, the literacy coach will provide modeling and side by side coaching to teachers based on need and support for further skill development. Providing this support will develop the skillset of the teacher as and the confidence to engage in turnaround practices. In addition, this personalized level of support is aligned to the core competencies of a turnaround teacher. Some of the needed teacher and leader practices for PS 18 are listed below:

- *Teacher Mentoring (Peer to Peer Coaching)*: Teachers that are experiencing struggles with classroom management and delivery of instruction will be given a mentor. Mentoring will include classroom visits, book studies, and online support.
- *Teacher Leader Coaching*: Support to group of teachers identified to become formal teacher leaders. Coaching will include classroom visits, book studies, and online support.
- *Focused Instructional Walks*: Monthly classroom visits are conducted by teachers, school leaders, and support staff members to identify ways in which staff is utilizing a particular instructional strategy or concept with students. The feedback of the walks is summarized and shared with the staff to develop further action plans for implementation.
- *School Leader Coaching*: Leadership support will help leaders manage competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape while honoring a sense of urgency that a school may need to achieve immediate improvements.

iii. Use of Time

(See Appendix 10: 2016-2017 Approved District Calendar)

(See Appendix 11: Sample Daily Class Schedule)

PS 18's school day begins at 8:55 am and ends at 3:35 pm. Students are in school for a total of 6.5 hours each day and attend school for 186 days a school year. PS 18 has determined that our students need additional instruction and enrichment time in order to increase student achievement. The Extended Learning Time (ELT) programming outlined in this section will enable PS 18 to meet these needs. Additionally, PS 18 has identified several ways to improve the after-school program it has run in previous years. Several improvements will be made to the current after-school programming, to support the vision and goals of the SIG plan. One improvement will be to ensure the after-school program follows a specific curriculum. PS 18 will restructure the after-school programming to ensure targeted interventions are in place for all students using research-based programs that are align with grade level standards. ELT will add an additional 2 hours to each school day for approximately 105 days.

PS 18's ELT programming will provide students with opportunities for academic and co-curricular activities after school and during the summer. All programs are research-based and will be implemented with fidelity. PS 18 expects that our extra time programming will results in increased math and literacy skills for participating students.

The ELT program will run October 2016 until May 2017 from 3:35pm to 5:35pm Monday through Friday. This is a change from the previous year where the program only ran Monday through Thursday. It is anticipated that staffing Fridays will be difficult, in collaboration with the selected Community Based Partner (CBO), Child and Adolescent Treatment services (CATS), the school has reached out to Buffalo State College where various departments will

have their students conduct service credit hours on Friday during out ELT program. CATS will hire an on-site Coordinator and additional resources. The Coordinator will work with the school Staff and the CBO staff to provide content and oversee execution of the after-school program. They will meet with all staff to coordinate scheduling on a weekly basis with the assistance of school administration. In addition to the coordinator, CATs will hire an Alternative to Suspension Social Emotional Facilitator to work with students who are having behavioral or disciplinary problems that may lead to suspension. They will work with the students to modify their behavior so that the student will be able to avoid suspension.

PS 18 will focus our increased instructional time in the area of reading, math and fine arts. Our goal is to provide quality creative learning experiences for our students. Our afterschool program will follow specific criteria for early learning intervention that will help students become proficient in the areas of reading and math. The content of afterschool learning activities will be consistent with the CCLS instruction happening during the regular school day. This program will maximize learning and prepare students to excel both socially and academically.

In addition to Early Learning Interventions for grades K - 3, our ELT will also target grades 4-8 with interventions that are not only intended to bridge the gap but are also engaging, enriching real world experiences. Buffalo State College students will be incorporating such things as movement and the arts, to idioms and other figurative language; a skill that our students generally struggle with on the NYS Assessments. Some of the other community service classes that will be offered include Computers for Children, Engineering for Kids, GoBike, and Van Gogh Arts.

PS 18 and CATs believe schools need to focus on the whole child and provide opportunities for social and emotional growth in addition to academic learning opportunities. For this reason, our after-school programming will also include activities such as Zumba/dance, Girl Scouts, Empower Girls, Girls on the Run, cooking, cooperative games, as well as learning experiences from the school community garden. Incorporating these programs will enable PS 18 to address students' socio-emotional and physical activity needs while simultaneously supporting BCPS Health and wellness Initiative. The after-school program will also include co-curricular activities such as technology club and a book club. These clubs will align with the grade level instruction and provide participating students with an opportunity to extend the learning that is taking place during the regular school day. PS 18 believes the customized after-school program will provide students with multiple options for engaging in additional learning experiences.

PS 18's approach to using extra time also includes strategies that maximize the available instructional time in each class period. To this end, PS 18 will engage in professional development that enables our teachers to develop more effective lesson plans and learn new strategies for making effective use of available instructional minutes. Additional professional development will focus on strategies for lesson planning that reduce the amount of instructional time lost due to transitions such as revisiting the 21-day planner. Teachers' implementation of these strategies, in conjunction with the behavior and classroom management strategies discussed throughout this grant application of this application, will result in more effective use of available instructional time. The planned professional development to support these efforts is outlined in Appendix 7: Implementation Period Training, Support and Professional Development.

iv. Data-Driven Instruction and Inquiry

(See Appendix 12: Processes for Data Sharing & Reporting for Shared Decision-Making)

PS 18 has traditionally used Grade Level and Common Planning Time meetings to discuss student work and look at data. However, it typically does not get down to the root cause, is not timely and does not consistently assist in forming instructional groupings. A major change to PS 18's instructional program and practice will be the establishment of systems to monitor student achievement and provide early learning intervention. PS 18 will re-establish a school Data Inquiry Team (DIT). Members of this team will undergo professional development on the Use of data for Continuous Improvement of Teaching and Learning, based on *A Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry* (Love, Stiles, Mundry, & DiRanna, 2008) and is outlined in Figure 1. This team will be committed to employing an approach to use data that is comprehensive, timely, cyclical, and student centered.

PS 18's teachers will administer teacher created formative assessments that help track students' progress on learning goals in the core academic areas. Examples of the school-level common formative assessments in ELA and math include: a writing piece, math constructed response, exit ticket, and weekly Journeys assessment. The school level common assessments align with learning deficiencies evidenced in student achievement results from the 2015 and 2016 NYS assessments. Data from both sets of assessments will be analyzed to determine which students in each classroom are mastering predetermined targets and inform the development of specific plans to address the learning needs of struggling subgroups and individual students. Through the use of the longitudinal Gap Analysis Report, school and/or grade levels will identify 3 – 5 focus standards in ELA and math. CFAs for these standards will be administered 3 times a year to track progress towards increased student achievement of the focus standards.

PS 18 will collect and use data to assess student learning and drive a process of continuous improvement. PS 18 will introduce a building wide assessment protocol that outlines how teachers can assess students on an ongoing basis. The assessment protocol will be consistent with our grade-level learning targets and the BCSD curriculum pacing guides. The key elements of the protocol are outlined below:

- Teachers will use a common written template and structured protocol that are succinct and contain an item analysis, standard-level analysis, and bottom-line results. This analysis process will require reflection and action planning at the individual teacher, grade level, subject area, as well as school-wide. Through the analysis of assessment results, teachers will identify strengths, weaknesses, and gaps by standard and skill. The deep analysis will require that teachers not only identify what students did not learn but the root cause with a plan to address it.
- Teachers will create a plan for addressing the standards and skills not mastered by the whole class, groups of students, and/or individual students. This plan will delineate standards and skills that must be retaught to the whole class, what will be addressed through small-group instruction, and which individual students require placement in intervention programs, as outlined in the school-wide RtI framework.
- Address trends in performance across the grade and then use an action-results meeting protocol to identify best practices and key actions that everyone will implement to address assessment results. In collaboration with integrated co-teachers, ESL teachers, and music and arts teachers, the teams will spend additional time developing concrete elements of lesson plans (e.g., “Do Nows,” teacher guides, student activities, homework) that will be used to address needs and gaps in specific skills and standards.

PS 18's instructional leadership team will develop a school-wide plan to address assessment results and promote DDI. These plans will include coaching, instructional support, and

professional development for teachers needed to address student-learning needs. The school-wide plan will also include a review of teachers' lesson and unit plans, classroom observations, and formal feedback processes. Throughout the course of the school year, PS 18's instructional leadership team will identify, share, and disseminate best practices, resources, and strategies from high-achieving teachers and other schools.

PS 18's teachers will use grade level meeting and/or common planning time to discuss and share their analysis of student achievement data. These sessions will follow the data driven dialogue process in which teachers predict, visualize, observe and infer. Grade level teams will use the common planning meeting time to develop the "action plans" that are necessary to change their instructional practices.

PS 18 teachers need professional development to develop appropriate formative assessments and engage in the DDI processes. Data Inquiry Team will have primary responsibility for facilitating the process of increasing staff capacity to engage in DDI. They will consult, mentor, and support classroom teachers in their efforts to utilize formative, summative, and state assessment data to inform instructional decisions. All educators at PS 18 will receive support in the DDI process and be expected to use ongoing analysis of student achievement to determine the need for changes in instruction and develop interventions for students.

v. Student Support

In order to achieve our goal of improving the social-emotional well-being, and achievement of our students, PS 18 will be part of the Multi-Tiered Systems and Supports-Behavior (MTSS-B) Cohort 2 through the School Climate Turnaround Grant awarded to the district in 2014-2015. MTSS-B will be aligned to PBIS and RTI strategies. To address the academic needs of our students, PS 18 will implement a Response to Intervention (RtI) framework executed by the Student Supports Team (SST).

The Response to Intervention framework holds significant promise for better serving students who are at risk for academic difficulties. This instructional framework aims at prevention and early intervention through a tiered system of supports. These supports include MTSS-B, RtI and AIS periods. The SST will design Tier II and Tier III systems and supports and will create systems for progress-monitoring fidelity and effectiveness of those supports. They will train other teachers in the building on the use of those systems and supports. RtI and AIS periods will be used in grades 1-8 after through the use of data students are targeted to differentiate the instruction to the needs of those children. SST and DIT will collaboratively identify students early on who may need any types of supports, whether it be social, emotional, academic, behavioral, etc. The team will assess data, create and implement interventions based on that data. The team will form partnerships with classroom teachers and be available when needed. PS 18 will provide students targeted instruction and intervention services to ensure that they are on track to meet academic benchmarks and demonstrate proficiency on grade-level standards. Furthermore, PS 18 will develop a coordinated set of support services to give students the knowledge and skills they need to be effective learners and contributing members of the school community. After receiving trainings, the MTSS-B team will develop systems and structures to be put in place for the 2016-2017 and thereafter. The team will design, implement, and enhance Tier I and Tier II systems and Tier III supports.

Through the implementation of MTSS-B, PS 18 will improve our ability to support the majority of students in Tier I. The Tier II structure is designed to work with ten to fifteen percent of our students who are in need of additional supports. These students will receive more individualized supports such as meeting in social groups or individualized behavior plans. Tier

III is designed to meet approximately five percent of students who need more intensified support. At this level, students will receive wraparound services coordinated through our Student Support Team (SST), Child & Adolescent Treatment Services (CATS), Say Yes to Education (Say Yes), and WNY United. Training will begin to be provided in July and August 2016 to establish the systems and structures.

Child & Adolescent Treatment Services promotes the emotional well-being of children & families by providing professional counseling and treatment services in child friendly environments. The mission of the CATS school-based prevention program is to enhance Students' academic and social emotional development by providing and supporting school efforts that keep children in school and help them achieve.

In this program CATS will offers students and their families an opportunity to participate in a proven program designed to promote academic achievement and socio-emotional development by improving attendance rates, decreasing suspensions and discipline referrals and increasing knowledge and use of pro-social skills. The program is based on the Community Schools model, which stresses academic enhancement, safe and structured enrichment activities, removal of non-academic barrier to learning and family involvement and involves the delivery of many different evidence based and promising practices programs. This program is an adjunct to the Schools' Student Support Teams and is designed to reflect the Schools' safety plan as well as their MTSS-B initiative.

The school administrators, the student support teams and a social emotional needs assessment/data would identify the target for this program. This program provides the school with social –emotional supports either through facilitation of Tier 1 classroom based interventions, Tier 2 small groups such as those listed in the activities section below and referral and supports for Tier 3 interventions.

The project has five overall focus areas. The first will be to improve student attendance. The second is increasing their ability to make pro-social choices in their behavior in home, school and community by offering research-based and best practice programs. The third goal focuses on supporting the coordination and implementation of social emotional supports. The fourth is on providing academic support skills through social academic intervention groups and the fifth focuses on increasing the involvement of family in children's academic, community and life development by providing specific supports for the adults such as, powerful families, family support, family recreation and counseling services. Activities to address the five focus areas are as follows: therapeutic and social skills building, case management, coordination with Student Support Teams and implementation of PBIS including primary secondary and tertiary supports (Coping Power, Cognitive Behavioral Intervention for Trauma in Schools, Safe Dates, Girls Circle, Boys Circle, Please Stand up Against Violence, Skills Streaming, Second Step Academic skills groups, crisis intervention, conflict resolution, Youth Court, Alternatives to suspension, detention supports, Restorative Justice, Girls on the Run, Ready Freddy, Check in/ Check out, Attendance Works, Case management, counseling, family problem solving workshops and counseling services). Activities for this program are designed to support MTSS-B grant goals and are built around the New York State Social-emotional guidelines. Classroom based groups average between 27 and 30 students and small groups are typically between 4 and 8 participants. The Socio – Emotional Coordinator is responsible for working as a liaison to the Student Support team. Their role is to support the MTSS-B/ PBIS initiative by delivering primary and secondary interventions such as Girls Circle, Safe Dates, Second Step, and Anti – Bullying workshops, conflict resolution, de-escalation, classroom behavior management and

mediation. Having the Socio-emotional coordinator in the school five days a week will help to ensure that students will be responded to rapidly and with a state of the art program. Program staff provide emotional support and advocacy for parents with students referred from the School's Student Support Team by meeting with families in the office, at their homes or mutually agreed location, providing telephone support if needed, maintaining family's right to confidentiality, advocating for the families in various arenas (ECDSS, CSE meetings, court, schools, CHOB, ECMC – CPEP, and other community agencies), providing with linkage to community and natural supports, and working collaboratively as part of a comprehensive School, Program, Child and Family Team. The Alternative to Suspension/ Restorative Justice staff will be responsible for providing programming design to support specific students at risk of being suspended or returning from a suspension. All program staff are responsible for researching, developing and implementing programs and interventions identified by the SST team and School Leaders

The Say Yes to Education initiative integrates health and human services into the school to address the nonacademic barriers of children and their families so learning can be enhanced. This affords families better access to coordinated services that are comprehension, family centered, and family driven, which will improve their quality of life and their child's academic success. The Say Yes coordinator has a specific focus on attendance, behavior, and child welfare and their caseload is monitored by the County of Erie.

WNY United brings research-based social competency programming straight to the classrooms. These classroom presentations teach children important life skills like decision-making, setting goals, communication, peer refusal techniques, and peaceful conflict resolution. Mastery of these skills increases the likelihood that these children will avoid risky and negative behaviors like substance abuse. WNY United has Social Competency Programs tailored for grades K-6, Leaders in Training (LIT) for 6-8 grade students to encourage skill development. Additionally, Lawyers for Learning (LFL, Inc.) a not-for-profit corporation dedicated to providing a program through which members of the legal community of Erie County, New York, volunteer as tutors and mentors at PS 18.

The program provides volunteer assistance to students who are academically at risk and/or financially disadvantaged in order to improve their academic performance, build self-esteem, provide profession role-modeling, and increase self-confidence. The program operates during the School 18 academic year (roughly September to June) and matches volunteers drawn from the entire legal community, including judges, lawyers, law students, court clerks, paralegals, court reporters, secretaries and other staff, with students ranging from first grade to eighth grade. Each tutor is assigned one or two children for the academic year, depending on the tutor's preference. The volunteer tutor is asked to commit one hour per week to tutoring; principally in reading, writing, and mathematics.

iv. School Climate and Discipline

The school currently uses PBIS and will be incorporating MTSS-B. A core team of professionals has been introduced to the system based on the core beliefs of positive behavioral interventions through the initial training for MTSS-B. The shared vision that is currently in place is based upon 3 core expectations of respect, responsibility and safety.

Behavior Intervention team (BIT) will develop a systems plan that will be implemented by all staff to ensure school-wide consistency using positive behavioral expectations. A set of key systems and structures will be developed to encourage and teach students expected behaviors both in the classroom and school. A set of procedures will be developed by the MTSS-B to

assist classroom teachers to proactively manage learning environments and minimize inappropriate behaviors. Staff will be provided with professional development and coaching by the SST with regard to the development of classroom structure, routines, predictability, and positively stated expectations that are both age and ability appropriate.

BIT will develop systems and behavioral expectations and provide staff with an opportunity for input. These rules and positive expectations will be taught to the students through PBIS events and by classroom teachers, and consistently reinforced by all staff within the school. Clearly stated procedures for established behaviors and deterring undesirable behaviors will be developed. These procedures will empower teachers in the area of classroom management and will maximize the learning environment and improve student engagement. Through this process the number of office discipline referrals will decrease and will only be used when the teacher has exhausted all other resources as stated the school's behavioral matrix.

v. Parent and Community Engagement

Support systems are integral to the educational development of any student. PS 18 is motivated to change, develop, and innovate educational supports to meet the needs of diverse learners. Additionally, PS 18 needs systems in place to foster more familial support. These additional supports can address the academic and social-emotional needs of the students beyond the classroom, extending beyond the school day. This requires a concerted effort to engage parents by empowering families with a variety of ways to participate and give the community a voice in the school. As a lower achieving school, PS 18 has a need for more parent involvement and improved teacher-parent communication.

PS 18 has developed strong community supports including partnerships with Lawyers for Learning, WNY United Against Drugs and Alcohol, CATS (as mentioned in the Student Support section) and Curtis Screw.

Curtis Screw, a local automobile parts manufacturer, leads quarterly "Student of the Month" luncheons to acknowledge the students who are demonstrating the qualities outlined in PS 18's PBIS matrix including; Be Responsible, Be Respectful, Be a Positive Member of PS 18 and Be Safe.

PS 18 will continue encouraging community involvement through the Site-Based Management Team (SBMT). The SBMT oversees all school policies, procedures, committees, and rules. It is comprised of school administration, teachers, community partners, Say Yes representatives, PS 18 parents and students.

At PS 18, a large emphasis is being placed on parent involvement starting at PK. The hope is that parents will continue their involvement as student's progress in their education. In order to achieve this, teachers will be expected to implement a teacher-parent communication plan developed in conjunction with the SBMT and school leadership. Also, BCSD participates in the Ready Freddy program that works to transition the youngest students into PK and Kindergarten. This helps to engage student and parents at the beginning of their education so that positive relationships and habits are formed. Since regular attendance in PK and Kindergarten is critical to academic success, good attendance habits are taught and reinforced throughout the school year.

PS 18 will develop digital modes of communication to keep parents informed and to give parents a platform to voice questions, concerns, and offer assistance. Currently, parents can access student grades through Parent Portal. There are numerous resources for parents on the District website, but parent and community involvement needs to be fostered through a personal, school-based approach. Edmodo, a Facebook clone for students, allows parents to be informed

in real time of student achievement and behavior as well as providing quick and easy communication with the teacher. Class Dojo is another site that allows instantaneous daily communication. PS 18 teachers will use their Teacher Pages and other digital resources available for communication home. Additional training will provided to teacher around these communication resources.

PS 18 will also use our school website to notify parents and the school community about important information. PS 18 plan to create regular updates to notify the community about 1) the progress report dates, 2) report card dates, 3) open house dates, and 4) Coffee with the Principal dates, 5) volunteer opportunities, 6) important updates on academic initiatives. In order to increase the frequency and regularity of home-school communication, PS 18 will use the Connect Ed system. The Connect Ed system allows campus leaders and security professionals to send time-sensitive notifications to thousands of people in minutes through phone, email and text. PS 18 expects that the use of this system will provide our school with a new means of engaging families as we will have messages translated in the top five languages. The use of this service will be particularly helpful when progress reports and report cards are mailed and notification of this will result in increased parent awareness of the distribution of this important academic information. It will also be helpful when the school is arranging for Open House, school events, and committee meetings to invite parents in to participate. To increase opportunities to engage parents, PS 18 will provide monthly events for families and provide activities for children (such as movie night) during events, such as teacher/parent conferences, Open House, and parent workshops.

I. Training, Support, and Professional Development

i. School Involvement in Development of Plan

PS 18 leaders formed a SIG team of school staff who reviewed former SIG RFPs and applications and held meetings to discuss PS 18 student and school community strengths and weaknesses and began developing a plan in preparation for the collaborative SIG application writing process. PS 18's SIG team, in consultation with Office of School Leadership, selected the Transformation model, and the turnaround plan began to take form; school leadership and staff were able to initially identify those areas where teachers felt they needed additional supports. The needs of PS 18, which drove the selection of key strategies to be implemented in order to make quick and sustainable gains, also were at the root of the selection of the professional development the school community will need to be able to implement the recommended strategies, meet the goals of PS 18's Turnaround plan, and greatly improve student achievement.

The initial list of needs, strategies and professional development needs was shared with school and District staff, whose feedback was used to create the professional development plan. Thus, the final list of professional development reflects continuous dialogue among leadership and staff. Because the final list of professional development was also developed in collaboration and consultation with District leadership, the planned professional development is complimentary to the professional development being offered by BCSD. In sum, this process will ensure that PS 18's identified professional development needs are directly related school needs, the improvement strategies PS 18 selected, and aligned with the district's overall professional development plan.

ii. Implementation Period

(See Appendix 7: 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:

- Sign-in sheets that record the names of participating teachers
- Activity logs that record the specific supports provided to individual teachers and/or groups of teachers
- Activity logs that record the frequency and the duration of weekly observations, type of feedback provided, and the type/number of new instructional strategies applied
- Surveys and evaluation forms that assess teachers perceptions and the likelihood they will attempt to apply new knowledge and skills in their professional practice

Based on the collection of this information, our school will be able to determine 1) if professional development took place as planned and 2) teachers' perceptions of the professional development. An overall analysis of this data will also assist our school in identifying barriers to full implementation of planned professional development activities.

In order to determine if professional development activities achieved the intended outcomes, the school has specified the outcomes and related indicators for each professional development activity (see table above). In addition, our school has identified related indicators for each professional development activities. These indicators include changes in teachers' perceptions, acquisition of new knowledge and skills, observable changes in school organization and culture, and changes in classroom processes that influence student learning.

PS 18 is interested in implementing rigorous, ongoing evaluations that will help refine planned training, support, and professional development activities. PS 18 will do this by conducting:

- Formative evaluations (monthly) that will gauge teacher satisfaction with professional learning activities, provide evidence that planned activities took place, and provide indicators of how well teachers mastered new knowledge and skills. This data will be collected through the use of surveys, documentation review and classroom observations. Documentation review may involve review of meeting agendas, classroom observation schedules, outputs from common planning sessions, and/or mentor and coaching notes. This monthly data collection process will make it possible for school to conduct month-to-month analysis of trends in these indicators. School leadership teams will be responsible for collecting and reviewing this data. They will also be responsible for sharing this information/findings with school staff, BPS staff and the providers. This formative evaluation process is intended to ensure that every professional working the in school has an accurate and up-to-date understanding of professional development efforts and their effectiveness. This ongoing review process will also enable professional development providers to determine whether activities are on track or whether some midcourse changes are necessary to achieve the intended outcomes.
- Ongoing evaluations (at the end of each marking period/every 12 weeks): Each quarter, the school will assemble an integrated report of professional development activities realized. The quarterly report will summarize data presented in the formative reports but also include counts of activities realized. These quarterly metrics will enable the school leadership and staff to identify which activities are most frequently occurring and which activities are more infrequent. The school community can then begin to problem solve and identify strategies to facilitate the implementation of all planned professional development activities.
- Quarterly evaluations will also include a review of academic achievement data. Achievement data will include benchmark assessments, common formative assessments, daily formative assessments, and student work. The achievement data for each quarter will be reviewed and analyzed to determine if there have been changes in achievement in those classrooms where professional development interventions have been implemented. The review of this information is expected to help school leaders identify practices that have been most effective. A discussion of this data can also reveal insights about aspects of the school's organization and culture that may contribute to and/or detract from teacher training, support, and professional development efforts.
- 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 and achievement. The summative evaluations will be created using the outputs of the ongoing evaluations. This data and information will be analyzed to identify trends in the implementation and effects of professional development supports. This

analysis will also include the full set of teacher observation data as well as the complete set of student achievement, behavior and attendance data. The data will be analyzed to determine effects on achievement, behavior and attendance in classrooms where specific professional development services were provided. The data will also be analyzed to determine if there were observable change in teacher practice before, during and after the professional development services were provided.

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/ Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Journeys Reading Program	Begins in July and continues monthly	District PD Reading Building Personnel	A 10% increase in the ELA assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, PS 18 needs professional development in CKLA and Journeys and the use of all related materials. Reading teachers will be assigned to work directly in the classroom with the teacher and provide modeling, guided practice.
Math Modules	Begins in July and continues monthly	District PD DIT	A 10% increase in the Math assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, PS 18 needs professional development in the Math Modules and the use of all related materials. District staff will work directly in the classroom with the teacher and provide modeling, and guided practice. Math teachers in grades 3 – 6 will continue to attend MSP professional development. Math teachers that are members of DIT will provide teachers with training and support on differentiating instruction based on data analysis.
Classroom Management MTSS-B	Begins in July and continues throughout 2016-17 school	PS 18 Book Study SCTG SST Team	A 20% reduction in behavioral referrals measured by the number	Analyzing the ODR data, number of referrals, suspension data Data table from tier 2 and tier 3 effects	As indicated in Needs Assessment, PS 18 to establish a school culture focused on achievement and engaging families as partners in their children’s learning. This will address the ODRs data that indicates we have a lack of skill in the area of classroom management. The training will be

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/ Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
	year		of ODRS	Summary of observations	more specific to the teacher skills building.
Data Driven Instruction	Begins in July and continues throughout the 16-17 school year	BCSD DDI Training Book Study Literacy coach DIT	Changes in pre-post scores in classroom assessments	<p>Teachers will develop a “toolkit” of DDI strategies that can be used in the upcoming school year.</p> <p>Team will create long term and short term goals as a Data Team for the 2016-2017 school year</p> <p>Teachers will collaborate and plan for the 2016-2017 school year, where they will turn-key the information learned at the first four sessions at a faculty meeting.</p> <p>Visual displays of data results from interim assessments</p> <p>Analyzing of interim assessments data against the</p>	PS 18 seeks to use DDI to support their grade level in examining the end-goal test, and to subsequently formulate their interim assessments. This will lead the staff to building their lesson plans to meet rigor of the end assessment and make sure PS 18 students will be college and career ready.

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/ Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
				end assessment for rigorous alignment with the CCSS Grade Level Team meeting Summaries Summary of Observations	
Common Core	July, August and throughout the year	District PD Literacy Coach Reading and Grade Level Leaders	A 10% increase in ELA/Math assessment scores Changes in parallel assessment scores	Analyzing both instruction and interim assessments against the alignment to the CCSS Lesson Plans Summary of Observations	Our teachers will receive training to sequence and scaffold content and highlight alignment with CCLS for ELA & Literacy and the PARCC Frameworks. Teachers will use the end-of-module performance task to gather information on whether students are achieving the standards. Teachers will develop daily lesson plans that include guiding questions, recommended texts, scaffolding strategies, and other classroom resources that are aligned to CCLS.
Instructional Strategies Differentiated Instruction	September throughout the 16-17 school year.	District PD Literacy coaches Reading	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	PS 18 will incorporate differentiated instructional strategies to increase academic rigor, and students will be engaged in complex, academically rigorous activities at appropriately challenging levels. This will also reduce frequent student boredom, frustration and misbehavior.

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Differentiation Higher Order Thinking Techniques		Building Personnel Administration Magic Penny			PS 18 will use differentiated instruction to meet the learning needs of all students. Differentiated instruction was noted to be a weakness of our teachers during the DTDSE and will lead to increased focus on subgroups. The incorporation of higher order thinking skills will provide much needed rigor and challenge to school academics and will align with CCLS. The use of Blooms Taxonomy will prepare students to become college and career ready.
Co-Teaching	September	District PD Administration	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	Develop collaborative lesson plans, including rigorous instruction that includes various co-teaching techniques that align to the CCLS. This PD will also benefit differentiation and target classrooms with SPED and/or ELL students.

J. Communication and stake holder involvement/Engagement

i. Regular and Systematic Updates to Stakeholders

(See Appendix 8: Stakeholders Involvement and Engagement Chart)

One of the core beliefs driving the turnaround plan is the district- and school-wide understanding that school staff, parents, and community members are partners in the change process. School improvement and turnaround presents an especially difficult communications challenge because of the intense emotions that surface and because they involve such dramatic change for so many people. There is no formula that will make them easy or trouble free. However, the district and school are committed to ensuring that all parents, community members, and other stakeholders are well informed regarding implementation of the School Improvement Grants (SIG) plan. In order to effectively communicate about SIG implementation the school leader will work on three major areas:

- Concentrate on Big, Fast Payoffs- Successful turnarounds efforts first concentrate on a very limited number of changes to achieve early, visible wins for the school. School leadership does this to achieve success in an important area, to motivate staff for further change, and to reduce the resistance by those who oppose change.
- Communicate a Positive Vision – Turnaround leaders motivate others inside and outside the organization by communicating a compelling case and sense of urgency for student achievement, and a clear picture of success. It is critical that a consistent message of high expectations is received across the school community.
- Measure and Report Progress Frequently– Turnaround leaders set up systems to measure and report interim results often. This enables the rapid discard of failed tactics and increase of successful tactics essential for fast results.

The SLT, BIT, and PTC are the systems in which distribute leadership will be cultivated for buy-in around the mission and vision for the school. The school leadership team will serve as the primary mechanism for regularly and systematically updating administration and the SBMT the curricular and instructional progresses made, and will work to disseminate further recommended strategies with the DIT. Consistent communication and unwavering focus on the school's vision will serve as a framework for messaging. Each member of the leadership team will serve as a primary point of contact for each grade level and/or subject to ensure a consistent message.

PS 18 will develop a communication plan that includes each group of stakeholders and strategies for regular and systematic communication. The communication plan will be developed to include systems and structures to achieve the following:

- Lay the groundwork by talking with parents, students, teachers, community leaders and residents early and often.
- Reach out to the community and establish a genuine two-way exchange of ideas about improving the school and ramping up student learning.
- Provide Information that is easily understood and digestible about the school turnaround plans.
- Present information in formats that invite people to ask questions, exchange views, and make suggestions
- Establish smaller, more informal discussions with key groups on a regular basis help build better communication and mutual respect at least monthly.
- Develop a visual display of student progress on benchmarks.

K. Project Plan Narrative/Timeline

i. Year One Implementation Period—Goals and Key Strategies

(See Appendix 13: Key Strategies for Year One Implementation Chart)

ii. Early “Wins”

Successful turnaround leaders identify a few high-priority goals that will yield visible results and serve to motivate and engage all stakeholders in the change process. These early wins must be targeted, based on a review of data, and directly impact student learning outcomes. The early wins for PS 18 include the following:

- First quarter gains in targeted grades as measured by common formative assessments
- Lesson plans beginning to reflect the use of Backwards Plan based on Professional Development
- The use of high impact teaching strategies and increased student engagement as measured by classroom observations and instructional walkthroughs
- Improved implementation of MTSS-B as evidenced by lower rates of discipline referrals
- Established and trained Data Inquiry Team
- Use of Data to support instructional decisions as evidenced by observation and one-on-one administrator/teacher data meetings
- Data from classroom observations that indicates increased use of differentiated instruction
- Increase time on task in meaningful and rigorous work as measured by weekly classroom observations.
- Increased attendance by parents and families at school events such as Parent Teacher Conference and other academic events.
- Academic achievement among students participating in after-school programs

The leading indicators for the success of early wins, as outlined by the Public Impact report, are as follows:

- Existence of a school improvement plan, that clearly outlines goals, objectives, actions, measurable outcomes and timelines
- Existence of systems to regularly collect, analyze, and use data to determine with improvement strategies are on track

iii. Leading Indicators for Success

Adapted from other school districts’ “charting the course” monthly meetings, PS 18 will conduct regular performance management (AM) meetings, designed to ensure that schools and district staff work in concert to meet the needs of all students in a deliberate and impactful manner. At least monthly, School Leadership Teams will follow a systematic meeting process to efficiently and effectively use their limited time to gain an understanding of current performance (what the data shows), to uncover root causes (why the data shows it), as well as to create action items to address issues or concerns. Additionally, the principal will meet with their Associate of School Leadership to discuss school strategies, implementation, and key metrics as well as to problem-solve common challenges. These meetings focused on core strategies for improving student outcomes as indicated in School Improvement Grant application.

While data analysis and questions to identify the root cause are essential components, reflection, problem solving, and common planning must lead to action. During each meeting, action steps or new ideas for how to better implement the strategy and commits to action items that will be discussed and agreed upon. Action items should be done in stages, with a

combination of short-term and long-term actions. Recognizing quick successes on the short-term items will create momentum for longer-term actions. Once an action item has been implemented, it is important to evaluate ongoing progress in order to continuous improvement. Schools should look at both short- and long-term indicators to gauge effectiveness.

The leading indicators of success outlined below will drive these meetings. PS 18 will maintain a constant vigil on the leading indicators and closely monitor the fidelity and effectiveness of chosen programs and interventions outlined in the project plan, while creating a culture of continuous learning and action – one that is focused on improving student outcomes through systematically turning data and information into insight and action.

iv. Key Strategies for Meeting Requirements of the Model

(See Appendix 13: Key Strategies for Year One Implementation Chart.)

= Required Field

Local Agency Information		
Funding Source:	School Improvement Grant Cohort 7 @ #18	
Report Prepared By:	Ashley Wakelee/Diane Andreana	
Agency Name:	Buffalo City School District	
Mailing Address:	419 City Hall	
	<i>Street</i>	
	Buffalo	NY 14202
	<i>City</i>	<i>State Zip Code</i>
Telephone # of	<input type="text"/>	<input type="text"/>
Report Preparer:	(716) 816-3625	County: Erie
E-mail Address:	bpsgrants@buffaloschools.org	
Project Funding Dates:	9/1/2016	6/30/2017
	Start	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 refere to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

Richard Thompson 7/13/16

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 SPECIAL SERVICES DEPT
 2016 JUL 13 PM 1:30

SALARIES FOR PROFESSIONAL STAFF

Subtotal - Code 15			\$306,942
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
DISTRICT			
Project Administrator	0.17	80,096.00	13,617
Program Evaluator	0.17	85,000.00	14,450
#18 - DR. ATONIA PANTOJA			
Attendance Teacher (S. Macnamara)	0.09	72,731.00	6,546
Support Reading Teacher (G. Helliwell)	1.0	63,503.00	63,503
Support Reading Teacher (M. Carrow)	1.0	56,650.00	56,650
Support Reading Teacher (K. Herdlein)	1.0	54,363.00	54,363
	<u># of Days</u>	<u>Daily Rate</u>	
Substitute Teacher - PD 3 subs x 2 days/month x 8 months	48	112.00	5,376
Substitute Admin - PD 1 sub x 1 day/month x 10 months	10	175.00	1,750
Substitute Teacher - DTSDE Review 3 subs x 1 day	3	112.00	336
Substitute Admin - DTSDE Review 1	1	175.00	175
Teacher Ancillary - 1/200th PD 25 teachers x 3 days/teacher	75	300.00	22,500
Admin Ancillary - 1/200th PD 2 admins x 3 days/admin	6	350.00	2,100
	<u># of Hours</u>	<u>Hourly Rate</u>	
Curriculum Committee - Teacher 10 teachers x 11 days x 2 hours/day	220	26.01	5,723
Curriculum Committee - Admin 2 admins x 10 days x 2 hours/day	40	26.88	1,076
DTSDE Overtime for Teachers 4 teachers x 2 days x 3 hours/day	24	26.01	625
DTSDE Overtime for Admin 2 admins x 2 days x 3 hours/day	12	26.88	323
Teacher Ancillary - ELT 8 teachers x 210 hours	1680	27.84	46,772
Admin Ancillary - ELT 1 admin x 210 hours	210	35.86	7,531
Teacher Assistant - Hourly Overtime - ELT 1 asst x 210 hours	210	16.79	3,526
Total FTEs	3.43		

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$30,939
Description of Item	Quantity	Unit Cost	Proposed Expenditure
#18 - DR. ATONIA PANTOJA			
i-Ready License	1	15,900.00	15,900
i-Ready License-Toolbox	1	6,900.00	6,900
DISTRICT			
Next Lesson Software License	varies	varies	8,139

TRAVEL EXPENSES				
			Subtotal - Code 46	\$0
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures	

EMPLOYEE BENEFITS

		Subtotal - Code 80	\$126,706
Benefit			Proposed Expenditure
Social Security		0.0765	23,482
Retirement	New York State Teachers	0.120	36,834
	New York State Employees	0.155	0
	Other - Pension		
Health Insurance	Admin (0.17)	16,547	2,813
	Exempt (0.17)	16,547	2,813
	Teachers (3.09)	15,532	47,994
	PCTEA	12,578	
	Aides/Assistants	9,385	
Worker's Compensation		0.0315	9,669
Unemployment Insurance		0.004	1,228
Other (Identify)			
Supplemental Benefits	Admin (0.17)	530	91
	Exempt (0.17)	530	91
	Teachers (3.09)	525	1,623
	PCTEA	575	
	Aides/Assistants	540	
	Transp. #264	450	
	ENG/CUST#409	500	
Life Insurance	(3.43 FTE)	19.80	68

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	

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 - Dr. Antonia Pantoja - #18

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	\$306,942.00	
3.	Support Staff Salaries	\$0	
4.	Fringe Benefits	\$126,706.00	
5.	Indirect Costs	\$14,563.00	
6.	Rent/Lease/Utilities*	\$0	
7.	Sum of lines 2, 3, 4, 5, and 6		\$448,211.00
8.	Line 1 minus Line 7		\$51,789.00
9.	M/WBE Goal percentage (30%)		0.30
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		\$15,537.00

*If not included in #5

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$306,942
Support Staff Salaries	16	\$0
Purchased Services	40	\$20,850
Supplies and Materials	45	\$30,939
Travel Expenses	46	\$0
Employee Benefits	80	\$126,706
Indirect Cost	90	\$14,563
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$500,000

REVIEWED / RECOMMENDED

Richard Thompson 7/13/16

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 *[Signature]*
 Date Signature

Dr. Kriner Cash, Superintendent

Name and Title of Chief Administrative Officer

Agency Code: 140600010000

Project #: _____

Contract #: _____

Agency Name: Buffalo City School District

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 - Dr. Antonia Pantoja Community School of Academic Excellence - #18					
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	\$ 306,942	Professional Salaries	15	\$ 305,675	Professional Salaries	15	\$ 304,396
Support Staff Salaries	16	\$ -	Support Staff Salaries	16	\$ -	Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 20,850	Purchased Services	40	\$ 20,850	Purchased Services	40	\$ 20,850
Supplies and Materials	45	\$ 30,939	Supplies and Materials	45	\$ 30,939	Supplies and Materials	45	\$ 30,939
Travel Expenses	46	\$ -	Travel Expenses	46	\$ -	Travel Expenses	46	\$ -
Employee Benefits	80	\$ 126,706	Employee Benefits	80	\$ 127,973	Employee Benefits	80	\$ 129,252
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	\$ 303,104	Professional Salaries	15	\$ 301,799	Professional Salaries	15	\$ 1,521,916
Support Staff Salaries	16	\$ -	Support Staff Salaries	16	\$ -	Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 20,850	Purchased Services	40	\$ 20,850	Purchased Services	40	\$ 104,250
Supplies and Materials	45	\$ 30,939	Supplies and Materials	45	\$ 30,939	Supplies and Materials	45	\$ 154,695
Travel Expenses	46	\$ -	Travel Expenses	46	\$ -	Travel Expenses	46	\$ -
Employee Benefits	80	\$ 130,544	Employee Benefits	80	\$ 131,849	Employee Benefits	80	\$ 646,324
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

DR. ANTONIA PANTOJA COMMUNITY SCHOOL OF ACADEMIC EXCELLENCE - #18

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	15	\$13,617	\$13,753	\$13,889	\$14,027	\$14,167	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	15	\$14,450	\$14,594	\$14,739	\$14,886	\$15,034	District position to evaluate the effectiveness of programming.	The need for this position will be reevaluated at the conclusion of the grant.
School	Attendance Teacher (.09 FTE)	15	\$6,546	\$6,611	\$6,677	\$6,743	\$6,810	The teacher will provide intervention, research, support and documentation for student attendance.	The need for this position will be reevaluated at the conclusion of the grant.
School	Support Reading Teacher (3.0 FTEs)	15	\$174,516	\$176,261	\$178,023	\$179,803	\$181,601	Provides support to students who are not proficient in reading.	Position will be reduced when funding ends.
School	Substitutes Teacher -	15	\$5,376	\$5,376	\$3,988	\$3,988	\$3,988	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	Substitutes Administrators -	15	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	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	Substitute Teacher - DTSDE Review	15	\$336	\$336	\$336	\$336	\$336	To provide teachers to prepare for the DTSDE Review.	As the grant ends, this will not be needed.
School	Substitute Admin - DTSDE Review	15	\$175	\$175	\$175	\$175	\$175	To provide teachers to prepare for the DTSDE Review.	As the grant ends, this will not be needed.
School	Teacher Ancillary - Daily Rate PD	15	\$22,500	\$19,143	\$18,143	\$14,720	\$12,262	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 - Daily Rate PD	15	\$2,100	\$2,100	\$2,100	\$2,100	\$2,100	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	Curriculum Committee Member – Admin	15	\$1,076	\$1,076	\$1,076	\$1,076	\$1,076	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	Curriculum Committee Member – Teacher	15	\$5,723	\$5,723	\$4,723	\$4,723	\$3,723	To allow teachers to participate in after-hours curriculum development, which includes aligning the curriculum to the CCLS. This can also allow the	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
								Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary.	
School	DTSDE - Teacher Hourly Rate OT	15	\$625	\$625	\$625	\$625	\$625	To provide teachers to prepare for the DTSDE Review after school hours.	As the grant ends, this will not be needed.
School	DTSDE - Admin Hourly Rate OT	15	\$323	\$323	\$323	\$323	\$323	To provide teachers to prepare for the DTSDE Review after school hours.	As the grant ends, this will not be needed.
School	Teacher Ancillary - ELT	15	\$46,772	\$46,772	\$46,772	\$46,772	\$46,772	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 - ELT	15	\$7,531	\$7,531	\$7,531	\$7,531	\$7,531	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	Teacher Assistant - Hourly Overtime - ELT	15	\$3,526	\$3,526	\$3,526	\$3,526	\$3,526	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	Contract Services – Turnaround Partner – Leveraged Leadership	40	\$10,950	\$10,950	\$10,950	\$10,950	\$10,950	Collaborative will provide continuing professional development and mentoring within the Model framework.	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	Contract Services – i-Ready Onsite PD	40	\$6,900	\$6,900	\$6,900	\$6,900	\$6,900	Collaborative will provide continuing professional development and mentoring for the i-Ready program implementation.	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	DTSDE Survey	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	i-Ready Software	45	\$15,900	\$15,900	\$15,900	\$15,900	\$15,900	Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product	If the program continues, the program licenses will be purchased through the school based budget.
School	i-Ready Toolkit	45	\$6,900	\$6,900	\$6,900	\$6,900	\$6,900	The toolkit provides a variety of resources to support the iReady program to ensure student success.	If the program continues, the program licenses will be purchased through the school based budget.
District	Next Lesson Software	45	\$8,139	\$8,139	\$8,139	\$8,139	\$8,139	Next Lesson software will be used as a supplemental resource to personalize instruction for students in grades 3-8 at schools currently classified as low-performing. Through implementation of this program, all students in grades 3-8 will have access to this differentiated resource both during and after-school, thereby extending learning opportunities for our students.	The program licenses will be purchased through the school based budget.
District	Employee Benefits	80	\$126,706	\$127,973	\$129,252	\$130,544	\$131,849	Employee benefits include: Social Security, Retirement, Workers' Compensation Insurance, Unemployment Benefits, Health Insurance, Supplemental Benefits, and Life Insurance.	As the grant concludes, employee benefits will be covered by the funding source directly related to salary expenses.

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	Indirect Cost	90	\$14,563	\$14,563	\$14,563	\$14,563	\$14,563	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 - Dr. Antonia Pantoja - #18

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 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: Dr. Kriner Cash, Superintendent

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT:
 Date: 7/18/16 Federal ID No.: 16-1474033
 Name of M/WBE: PLC Associates, Inc. Phone No.: (585) 264-0886
 Address: PO Box 130 E-mail: pciaburri@plcassociates.com
 City, State, Zip Code: Pittsford, NY 14534

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 (MWWBD).
 The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWWBD) 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 \$ 13,950.00
 Signature of Authorized Representative of M/WBE Firm: 
 Penny L. Ciaburri
 Printed or Typed Name and Title of Authorized Representative: _____

Date: 07/18/2016
 Date: 7/18/16
 Date: _____
 Date: _____

M/WBE UTILIZATION PLAN

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@plcassociates.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 #18.	\$ 13,950.00
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 _____

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

EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN (Instructions on Page 2)

Applicant Name: Buffalo City School District Telephone: 716-816-3625
 Address: 419 City Hall Federal ID No.: 16-6001554
 City, State, ZIP: Buffalo, NY 14202 Project No: GC #16-015

Report includes:
 Work force to be utilized on this contract OR Contractor
 Applicant's total work force Subcontractor

Enter the total number of employees in each classification in each of the EEO-Job Categories identified.

EEO - Job Categories	Hispanic or Latino		Race/Ethnicity - report employees in only one category																
	Total Work Force		Male					Female											
	Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	
Executive/Senior Level Officials and Managers	3	4	23	7		1					36	19							1
First/Mid-Level Officials and Managers	4	4	25	13							48	43							
Professionals	30	138	694	73		4	5				2241	340							29
Technicians			15	3							4	8							1
Sales Workers																			
Administrative Support Workers	1	23	8	2		1	1				146	81							3
Craft Workers	3		64	18							1								
Operatives																			
Laborers and Helpers	1		15	14															
Service Workers	15	86	69	97			2				351	367							14
TOTAL	57	913	227			6	8				2827	858							45

PREPARED BY (Signature):  DATE: 7/18/16
 NAME AND TITLE OF PREPARER: Dr. Kriner Cash, Superintendent TELEPHONE/EMAIL: (716)816-3625/BPSGrants@buffaloschools.org
 Print or type)

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.

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 type="checkbox"/> Total <input checked="" type="checkbox"/> Partial 10 %	<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 10 %	

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 TELEPHONE: 716-816-3625 EMAIL: BPSGrants@buffaloschools.org	REVIEWED BY: _____ DATE: _____ 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:

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

Dr. A. Pantoja- School 18 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	73,320	78,120	78,120	78,120	78,120	78,120	78,120	78,120
b. Student participation in State ELA assessment	%	89%	88%	TBD	95%	95%	95%	95%	95%
c. Student participation in State Math assessment	%	83%	84%	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%	90.9%	93.1%	93.5%	94.0%	94.5%	95.0%	95.0%
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%	16%	14%	13%	12%	11%	10%	10%
h. Number of discipline referrals	num	917	832	1255	1066	900	770	650	550
i. Chronic absenteeism rate	%	46%	39%	27%	26%	25%	24%	23%	22%
j. Teacher attendance rate	%	91%	92.6%	TBD	92.8%	93.0%	93.2%	93.4%	93.6%
k. Teachers rated as “effective” and “highly effective”	%	83%	63%	TBD	75%	80%	85%	90%	90%
l. Hours of professional development to improve teacher performance	num	1279	3713	7410	7600	7750	7900	8050	8200
m. Hours of professional development to improve leadership and governance	num	146	147	97	125	150	175	200	225
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	123	630	722	875	950	1025	1100	1175
II. Academic Indicators									
a. ELA performance index	PI	52.1	39.2	TBD	55.2	71.2	87.2	103.2	119.2
b. Math performance index	PI	59.7	55.8	TBD	70.2	84.6	99.0	113.4	127.8
c. Student scoring “proficient” or higher on ELA assessment	%	14%	6%	TBD	15.4%	24.8%	34.2%	43.6%	53.0%

d. Students scoring “proficient” or higher on Math assessment	%	17%	15%	TBD	23.5%	32.0%	40.5%	49.0%	57.5%
e. Average SAT score	score	1194	N/A	N/A	N/A	N/A	N/A	N/A	N/A
f. Students taking PSAT	%	66.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
h. High school graduation rate	%	60.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
i. Ninth graders being retained	%	5.9%/8.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	70.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Attachment C
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.)
Child and Adolescent Treatment Services (CATS) Airport Commerce Park 301 Cayuga Road, Suite 200 Cheektowaga, New York 14225 Phone: 716.819.3420	1. Southside Elementary School #93	1. Darlene Jasinowski, Principal 716.816-4818
	2. Hamlin Park Elementary School #74	2. Elizabeth Giangreco, Principal 716.816.3150
	3. East High School #307	3. Jan Bowden, Principal 716.816.4520
	4. BCSD, Department of Extended Learning and	4. Kai D. Lewis, Director 716.816.3752
	5. Summer School	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
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.)
PLC Associates, Inc. PO Box 130 Pittsford, New York 14534 (585)264-0886	1. Southside Elementary School #93	1. Darlene Jasinowski, Principal 716.816.4818
	2. Arthur O. Eve School of Distinction #61	2. Tonja Williams, EdD, Principal 716.816.3400
	3. Community School #53	3. June Clark, Principal 716.816.3330
	4. Roosevelt Early Childhood Center #65	4. Tracy -Michele Lewis 716.816.3430
	5. Buffalo Academy for the Visual & Performing Arts	5. Jodi Covington, Principal 716.816.4220
	6. Early childhood Center #82	6. Tanika Shedrick, Principal 716.816.4070
	7.	7.
	8.	8.
	9.	9.

	10.	10.
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Appendix 1: Pantoja Student ELA and Math Achievement Charts

2014-15 DIBELS

	Level	ELA Proficiency (DIBELS)	ELA Proficiency % (DIBELS)
K	Benchmark	33	66%
	Strategic	17	34%
1 st	Benchmark	18	30%
	Strategic	42	70%
2 nd	Benchmark	17	38%
	Strategic	28	62%

2014-15 NYS ELA and Math Assessment Data

	Level	ELA Count	ELA Percentage	Math Count	Math Percentage
3 rd	4 + 3	3	7%	13	28%
	2 + 1	43	93%	33	72%
4 th	4 + 3	3	6%	10	20%
	2 + 1	48	94%	41	80%
5 th	4 + 3	3	7%	4	10%
	2 + 1	38	93%	36	90%
6 th	4 + 3	3	7%	6	14%
	2 + 1	43	93%	37	86%
7 th	4 + 3	2	5%	3	7%
	2 + 1	39	95%	38	93%
8 th	4 + 3	3	6%	5	10%
	2 + 1	45	94%	43	90%

2015-16 DIBELS

	Level	ELA Proficiency (DIBELS)	ELA Proficiency % (DIBELS)
K	Benchmark	23	50%
	Strategic	23	50%
1 st	Benchmark	18	37%
	Strategic	31	63%
2 nd	Benchmark	35	35%
	Strategic	65	65%

(NYS Assessment Data for 15-16 is not currently available)

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.

Appendix 2- Principal Recruitment Bulletin

- 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**

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

RECRUITMENT BULLETIN #15-252
MAY 13, 2016

ASSISTANT PRINCIPAL

NOTICE OF POSITION

POSITION:

The Superintendent of Schools, Dr. Kriner Cash, is interested in receiving applications from qualified candidates for the position of:

**ASSISTANT PRINCIPAL
(Various Locations)**

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 by the time of appointment. Candidates must have a minimum of five years of certificated teaching and/or appropriate and approved Supervisory experience. Candidates with prior Assistant Principal or administrative experience in an urban school district or in a district with an urban population are preferred.

RESPONSIBILITIES:

Assistant Principals report directly to the school Principal. Candidates will be responsible for assisting the Principal in:

- working to develop and maintain clear lines of communication and collaboration between staff, administrators, students and parents;
- create and communicate a *Comprehensive Education Plan* aligned with the District’s vision and goals;
- develop, oversee, and achieve objectives to ensure a focus on student achievement and a highly effective learning climate;
- gather, analyze, and disaggregate data for informed instructional improvements,
- coordinate the school’s staff development program for all faculty and staff;
- oversee all aspects of developmentally appropriate curriculum and implementation (development, delivery, and evaluation);
- conduct classroom observations and evaluations of teachers;
- work effectively with all teachers to foster their professional growth and performance;

Appendix 3- Assistant Principal Recruitment Bulletin

- work collaboratively with the Department of Curriculum, Assessment & Instruction to implement all necessary and required District plans;
- foster a positive school climate where student discipline concerns are addressed in a manner that promotes student responsibility and mutual respect;
- demonstrate continuous improvement of professional knowledge and skills;
- represent the school at conferences and/or district meetings;
- conduct faculty and grade level meetings;
- formalize building operational procedures;
- coordinate the planning, preparation, and dissemination of the school's master schedule for faculty and staff assignments;
- ensure adherence to legal concepts, state and federal regulations and Board of Education policies;
- implement and monitor approved school budget expenditures including student activity funds, grants and general accounts;
- monitor building maintenance and improvements;
- develop and communicate a plan addressing building safety and conduct planned fire drills;
- submit accurate reports to Central Office when requested in a timely manner;
- exhibit strategies that promote the understanding, sensitivity and respect of multi-cultural and ethnic diversity;
- establish and facilitate a Site-Based Management Team which meets on a regular basis;
- collaborate with universities, colleges, school-based partnerships and agencies to develop and implement programs that enhance student achievement within district contractual guidelines;
- organize and support programs for Student Orientation, Open House, Curriculum Nights, Parent/Teacher Conferences, Parent/Student Evening Activities, etc.; and maintain positive and effective relationships with all organizations and committees involved within the building (School-Based Management Team, Parent Teacher Organization (PTO), partnerships, businesses, etc.).

APPOINTMENT:

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

SALARY: Assistant Principal's salary schedule.

FUNDING: Pending Funding

FINAL DATE

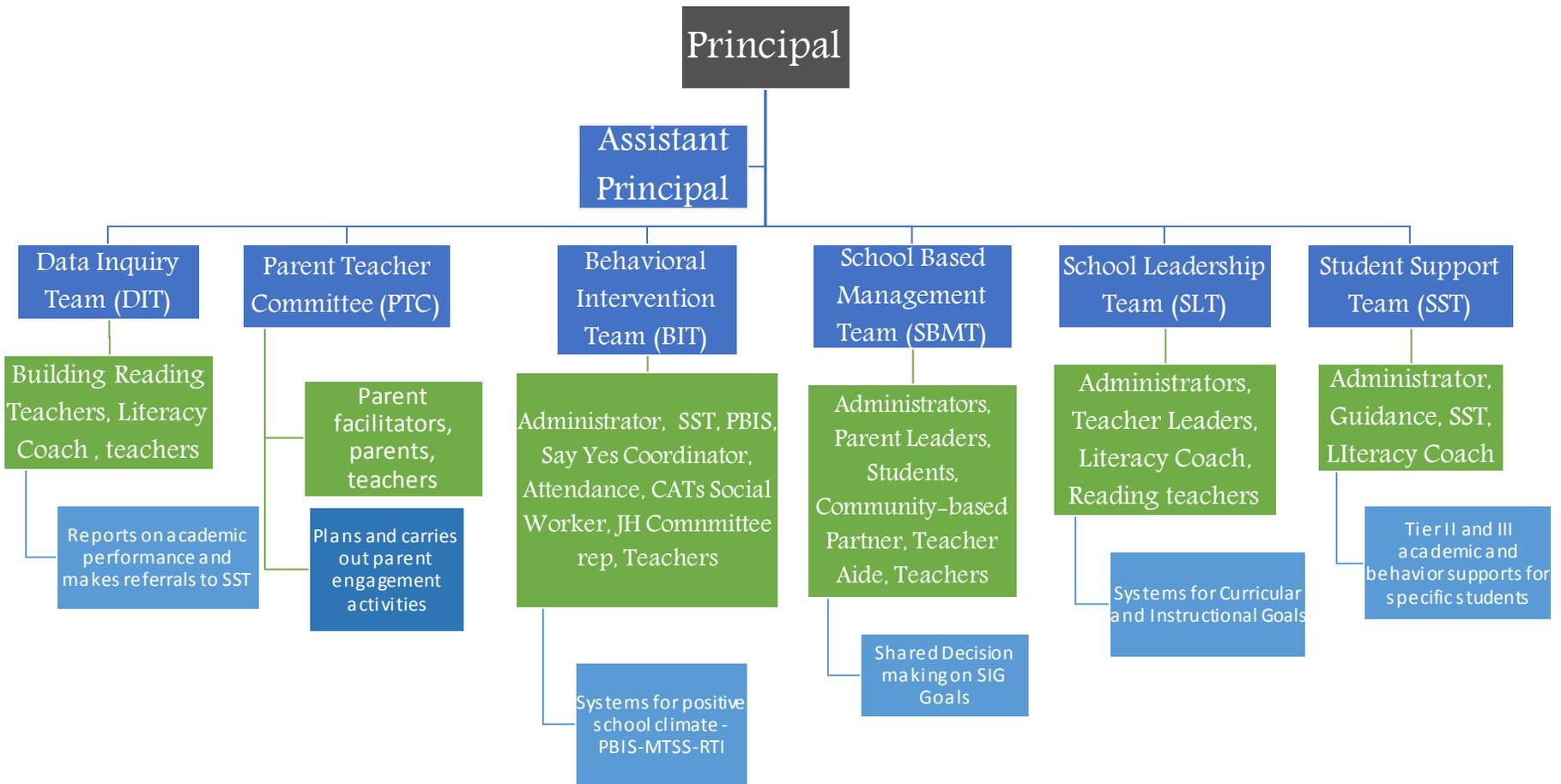
FOR FILING: **June 16, 2016**

**DR. KRINER CASH
SUPERINTENDENT OF SCHOOLS**

Appendix 4: Instructional Staff Effectiveness Chart- Dr. A. Pantoja- School #18

Number of Instructional Staff identified as Highly Effective	19	41.3%
Number of Instructional Staff identified as Effective	11	23.9%
Number of Instructional Staff identified as Developing	13	28.2%
Number of Instructional Staff identified as Ineffective	2	4.3%
Number of Instructional Staff not able to determine	1	2.2%
Total Number of Instructional Staff (including itinerate staff)	46	

Appendix 5: Organizational Chart



School Based Teams Chart

Administration – Meets Weekly		
In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> Principal Assistant Principal 	<ul style="list-style-type: none"> Analyze and respond to student performance data Monitor and coordinate activities of the leadership team and support team Data analysis and intervention planning 	<ul style="list-style-type: none"> DIT monthly report BIT monthly report Classroom walk-through feedback Lesson Plan feedback State assessments.
School Leadership Team – Meets 1 hour monthly and 3 hours monthly		
In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> Principal Assistant Principal Building Reading Teachers Literacy Coach Teachers from each grade-level 	<ul style="list-style-type: none"> Analyze DIT and student samples to make system changes as needed Make recommendations to DIT and SST on the reform Develop reports for administration on progress 	<ul style="list-style-type: none"> DIT monthly report Leading and Lagging indicator Indicator of implementation identified in the project plan
Parent Teacher Committee – Meets once monthly		
In Attendance	Meeting Goal	Data Used
<ul style="list-style-type: none"> Assistant Principal Parent facilitator Parents Teachers 	<ul style="list-style-type: none"> Plan and organize parent engagement/involvement activities & events Monitor parent attendance at events and committees, and report out to admin Create parent volunteering opportunities Discuss strategies to improve parental communication 	<ul style="list-style-type: none"> Parent event sign-in sheets Parent committee sign-in sheet Parent sign-in volunteer sheet Parent surveys
Behavioral Intervention Team Meets once monthly		
In Attendance	Meeting Goal	Data Used
<ul style="list-style-type: none"> Assistant Principal SST PBIS CATS Social Worker 	<ul style="list-style-type: none"> Discuss Tier II and III interventions strategies Review ODR data & create ODR monthly reports Progress monitor Tier intervention systems 	<ul style="list-style-type: none"> Data Dashboard ODR reports Teacher referrals & feedback Time Out Room attendance list Detention attendance list

Appendix 6: School Based Team Chart

<ul style="list-style-type: none"> • Junior High Committee Teacher • Teachers 		
Data Inquiry Team: Meets Bi-weekly		
In Attendance	Meeting Goal	Data Used
<ul style="list-style-type: none"> • Principal or Assistant Principal • Building Reading Teachers • Literacy Coach 	<ul style="list-style-type: none"> • Collect and analyze school wide data • Identifying student learning needs • Monitor achievement results 	<ul style="list-style-type: none"> • Informal observations • Literacy assessments (Magic Penny, DIBELS) • CFA data • NYS ELA and Math Exam • Student work
Student Supports Team – Meets once weekly		
In Attendance	Meeting Goal	Data Used
<ul style="list-style-type: none"> • Principal or Assistant Principal • CSE Chair • Psychologist • Social Worker • Literacy Coach 	<ul style="list-style-type: none"> • Review ODR reports • Review DIT reports • Identify student learning and behavior intervention needs • Disseminate strategies to teachers/agencies/counselors • Monitor results and adjust interventions as needed 	<ul style="list-style-type: none"> • DIT Reports • ODR Reports • Teacher referrals • SST Observation reports • Tier Intervention Grid

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/ Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Journeys Reading Program	Begins in July and continues monthly	District PD Reading Building Personnel	A 10% increase in the ELA assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, PS 18 needs professional development in CKLA and Journeys and the use of all related materials. Reading teachers will be assigned to work directly in the classroom with the teacher and provide modeling, guided practice.
Math Modules	Begins in July and continues monthly	District PD DIT	A 10% increase in the Math assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, PS 18 needs professional development in the Math Modules and the use of all related materials. District staff will work directly in the classroom with the teacher and provide modeling, and guided practice. Math teachers in grades 3 – 6 will continue to attend MSP professional development. Math teachers that are members of DIT will provide teachers with training and support on differentiating instruction based on data analysis.
Classroom Management MTSS-B	Begins in July and continues throughout the 16-17 school	PS 18 Book Study SCTG SST Team	A 20% reduction in behavioral referrals measured by the number	Analyzing the ODR data, number of referrals, suspension data Data table from tier 2 and tier 3 effects	As indicated in Needs Assessment, PS 18 to establish a school culture focused on achievement and engaging families as partners in their children’s learning. This will address the ODRs data that indicates we have a lack of skill in the area of classroom management. The training will be

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/ Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
	year		of ODRS	Summary of observations	more specific to the teacher skills building.
Data Driven Instruction	Begins in July and continues throughout the 16-17 school year	BCSD DDI Training Book Study Literacy coach DIT	Changes in pre-post scores in classroom assessments	<p>Teachers will develop a “toolkit” of DDI strategies that can be used in the upcoming school year.</p> <p>Team will create long term and short term goals as a Data Team for the 2016-2017 school year</p> <p>Teachers will collaborate and plan for the 2016-2017 school year, where they will turn-key the information learned at the first four sessions at a faculty meeting.</p> <p>Visual displays of data results from interim assessments</p> <p>Analyzing of interim assessments data against the</p>	PS 18 seeks to use DDI to support their grade level in examining the end-goal test, and to subsequently formulate their interim assessments. This will lead the staff to building their lesson plans to meet rigor of the end assessment and make sure PS 18 students will be college and career ready.

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
				end assessment for rigorous alignment with the CCSS Grade Level Team meeting Summaries Summary of Observations	
Common Core	July, August and throughout the year	District PD Literacy Coach Reading and Grade Level Leaders	A 10% increase in ELA/Math assessment scores Changes in parallel assessment scores	Analyzing both instruction and interim assessments against the alignment to the CCSS Lesson Plans Summary of Observations	Our teachers will receive training to sequence and scaffold content and highlight alignment with CCLS for ELA & Literacy and the PARCC Frameworks. Teachers will use the end-of-module performance task to gather information on whether students are achieving the standards. Teachers will develop daily lesson plans that include guiding questions, recommended texts, scaffolding strategies, and other classroom resources that are aligned to CCLS.
Instructional Strategies Differentiated Instruction	September through-out the 16-17 school year.	District PD Literacy coaches Reading	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	PS 18 will incorporate differentiated instructional strategies to increase academic rigor, and students will be engaged in complex, academically rigorous activities at appropriately challenging levels. This will also reduce frequent student boredom, frustration and misbehavior.

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Differentiation Higher Order Thinking Techniques		Building Personnel Administration Magic Penny			PS 18 will use differentiated instruction to meet the learning needs of all students. Differentiated instruction was noted to be a weakness of our teachers during the DTDSE and will lead to increased focus on subgroups. The incorporation of higher order thinking skills will provide much needed rigor and challenge to school academics and will align with CCLS. The use of Blooms Taxonomy will prepare students to become college and career ready.
Co-Teaching	September	District PD Administration	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	Develop collaborative lesson plans, including rigorous instruction that includes various co-teaching techniques that align to the CCLS. This PD will also benefit differentiation and target classrooms with SPED and/or ELL students.

Appendix 8: Stakeholders Involvement and Engagement Chart

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 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, non-judgmental 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

Appendix 9: Instructional Strategies for Tier I, Tier II, and Tier III

Universal & Preventative (Tier I)

- **Pre-Kindergarten**
 - Houghton Mifflin Core Reading Program
 - Oral language development
 - Step Up to Writing
 - Building Blocks Math Program
- **K – 6 Grades**
 - CKLA Core Reading Program (K – 2)
 - HHM Journeys Core Reading Program (3 – 6)
 - Departmentalized Core Subjects (5 & 6)
 - Step Up to Writing & Active Reading Strategy
 - CCLS Math Modules
- **7th & 8th Grades**
 - CCLS ELA Modules
 - CCLS Math Modules
 - Step Up to Writing & Active Reading Strategy

Intervention (Tier II)

- **Pre-Kindergarten**
 - Core Reading/Math Programs
 - Magic Penny
 - Language for Learning
- **K – 6 Grades**
 - Intervention Components of Core Reading program
 - Magic Penny (K – 2)
 - Adapted CCLS Math Modules
 - i-Ready
 - Building Reading Specialist added instruction.
- **7th & 8th Grades**
 - Adapted CCLS ELA Modules
 - Adapted CCLS Math Modules
 - Additional AIS time

Specialized Intervention (Tier III)

- **Pre-Kindergarten**
 - Student Support Team interventions
- **K – 6 Grades**
 - SRA Reading Mastery/Direct Instruction Program
 - Student Support Team interventions.
- **7th & 8th Grades**
 - Student Support Team Interventions

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						

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				

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

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			

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				

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

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	

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	

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)

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					

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						

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

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			

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			

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

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

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	

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*

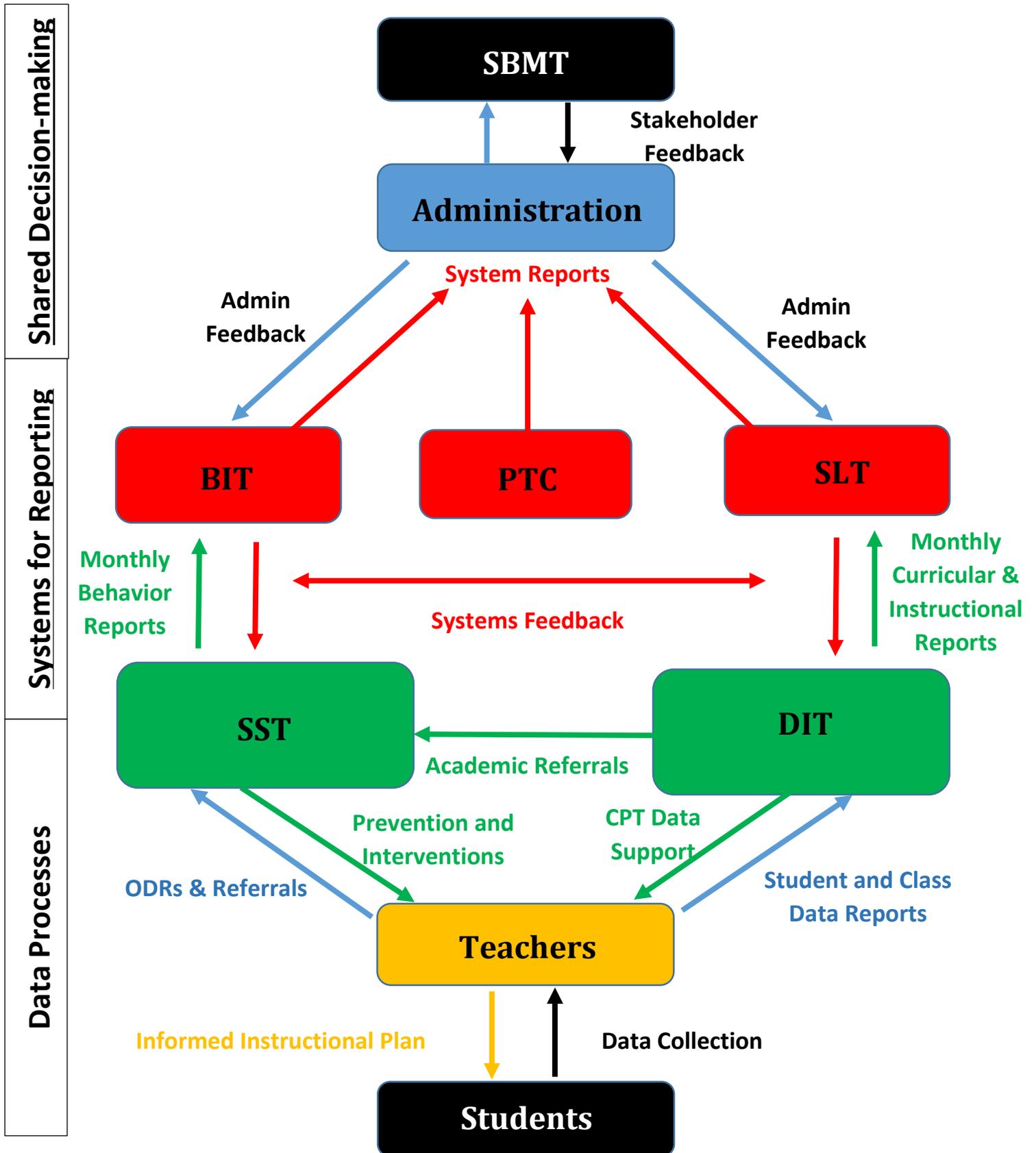
Appendix 11: Sample Daily Class Schedule

Dr. A. Pantoja CSAE #18 Departmentalized Daily Student Schedule for 2016-2017 (Sample)

5th Grade (Student Schedule)
Departmentalized

Time	A Day	B Day	C Day	D Day	E Day	F Day
8:55 – 9:12	Breakfast/HR	Breakfast/HR	Breakfast/HR	Breakfast/HR	Breakfast/HR	Breakfast/HR
9:12 – 9:22	Morning Meeting					
9:22 – 10:22	ELA – Core Reading Program Teacher A					
10:22 – 10:52	ELA Rtl					
10:52 – 11:52	Math – Teacher B					
12:12 – 12:22	Math Rtl					
12:25-12:55	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:58 – 1:41	Special	Special	Special	Special	Special	Special
1:44 – 2:14	School wide writing – HR					
2:14 – 2:58	Social Studies Teacher A	Science Teacher B	Social Studies Teacher A	Science Teacher B	Social Studies Teacher A	Science Teacher B
3:00 – 3:15	Recess	Recess	Recess	Recess	Recess	Recess
3:15 – 3:20	CI/CO	CI/CO	CI/CO	CI/CO	CI/CO	CI/CO
3:25 – 3:35	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Processes for Data Sharing & Reporting for Shared Decision-Making



Appendix 13: Key Strategies for Year 1 Implementation

Transformational Model Requirements: Identify and reward school leaders and teachers who improve student achievement outcomes, remove those who do not, and recruit and retain high-quality staff.			
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<ul style="list-style-type: none"> • Replace building Instructional Coach with a Literacy Coach 	X	September	1.1, 1.2,
<ul style="list-style-type: none"> • Hire and assign Reading teachers to grade level bands 	X	September	1.1
<ul style="list-style-type: none"> • Class size reduction in Kindergarten and grades 1 to 20 students per class in 2016-17, expanding to grade 2 in 2017-18 and grade 3 in 2018-19. 	X	September	1.1
<ul style="list-style-type: none"> • Staff professional development on use of backwards planning going in depth on the various components such as assessments, higher order thinking/questioning, alignment of instruction to standards, and using data to differentiate instruction. 	X	September-Ongoing	1.1, 1.2, 2.1
<ul style="list-style-type: none"> • Staff professional development on , and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring and formative assessments. 	X	September - Ongoing	1.1, 1.2, 2.1
<ul style="list-style-type: none"> • Provide common planning time between classroom teachers, sp. ed. teachers, reading teacher and ENL teachers. 	X	September- Ongoing	1.1, 1.2
<ul style="list-style-type: none"> • Continue Implementation of a school wide K – 8 writing initiative using Step Up to Writing (SUTW), and the Active Reading Strategy that is monitored and assessed with school wide writing rubrics aligned to ELA CCLS. 	X	September- Ongoing	1.1, 1.2
<ul style="list-style-type: none"> • Implement a reading initiative for students to read a minimum of 15 minutes outside of the daily reading block at their current reading level to support fluency, vocabulary and comprehension. 	X	October- Ongoing	1.1
<ul style="list-style-type: none"> • Implement a coherent ELA intervention model at every grade. 	X	October- Ongoing	1.1, 1.2

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Conduct a longitudinal Gap Analysis to determine school-wide and/or grade level focus standards for ELA. 	X	September	1.2
<ul style="list-style-type: none"> Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training 	X	October	1.2
<ul style="list-style-type: none"> Utilize i-Ready Diagnostic and Instruction Reading Site License to provide targeted intervention. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Provide teachers with i-Ready K – 8 Teacher Toolbox for the i-Ready Site License. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Staff professional development on i-Ready – Get Started & Leadership Best Practices and Site-Based Understanding Data. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Review the CCLS Math and EngageNY Math Modules to determine grade level benchmarks. 	X	October	2.1
<ul style="list-style-type: none"> Conduct a longitudinal Gap Analysis to determine school-wide and/or grade level focus standards for Math. 	X	October	2.1
<ul style="list-style-type: none"> Implementation of a school-wide math fluency initiative that includes daily fluency checks and sprint. 	X	November	2.1
<ul style="list-style-type: none"> Implement a coherent Math intervention model at every grade level. 	X	November	2.1
<ul style="list-style-type: none"> Retain, hire and develop teachers who are committed to rapidly improving student performance through a cycle of continuous improvement. 	X	September	3.1, 3.2
<ul style="list-style-type: none"> Revise the school master schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. 	X	August	3.1
<ul style="list-style-type: none"> Build teacher capacity by providing on-site embedded professional development on backwards planning, going in depth on the various components such as assessments, higher 	X	September- on going	3.1

Appendix 13: Key Strategies for Year 1 Implementation

order thinking/questioning, and alignment of instruction to standards, and using data to differentiate instruction.			
<ul style="list-style-type: none"> • Provide students with feedback and help them set goals for their learning. 	X	October- On going	3.1
<ul style="list-style-type: none"> • Create student work portfolios, and intervention plans for students who are behind academically. 	X	October- On going	3.1
<ul style="list-style-type: none"> • Provide administration with Leverage Leadership coaching, to assist in providing high quality feedback to teachers and collecting data to determine staff needs that impact student achievement. 	X	September- On going	3.1
<ul style="list-style-type: none"> • Administration and SLT will create a cohesive monitoring system to track the progress of school initiatives and their impact on student learning. The system should be inclusive of the findings of school committees. 	X	November- On going	3.1
<ul style="list-style-type: none"> • Administration and SLT will meet monthly 1 hour before school and 3 hours after school to monitor school initiatives, plan targeted supports in order to meet the needs of staff with implementation. 	X	November- On going	3.1
<ul style="list-style-type: none"> • Utilize data collected from lesson plans, benchmark assessments, walk-throughs, informal/formal observations and grade-level reports to monitor the effectiveness of instruction. 	X	November- On going	3.1
<ul style="list-style-type: none"> • Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	X	September- On going	3.2
<ul style="list-style-type: none"> • School master schedule will provide extended and embedded collaborative professional learning community time. 	X	August	3.2
<ul style="list-style-type: none"> • Build teacher capacity to provide on-site embedded professional development targeting best practices on instructional strategies to support the Transformation Model 		Year 2 (teacher leaders identified in the summer of 2017)	3.2

Appendix 13: Key Strategies for Year 1 Implementation

and identify teacher leaders to take on mentoring, turn-key training and school based team member roles.			
<ul style="list-style-type: none"> Administration will provide teachers with timely actionable feedback to support increased student achievement.. 	X	End of September – On going	3.2
<ul style="list-style-type: none"> Provide professional development for teachers on the collection and use of data for instruction, intervention and student and parent communication/feedback. 	X	October- On Going	4.1
<ul style="list-style-type: none"> Teachers will use pre-assessment data to set targets for post-assessments. Students will be aware and have input into their target. 	X	October- On Going	4.1

Appendix 13: Key Strategies for Year 1 Implementation

Transformational Model Requirements: Provide additional time for students to learn core academic content by extending the school day, week and/or year; provide more time for teachers to collaborate.			
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<ul style="list-style-type: none"> Staff professional development on use of backwards planning going in depth on the various components such as assessments, higher order thinking/questioning, alignment of instruction to standards, and using data to differentiate instruction. 	X	September- On Going	1.1, 1.2, 2.1
<ul style="list-style-type: none"> Staff professional development on , and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring and formative assessments. 	X	September- On Going	1.1, 1.2, 2.1
<ul style="list-style-type: none"> Provide common planning time between classroom teachers, sp. ed. teachers, reading teacher and ENL teachers. 	X	September- On Going	1.1, 1.2
<ul style="list-style-type: none"> Implement a reading initiative for students to read a minimum of 15 minutes outside of the daily reading block at their current reading level to support fluency, vocabulary and comprehension. 	X	October- On Going	1.1
<ul style="list-style-type: none"> Offer extended learning time (ELT) for students to include engaging academic enrichment after school programming. 	X	October – May, 2017	1.1, 1.2, 2.1, 3.1, 4.2
<ul style="list-style-type: none"> Implementation of a school-wide math fluency initiative that includes daily fluency checks and sprint. 	X	November	2.1
<ul style="list-style-type: none"> Revise the school master schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. 	X	August	3.1
<ul style="list-style-type: none"> Build teacher capacity by providing on-site embedded professional development on backwards planning, going in depth on the various components such as assessments, higher 	X	September- On Going	3.1

Appendix 13: Key Strategies for Year 1 Implementation

order thinking/questioning, and alignment of instruction to standards, and using data to differentiate instruction.			
<ul style="list-style-type: none"> Administration and SLT will create a cohesive monitoring system to track the progress of school initiatives and their impact on student learning. The system should be inclusive of the findings of school committees. 	X	November- On Going	3.1
<ul style="list-style-type: none"> Administration and SLT will meet monthly 1 hour before school and 3 hours after school to monitor school initiatives, plan targeted supports in order to meet the needs of staff with implementation. 	X	November- On Going	3.1
<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	X	September	3.2
<ul style="list-style-type: none"> School master schedule will provide extended and embedded collaborative professional learning community time. 	X	August	3.2
<ul style="list-style-type: none"> Build teacher capacity to provide on-site embedded professional development targeting best practices on instructional strategies to support the Transformation Model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. 		Year 2 (teacher leaders identified in the summer of 2017)	3.2
<ul style="list-style-type: none"> Establish Data Inquiry Team (DIT) and provide them with professional development to facilitate DDI process with staff. 	X	November	4.1
<ul style="list-style-type: none"> SLT will establish a system for collecting, organizing, and summarizing student data and share with staff. 	X	November- On Going	4.1
<ul style="list-style-type: none"> SLT will ensure that formative and summative assessments are administered and that resultant data is analyzed on a regular schedule. 	X	November- On Going	4.1
<ul style="list-style-type: none"> Provide professional development for teachers on the collection and use of data for instruction, intervention and student and parent communication/feedback. 	X	October- On Going	4.1

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Build school wide accountability and capacity through individual teacher/administrator data meetings. 	X	October- On Going	4.1
<ul style="list-style-type: none"> Provide time in the schedule for morning circle meetings. 	X	August	5.1, 5.2

Transformational Model Requirements: Provide the school with sufficient operating flexibility (including staffing, calendar/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes.			
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<ul style="list-style-type: none"> Replace building Instructional Coach with a Literacy Coach 	X	September	1.1, 1.2
<ul style="list-style-type: none"> Hire and assign Reading teachers to grade level bands. 	X	September	1.1
<ul style="list-style-type: none"> Provide common planning time between classroom teachers, sp. ed. teachers, reading teacher and ENL teachers. 	X	September- On Going	1.1, 1.2
<ul style="list-style-type: none"> In master schedule, schedule dedicated writing time for grades K – 6. 	X	August	1.2
<ul style="list-style-type: none"> Utilize i-Ready Diagnostic and Instruction Reading Site License to provided targeted intervention. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Provide teachers with i-Ready K – 8 Teacher Toolbox for the i-Ready Site License. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Staff professional development on i-Ready – Get Started & Leadership Best Practices and Site-Based Understanding Data. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Retain, hire and develop teachers who are committed to rapidly improving student performance through a cycle of continuous improvement. 	X	September	3.1, 3.2
<ul style="list-style-type: none"> Revise the school master schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. 	X	August	3.1

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Build teacher capacity by providing on-site embedded professional development on backwards planning, going in depth on the various components such as assessments, higher order thinking/questioning, and alignment of instruction to standards, and using data to differentiate instruction. 	X	September- On Going	3.1
<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	X	September- On Going	3.2
<ul style="list-style-type: none"> School master schedule will provide extended and embedded collaborative professional learning community time. 	X	August	3.2
<ul style="list-style-type: none"> Build teacher capacity to provide on-site embedded professional development targeting best practices on instructional strategies to support the Transformation Model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. 		Year 2 (teacher leaders identified in the summer of 2017)	3.2
<ul style="list-style-type: none"> SLT will ensure that formative and summative assessments are administered and that resultant data is analyzed on a regular schedule. 	X	November- On Going	4.1
<ul style="list-style-type: none"> Provide multi-tiered systems of support (MTSS-B) to ensure students are ready to learn by providing a positive classroom, engaging student work, and reinforcement of the home-school connections. 	X	September- On Going	5.1, 5.2
<ul style="list-style-type: none"> Participation in Cohort 2 of the School Climate Transformation Grant intensive MTSS-B professional development and support program (training in MTSS-B, Code of Conduct, Restorative Practices and Classroom Management) to increase staff knowledge and capacity to implement MTSS-B school-wide with consistency. 	X	September- On Going	5.1, 5.2
<ul style="list-style-type: none"> Provide time in the schedule for morning circle meetings. 	X	August	5.1, 5.2

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Utilize attendance teacher and team to continue to address students with chronic absenteeism. 	X	September- On Going	5.2
<ul style="list-style-type: none"> Recruit multiple parent facilitators (maximum of three). 	X	July- September	5.3
<ul style="list-style-type: none"> Have an assigned parent facilitator liaison to work between administration and the parent facilitators to provide supports and monitoring progress. 	X	September	5.3
<ul style="list-style-type: none"> The school will have parent facilitators attend the monthly Parent Teacher Committee, and work to increase parent communication and involvement in the school. 	X	September- On Going	5.3
<ul style="list-style-type: none"> The Parent Teacher Committee in collaboration with all other school committees will ensure a parent event will be held each month of the school year. 	X	September- On Going	5.3
<ul style="list-style-type: none"> The Parent Teacher Committee will create a survey, listing multiple activities and roles for parents to be involved in, will analyze the results, and parent facilitators will contact the parents to assign roles and responsibilities. 	X	September- October	5.3
<ul style="list-style-type: none"> Teachers will nominate three parents from their classrooms as potential room parents and parent facilitators will contact those parents to participate as room parents. 	X	September- October	5.3
<ul style="list-style-type: none"> Teachers will communicate via multiple modes with parents, including but not limited to, Class Dojo, phone calls, notes, conferences, websites, school and classroom newsletters, and utilize the language line in multiple languages to communicate to all families. 	X	September–On Going	5.3
<ul style="list-style-type: none"> To ensure an increase in parent attendance at workshops, the school will provide activities for students such as, movies and other incentives. 	X	September- On Going	5.3
<ul style="list-style-type: none"> A parent captain will be assigned to each school committee to attend and participate in decision-making. 	X	October- On Going	5.3
<ul style="list-style-type: none"> Provide documents in the top 6 languages whenever possible. 	X	September–On Going	5.3

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none">Relocate Parent room to provide appropriate space for parents to come in, utilize computers, and have access to resources	X	July	5.3
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Dr. A. Pantoja- School 18 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	73,320	78,120	78,120	78,120	78,120	78,120	78,120	78,120
b. Student participation in State ELA assessment	%	89%	88%	TBD	95%	95%	95%	95%	95%
c. Student participation in State Math assessment	%	83%	84%	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%	90.9%	93.1%	93.5%	94.0%	94.5%	95.0%	95.0%
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%	16%	14%	13%	12%	11%	10%	10%
h. Number of discipline referrals	num	917	832	1255	1066	900	770	650	550
i. Chronic absenteeism rate	%	46%	39%	27%	26%	25%	24%	23%	22%
j. Teacher attendance rate	%	91%	92.6%	TBD	92.8%	93.0%	93.2%	93.4%	93.6%
k. Teachers rated as “effective” and “highly effective”	%	83%	63%	TBD	75%	80%	85%	90%	90%
l. Hours of professional development to improve teacher performance	num	1279	3713	7410	7600	7750	7900	8050	8200
m. Hours of professional development to improve leadership and governance	num	146	147	97	125	150	175	200	225
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	123	630	722	875	950	1025	1100	1175
II. Academic Indicators									
a. ELA performance index	PI	52.1	39.2	TBD	55.2	71.2	87.2	103.2	119.2
b. Math performance index	PI	59.7	55.8	TBD	70.2	84.6	99.0	113.4	127.8
c. Student scoring “proficient” or higher on ELA assessment	%	14%	6%	TBD	15.4%	24.8%	34.2%	43.6%	53.0%

d. Students scoring “proficient” or higher on Math assessment	%	17%	15%	TBD	23.5%	32.0%	40.5%	49.0%	57.5%
e. Average SAT score	score	1194	N/A	N/A	N/A	N/A	N/A	N/A	N/A
f. Students taking PSAT	%	66.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
h. High school graduation rate	%	60.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
i. Ninth graders being retained	%	5.9%/8.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	70.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Attachment C
Evidence of Partner Effectiveness Chart

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.)
Child and Adolescent Treatment Services (CATS) Airport Commerce Park 301 Cayuga Road, Suite 200 Cheektowaga, New York 14225 Phone: 716.819.3420	1. Southside Elementary School #93	1. Darlene Jasinowski, Principal 716.816-4818
	2. Hamlin Park Elementary School #74	2. Elizabeth Giangreco, Principal 716.816.3150
	3. East High School #307	3. Jan Bowden, Principal 716.816.4520
	4. BCSD, Department of Extended Learning and	4. Kai D. Lewis, Director 716.816.3752
	5. Summer School	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
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.)
PLC Associates, Inc. PO Box 130 Pittsford, New York 14534 (585)264-0886	1. Southside Elementary School #93	1. Darlene Jasinowski, Principal 716.816.4818
	2. Arthur O. Eve School of Distinction #61	2. Tonja Williams, EdD, Principal 716.816.3400
	3. Community School #53	3. June Clark, Principal 716.816.3330
	4. Roosevelt Early Childhood Center #65	4. Tracy -Michele Lewis 716.816.3430
	5. Buffalo Academy for the Visual & Performing Arts	5. Jodi Covington, Principal 716.816.4220
	6. Early childhood Center #82	6. Tanika Shedrick, Principal 716.816.4070
	7.	7.
	8.	8.
	9.	9.

	10.	10.
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Appendix 1: Pantoja Student ELA and Math Achievement Charts

2014-15 DIBELS

	Level	ELA Proficiency (DIBELS)	ELA Proficiency % (DIBELS)
K	Benchmark	33	66%
	Strategic	17	34%
1 st	Benchmark	18	30%
	Strategic	42	70%
2 nd	Benchmark	17	38%
	Strategic	28	62%

2014-15 NYS ELA and Math Assessment Data

	Level	ELA Count	ELA Percentage	Math Count	Math Percentage
3 rd	4 + 3	3	7%	13	28%
	2 + 1	43	93%	33	72%
4 th	4 + 3	3	6%	10	20%
	2 + 1	48	94%	41	80%
5 th	4 + 3	3	7%	4	10%
	2 + 1	38	93%	36	90%
6 th	4 + 3	3	7%	6	14%
	2 + 1	43	93%	37	86%
7 th	4 + 3	2	5%	3	7%
	2 + 1	39	95%	38	93%
8 th	4 + 3	3	6%	5	10%
	2 + 1	45	94%	43	90%

2015-16 DIBELS

	Level	ELA Proficiency (DIBELS)	ELA Proficiency % (DIBELS)
K	Benchmark	23	50%
	Strategic	23	50%
1 st	Benchmark	18	37%
	Strategic	31	63%
2 nd	Benchmark	35	35%
	Strategic	65	65%

(NYS Assessment Data for 15-16 is not currently available)

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.

Appendix 2- Principal Recruitment Bulletin

- 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**

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

RECRUITMENT BULLETIN #15-252
MAY 13, 2016

ASSISTANT PRINCIPAL

NOTICE OF POSITION

POSITION:

The Superintendent of Schools, Dr. Kriner Cash, is interested in receiving applications from qualified candidates for the position of:

**ASSISTANT PRINCIPAL
(Various Locations)**

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 by the time of appointment. Candidates must have a minimum of five years of certificated teaching and/or appropriate and approved Supervisory experience. Candidates with prior Assistant Principal or administrative experience in an urban school district or in a district with an urban population are preferred.

RESPONSIBILITIES:

Assistant Principals report directly to the school Principal. Candidates will be responsible for assisting the Principal in:

- working to develop and maintain clear lines of communication and collaboration between staff, administrators, students and parents;
- create and communicate a *Comprehensive Education Plan* aligned with the District’s vision and goals;
- develop, oversee, and achieve objectives to ensure a focus on student achievement and a highly effective learning climate;
- gather, analyze, and disaggregate data for informed instructional improvements,
- coordinate the school’s staff development program for all faculty and staff;
- oversee all aspects of developmentally appropriate curriculum and implementation (development, delivery, and evaluation);
- conduct classroom observations and evaluations of teachers;
- work effectively with all teachers to foster their professional growth and performance;

Appendix 3- Assistant Principal Recruitment Bulletin

- work collaboratively with the Department of Curriculum, Assessment & Instruction to implement all necessary and required District plans;
- foster a positive school climate where student discipline concerns are addressed in a manner that promotes student responsibility and mutual respect;
- demonstrate continuous improvement of professional knowledge and skills;
- represent the school at conferences and/or district meetings;
- conduct faculty and grade level meetings;
- formalize building operational procedures;
- coordinate the planning, preparation, and dissemination of the school's master schedule for faculty and staff assignments;
- ensure adherence to legal concepts, state and federal regulations and Board of Education policies;
- implement and monitor approved school budget expenditures including student activity funds, grants and general accounts;
- monitor building maintenance and improvements;
- develop and communicate a plan addressing building safety and conduct planned fire drills;
- submit accurate reports to Central Office when requested in a timely manner;
- exhibit strategies that promote the understanding, sensitivity and respect of multi-cultural and ethnic diversity;
- establish and facilitate a Site-Based Management Team which meets on a regular basis;
- collaborate with universities, colleges, school-based partnerships and agencies to develop and implement programs that enhance student achievement within district contractual guidelines;
- organize and support programs for Student Orientation, Open House, Curriculum Nights, Parent/Teacher Conferences, Parent/Student Evening Activities, etc.; and maintain positive and effective relationships with all organizations and committees involved within the building (School-Based Management Team, Parent Teacher Organization (PTO), partnerships, businesses, etc.).

APPOINTMENT:

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

SALARY: Assistant Principal's salary schedule.

FUNDING: Pending Funding

FINAL DATE

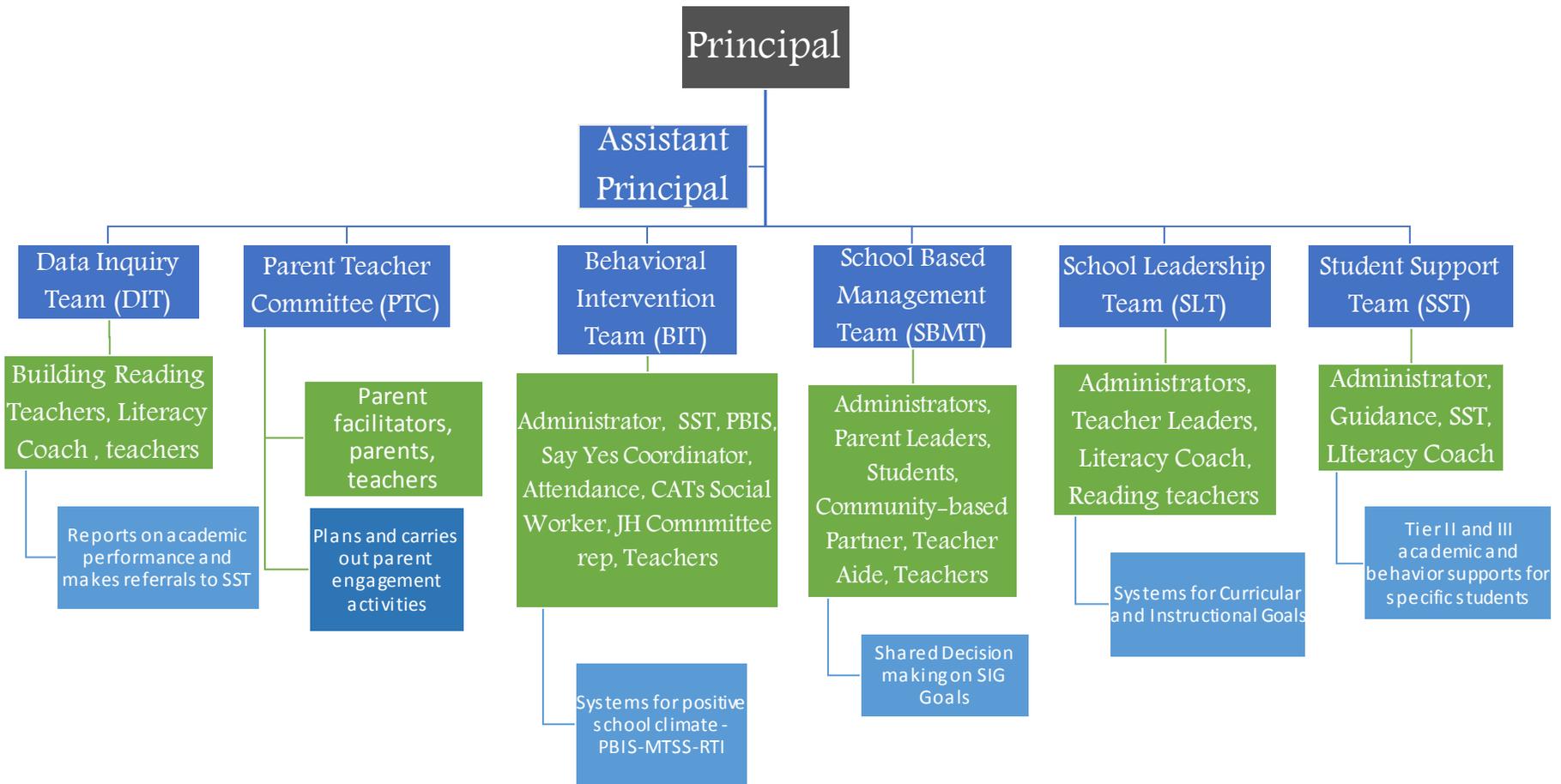
FOR FILING: **June 16, 2016**

**DR. KRINER CASH
SUPERINTENDENT OF SCHOOLS**

Appendix 4: Instructional Staff Effectiveness Chart- Dr. A. Pantoja- School #18

Number of Instructional Staff identified as Highly Effective	19	41.3%
Number of Instructional Staff identified as Effective	11	23.9%
Number of Instructional Staff identified as Developing	13	28.2%
Number of Instructional Staff identified as Ineffective	2	4.3%
Number of Instructional Staff not able to determine	1	2.2%
Total Number of Instructional Staff (including itinerate staff)	46	

Appendix 5: Organizational Chart



School Based Teams Chart

Administration – Meets Weekly		
In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> Principal Assistant Principal 	<ul style="list-style-type: none"> Analyze and respond to student performance data Monitor and coordinate activities of the leadership team and support team Data analysis and intervention planning 	<ul style="list-style-type: none"> DIT monthly report BIT monthly report Classroom walk-through feedback Lesson Plan feedback State assessments.
School Leadership Team – Meets 1 hour monthly and 3 hours monthly		
In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> Principal Assistant Principal Building Reading Teachers Literacy Coach Teachers from each grade-level 	<ul style="list-style-type: none"> Analyze DIT and student samples to make system changes as needed Make recommendations to DIT and SST on the reform Develop reports for administration on progress 	<ul style="list-style-type: none"> DIT monthly report Leading and Lagging indicator Indicator of implementation identified in the project plan
Parent Teacher Committee – Meets once monthly		
In Attendance	Meeting Goal	Data Used
<ul style="list-style-type: none"> Assistant Principal Parent facilitator Parents Teachers 	<ul style="list-style-type: none"> Plan and organize parent engagement/involvement activities & events Monitor parent attendance at events and committees, and report out to admin Create parent volunteering opportunities Discuss strategies to improve parental communication 	<ul style="list-style-type: none"> Parent event sign-in sheets Parent committee sign-in sheet Parent sign-in volunteer sheet Parent surveys
Behavioral Intervention Team Meets once monthly		
In Attendance	Meeting Goal	Data Used
<ul style="list-style-type: none"> Assistant Principal SST PBIS CATS Social Worker 	<ul style="list-style-type: none"> Discuss Tier II and III interventions strategies Review ODR data & create ODR monthly reports Progress monitor Tier intervention systems 	<ul style="list-style-type: none"> Data Dashboard ODR reports Teacher referrals & feedback Time Out Room attendance list Detention attendance list

Appendix 6: School Based Team Chart

<ul style="list-style-type: none"> • Junior High Committee Teacher • Teachers 		
Data Inquiry Team: Meets Bi-weekly		
In Attendance	Meeting Goal	Data Used
<ul style="list-style-type: none"> • Principal or Assistant Principal • Building Reading Teachers • Literacy Coach 	<ul style="list-style-type: none"> • Collect and analyze school wide data • Identifying student learning needs • Monitor achievement results 	<ul style="list-style-type: none"> • Informal observations • Literacy assessments (Magic Penny, DIBELS) • CFA data • NYS ELA and Math Exam • Student work
Student Supports Team – Meets once weekly		
In Attendance	Meeting Goal	Data Used
<ul style="list-style-type: none"> • Principal or Assistant Principal • CSE Chair • Psychologist • Social Worker • Literacy Coach 	<ul style="list-style-type: none"> • Review ODR reports • Review DIT reports • Identify student learning and behavior intervention needs • Disseminate strategies to teachers/agencies/counselors • Monitor results and adjust interventions as needed 	<ul style="list-style-type: none"> • DIT Reports • ODR Reports • Teacher referrals • SST Observation reports • Tier Intervention Grid

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/ Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Journeys Reading Program	Begins in July and continues monthly	District PD Reading Building Personnel	A 10% increase in the ELA assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, PS 18 needs professional development in CKLA and Journeys and the use of all related materials. Reading teachers will be assigned to work directly in the classroom with the teacher and provide modeling, guided practice.
Math Modules	Begins in July and continues monthly	District PD DIT	A 10% increase in the Math assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, PS 18 needs professional development in the Math Modules and the use of all related materials. District staff will work directly in the classroom with the teacher and provide modeling, and guided practice. Math teachers in grades 3 – 6 will continue to attend MSP professional development. Math teachers that are members of DIT will provide teachers with training and support on differentiating instruction based on data analysis.
Classroom Management MTSS-B	Begins in July and continues throughout the 16-17 school	PS 18 Book Study SCTG SST Team	A 20% reduction in behavioral referrals measured by the number	Analyzing the ODR data, number of referrals, suspension data Data table from tier 2 and tier 3 effects	As indicated in Needs Assessment, PS 18 to establish a school culture focused on achievement and engaging families as partners in their children’s learning. This will address the ODRs data that indicates we have a lack of skill in the area of classroom management. The training will be

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/ Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
	year		of ODRS	Summary of observations	more specific to the teacher skills building.
Data Driven Instruction	Begins in July and continues throughout the 16-17 school year	BCSD DDI Training Book Study Literacy coach DIT	Changes in pre-post scores in classroom assessments	<p>Teachers will develop a “toolkit” of DDI strategies that can be used in the upcoming school year.</p> <p>Team will create long term and short term goals as a Data Team for the 2016-2017 school year</p> <p>Teachers will collaborate and plan for the 2016-2017 school year, where they will turn-key the information learned at the first four sessions at a faculty meeting.</p> <p>Visual displays of data results from interim assessments</p> <p>Analyzing of interim assessments data against the</p>	PS 18 seeks to use DDI to support their grade level in examining the end-goal test, and to subsequently formulate their interim assessments. This will lead the staff to building their lesson plans to meet rigor of the end assessment and make sure PS 18 students will be college and career ready.

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
				end assessment for rigorous alignment with the CCSS Grade Level Team meeting Summaries Summary of Observations	
Common Core	July, August and throughout the year	District PD Literacy Coach Reading and Grade Level Leaders	A 10% increase in ELA/Math assessment scores Changes in parallel assessment scores	Analyzing both instruction and interim assessments against the alignment to the CCSS Lesson Plans Summary of Observations	Our teachers will receive training to sequence and scaffold content and highlight alignment with CCLS for ELA & Literacy and the PARCC Frameworks. Teachers will use the end-of-module performance task to gather information on whether students are achieving the standards. Teachers will develop daily lesson plans that include guiding questions, recommended texts, scaffolding strategies, and other classroom resources that are aligned to CCLS.
Instructional Strategies Differentiated Instruction	September through-out the 16-17 school year.	District PD Literacy coaches Reading	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	PS 18 will incorporate differentiated instructional strategies to increase academic rigor, and students will be engaged in complex, academically rigorous activities at appropriately challenging levels. This will also reduce frequent student boredom, frustration and misbehavior.

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Differentiation Higher Order Thinking Techniques		Building Personnel Administration Magic Penny			PS 18 will use differentiated instruction to meet the learning needs of all students. Differentiated instruction was noted to be a weakness of our teachers during the DTDSE and will lead to increased focus on subgroups. The incorporation of higher order thinking skills will provide much needed rigor and challenge to school academics and will align with CCLS. The use of Blooms Taxonomy will prepare students to become college and career ready.
Co-Teaching	September	District PD Administration	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	Develop collaborative lesson plans, including rigorous instruction that includes various co-teaching techniques that align to the CCLS. This PD will also benefit differentiation and target classrooms with SPED and/or ELL students.

Appendix 8: Stakeholders Involvement and Engagement Chart

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 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, non-judgmental 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

Appendix 9: Instructional Strategies for Tier I, Tier II, and Tier III

Universal & Preventative (Tier I)

- **Pre-Kindergarten**
 - Houghton Mifflin Core Reading Program
 - Oral language development
 - Step Up to Writing
 - Building Blocks Math Program
- **K – 6 Grades**
 - CKLA Core Reading Program (K – 2)
 - HHM Journeys Core Reading Program (3 – 6)
 - Departmentalized Core Subjects (5 & 6)
 - Step Up to Writing & Active Reading Strategy
 - CCLS Math Modules
- **7th & 8th Grades**
 - CCLS ELA Modules
 - CCLS Math Modules
 - Step Up to Writing & Active Reading Strategy

Intervention (Tier II)

- **Pre-Kindergarten**
 - Core Reading/Math Programs
 - Magic Penny
 - Language for Learning
- **K – 6 Grades**
 - Intervention Components of Core Reading program
 - Magic Penny (K – 2)
 - Adapted CCLS Math Modules
 - i-Ready
 - Building Reading Specialist added instruction.
- **7th & 8th Grades**
 - Adapted CCLS ELA Modules
 - Adapted CCLS Math Modules
 - Additional AIS time

Specialized Intervention (Tier III)

- **Pre-Kindergarten**
 - Student Support Team interventions
- **K – 6 Grades**
 - SRA Reading Mastery/Direct Instruction Program
 - Student Support Team interventions.
- **7th & 8th Grades**
 - Student Support Team Interventions

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						

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				

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

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			

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				

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

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	

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	

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)

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					

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						

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

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			

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			

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

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

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	

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

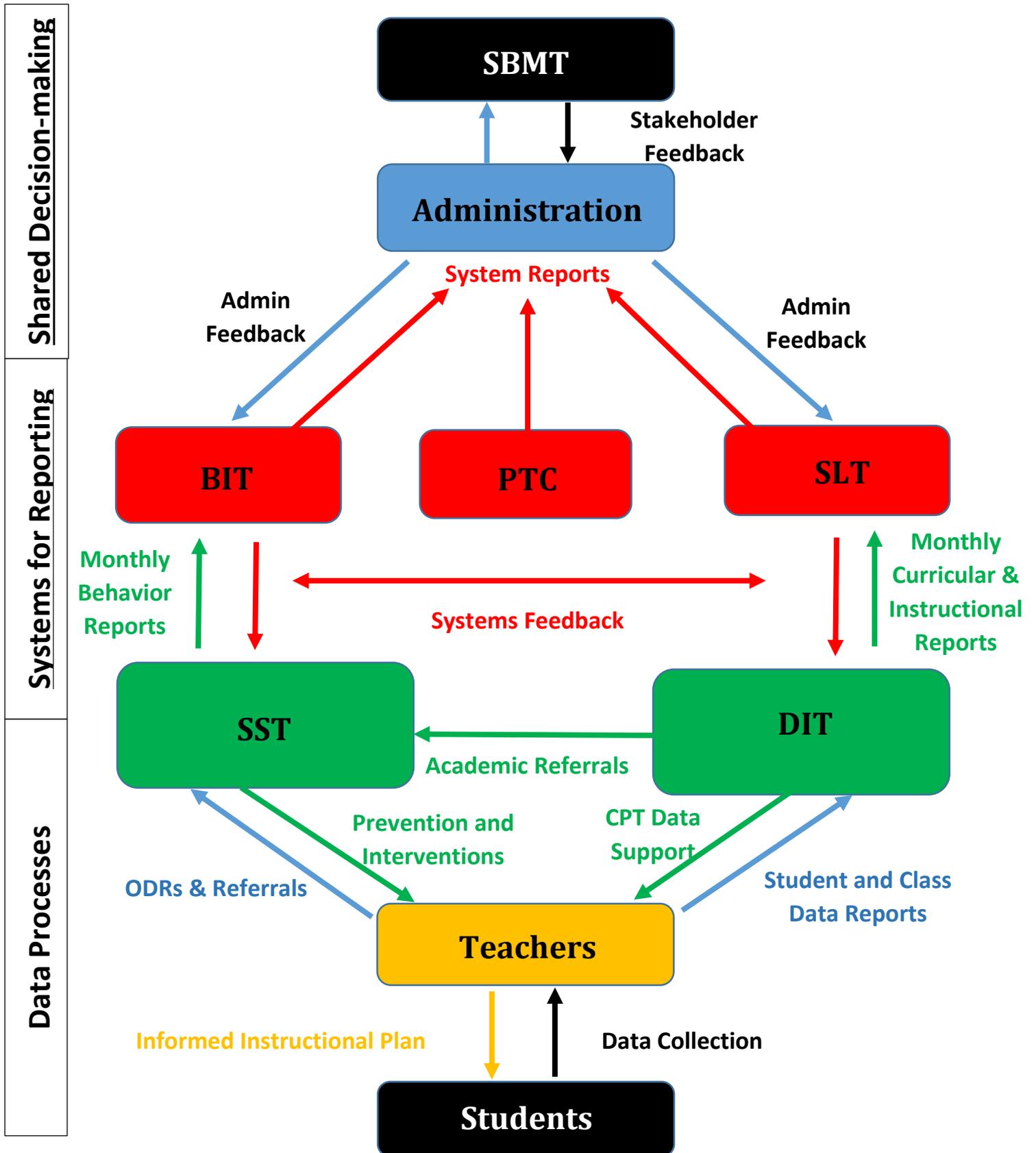
Appendix 11: Sample Daily Class Schedule

Dr. A. Pantoja CSAE #18 Departmentalized Daily Student Schedule for 2016-2017 (Sample)

5th Grade (Student Schedule)
Departmentalized

Time	A Day	B Day	C Day	D Day	E Day	F Day
8:55 – 9:12	Breakfast/HR	Breakfast/HR	Breakfast/HR	Breakfast/HR	Breakfast/HR	Breakfast/HR
9:12 – 9:22	Morning Meeting					
9:22 – 10:22	ELA – Core Reading Program Teacher A					
10:22 – 10:52	ELA Rtl					
10:52 – 11:52	Math – Teacher B					
12:12 – 12:22	Math Rtl					
12:25-12:55	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:58 – 1:41	Special	Special	Special	Special	Special	Special
1:44 – 2:14	School wide writing – HR					
2:14 – 2:58	Social Studies Teacher A	Science Teacher B	Social Studies Teacher A	Science Teacher B	Social Studies Teacher A	Science Teacher B
3:00 – 3:15	Recess	Recess	Recess	Recess	Recess	Recess
3:15 – 3:20	CI/CO	CI/CO	CI/CO	CI/CO	CI/CO	CI/CO
3:25 – 3:35	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Processes for Data Sharing & Reporting for Shared Decision-Making



Appendix 13: Key Strategies for Year 1 Implementation

Transformational Model Requirements: Identify and reward school leaders and teachers who improve student achievement outcomes, remove those who do not, and recruit and retain high-quality staff.			
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<ul style="list-style-type: none"> • Replace building Instructional Coach with a Literacy Coach 	X	September	1.1, 1.2,
<ul style="list-style-type: none"> • Hire and assign Reading teachers to grade level bands 	X	September	1.1
<ul style="list-style-type: none"> • Class size reduction in Kindergarten and grades 1 to 20 students per class in 2016-17, expanding to grade 2 in 2017-18 and grade 3 in 2018-19. 	X	September	1.1
<ul style="list-style-type: none"> • Staff professional development on use of backwards planning going in depth on the various components such as assessments, higher order thinking/questioning, alignment of instruction to standards, and using data to differentiate instruction. 	X	September-Ongoing	1.1, 1.2, 2.1
<ul style="list-style-type: none"> • Staff professional development on , and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring and formative assessments. 	X	September - Ongoing	1.1, 1.2, 2.1
<ul style="list-style-type: none"> • Provide common planning time between classroom teachers, sp. ed. teachers, reading teacher and ENL teachers. 	X	September- Ongoing	1.1, 1.2
<ul style="list-style-type: none"> • Continue Implementation of a school wide K – 8 writing initiative using Step Up to Writing (SUTW), and the Active Reading Strategy that is monitored and assessed with school wide writing rubrics aligned to ELA CCLS. 	X	September- Ongoing	1.1, 1.2
<ul style="list-style-type: none"> • Implement a reading initiative for students to read a minimum of 15 minutes outside of the daily reading block at their current reading level to support fluency, vocabulary and comprehension. 	X	October- Ongoing	1.1
<ul style="list-style-type: none"> • Implement a coherent ELA intervention model at every grade. 	X	October- Ongoing	1.1, 1.2

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Conduct a longitudinal Gap Analysis to determine school-wide and/or grade level focus standards for ELA. 	X	September	1.2
<ul style="list-style-type: none"> Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training 	X	October	1.2
<ul style="list-style-type: none"> Utilize i-Ready Diagnostic and Instruction Reading Site License to provide targeted intervention. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Provide teachers with i-Ready K – 8 Teacher Toolbox for the i-Ready Site License. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Staff professional development on i-Ready – Get Started & Leadership Best Practices and Site-Based Understanding Data. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Review the CCLS Math and EngageNY Math Modules to determine grade level benchmarks. 	X	October	2.1
<ul style="list-style-type: none"> Conduct a longitudinal Gap Analysis to determine school-wide and/or grade level focus standards for Math. 	X	October	2.1
<ul style="list-style-type: none"> Implementation of a school-wide math fluency initiative that includes daily fluency checks and sprint. 	X	November	2.1
<ul style="list-style-type: none"> Implement a coherent Math intervention model at every grade level. 	X	November	2.1
<ul style="list-style-type: none"> Retain, hire and develop teachers who are committed to rapidly improving student performance through a cycle of continuous improvement. 	X	September	3.1, 3.2
<ul style="list-style-type: none"> Revise the school master schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. 	X	August	3.1
<ul style="list-style-type: none"> Build teacher capacity by providing on-site embedded professional development on backwards planning, going in depth on the various components such as assessments, higher 	X	September- on going	3.1

Appendix 13: Key Strategies for Year 1 Implementation

order thinking/questioning, and alignment of instruction to standards, and using data to differentiate instruction.			
<ul style="list-style-type: none"> • Provide students with feedback and help them set goals for their learning. 	X	October- Ongoing	3.1
<ul style="list-style-type: none"> • Create student work portfolios, and intervention plans for students who are behind academically. 	X	October- Ongoing	3.1
<ul style="list-style-type: none"> • Provide administration with Leverage Leadership coaching, to assist in providing high quality feedback to teachers and collecting data to determine staff needs that impact student achievement. 	X	September- Ongoing	3.1
<ul style="list-style-type: none"> • Administration and SLT will create a cohesive monitoring system to track the progress of school initiatives and their impact on student learning. The system should be inclusive of the findings of school committees. 	X	November- Ongoing	3.1
<ul style="list-style-type: none"> • Administration and SLT will meet monthly 1 hour before school and 3 hours after school to monitor school initiatives, plan targeted supports in order to meet the needs of staff with implementation. 	X	November- Ongoing	3.1
<ul style="list-style-type: none"> • Utilize data collected from lesson plans, benchmark assessments, walk-throughs, informal/formal observations and grade-level reports to monitor the effectiveness of instruction. 	X	November- Ongoing	3.1
<ul style="list-style-type: none"> • Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	X	September- Ongoing	3.2
<ul style="list-style-type: none"> • School master schedule will provide extended and embedded collaborative professional learning community time. 	X	August	3.2
<ul style="list-style-type: none"> • Build teacher capacity to provide on-site embedded professional development targeting best practices on instructional strategies to support the Transformation Model 		Year 2 (teacher leaders identified in the summer of 2017)	3.2

Appendix 13: Key Strategies for Year 1 Implementation

and identify teacher leaders to take on mentoring, turn-key training and school based team member roles.			
<ul style="list-style-type: none"> Administration will provide teachers with timely actionable feedback to support increased student achievement.. 	X	End of September – On going	3.2
<ul style="list-style-type: none"> Provide professional development for teachers on the collection and use of data for instruction, intervention and student and parent communication/feedback. 	X	October- On Going	4.1
<ul style="list-style-type: none"> Teachers will use pre-assessment data to set targets for post-assessments. Students will be aware and have input into their target. 	X	October- On Going	4.1

Appendix 13: Key Strategies for Year 1 Implementation

Transformational Model Requirements: Provide additional time for students to learn core academic content by extending the school day, week and/or year; provide more time for teachers to collaborate.			
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<ul style="list-style-type: none"> Staff professional development on use of backwards planning going in depth on the various components such as assessments, higher order thinking/questioning, alignment of instruction to standards, and using data to differentiate instruction. 	X	September- On Going	1.1, 1.2, 2.1
<ul style="list-style-type: none"> Staff professional development on , and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring and formative assessments. 	X	September- On Going	1.1, 1.2, 2.1
<ul style="list-style-type: none"> Provide common planning time between classroom teachers, sp. ed. teachers, reading teacher and ENL teachers. 	X	September- On Going	1.1, 1.2
<ul style="list-style-type: none"> Implement a reading initiative for students to read a minimum of 15 minutes outside of the daily reading block at their current reading level to support fluency, vocabulary and comprehension. 	X	October- On Going	1.1
<ul style="list-style-type: none"> Offer extended learning time (ELT) for students to include engaging academic enrichment after school programming. 	X	October – May, 2017	1.1, 1.2, 2.1, 3.1, 4.2
<ul style="list-style-type: none"> Implementation of a school-wide math fluency initiative that includes daily fluency checks and sprint. 	X	November	2.1
<ul style="list-style-type: none"> Revise the school master schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. 	X	August	3.1
<ul style="list-style-type: none"> Build teacher capacity by providing on-site embedded professional development on backwards planning, going in depth on the various components such as assessments, higher 	X	September- On Going	3.1

Appendix 13: Key Strategies for Year 1 Implementation

order thinking/questioning, and alignment of instruction to standards, and using data to differentiate instruction.			
<ul style="list-style-type: none"> Administration and SLT will create a cohesive monitoring system to track the progress of school initiatives and their impact on student learning. The system should be inclusive of the findings of school committees. 	X	November- On Going	3.1
<ul style="list-style-type: none"> Administration and SLT will meet monthly 1 hour before school and 3 hours after school to monitor school initiatives, plan targeted supports in order to meet the needs of staff with implementation. 	X	November- On Going	3.1
<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	X	September	3.2
<ul style="list-style-type: none"> School master schedule will provide extended and embedded collaborative professional learning community time. 	X	August	3.2
<ul style="list-style-type: none"> Build teacher capacity to provide on-site embedded professional development targeting best practices on instructional strategies to support the Transformation Model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. 		Year 2 (teacher leaders identified in the summer of 2017)	3.2
<ul style="list-style-type: none"> Establish Data Inquiry Team (DIT) and provide them with professional development to facilitate DDI process with staff. 	X	November	4.1
<ul style="list-style-type: none"> SLT will establish a system for collecting, organizing, and summarizing student data and share with staff. 	X	November- On Going	4.1
<ul style="list-style-type: none"> SLT will ensure that formative and summative assessments are administered and that resultant data is analyzed on a regular schedule. 	X	November- On Going	4.1
<ul style="list-style-type: none"> Provide professional development for teachers on the collection and use of data for instruction, intervention and student and parent communication/feedback. 	X	October- On Going	4.1

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Build school wide accountability and capacity through individual teacher/administrator data meetings. 	X	October- On Going	4.1
<ul style="list-style-type: none"> Provide time in the schedule for morning circle meetings. 	X	August	5.1, 5.2

Transformational Model Requirements: Provide the school with sufficient operating flexibility (including staffing, calendar/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes.			
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<ul style="list-style-type: none"> Replace building Instructional Coach with a Literacy Coach 	X	September	1.1, 1.2
<ul style="list-style-type: none"> Hire and assign Reading teachers to grade level bands. 	X	September	1.1
<ul style="list-style-type: none"> Provide common planning time between classroom teachers, sp. ed. teachers, reading teacher and ENL teachers. 	X	September- On Going	1.1, 1.2
<ul style="list-style-type: none"> In master schedule, schedule dedicated writing time for grades K – 6. 	X	August	1.2
<ul style="list-style-type: none"> Utilize i-Ready Diagnostic and Instruction Reading Site License to provided targeted intervention. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Provide teachers with i-Ready K – 8 Teacher Toolbox for the i-Ready Site License. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Staff professional development on i-Ready – Get Started & Leadership Best Practices and Site-Based Understanding Data. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Retain, hire and develop teachers who are committed to rapidly improving student performance through a cycle of continuous improvement. 	X	September	3.1, 3.2
<ul style="list-style-type: none"> Revise the school master schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. 	X	August	3.1

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Build teacher capacity by providing on-site embedded professional development on backwards planning, going in depth on the various components such as assessments, higher order thinking/questioning, and alignment of instruction to standards, and using data to differentiate instruction. 	X	September- On Going	3.1
<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	X	September- On Going	3.2
<ul style="list-style-type: none"> School master schedule will provide extended and embedded collaborative professional learning community time. 	X	August	3.2
<ul style="list-style-type: none"> Build teacher capacity to provide on-site embedded professional development targeting best practices on instructional strategies to support the Transformation Model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. 		Year 2 (teacher leaders identified in the summer of 2017)	3.2
<ul style="list-style-type: none"> SLT will ensure that formative and summative assessments are administered and that resultant data is analyzed on a regular schedule. 	X	November- On Going	4.1
<ul style="list-style-type: none"> Provide multi-tiered systems of support (MTSS-B) to ensure students are ready to learn by providing a positive classroom, engaging student work, and reinforcement of the home-school connections. 	X	September- On Going	5.1, 5.2
<ul style="list-style-type: none"> Participation in Cohort 2 of the School Climate Transformation Grant intensive MTSS-B professional development and support program (training in MTSS-B, Code of Conduct, Restorative Practices and Classroom Management) to increase staff knowledge and capacity to implement MTSS-B school-wide with consistency. 	X	September- On Going	5.1, 5.2
<ul style="list-style-type: none"> Provide time in the schedule for morning circle meetings. 	X	August	5.1, 5.2

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Utilize attendance teacher and team to continue to address students with chronic absenteeism. 	X	September- On Going	5.2
<ul style="list-style-type: none"> Recruit multiple parent facilitators (maximum of three). 	X	July- September	5.3
<ul style="list-style-type: none"> Have an assigned parent facilitator liaison to work between administration and the parent facilitators to provide supports and monitoring progress. 	X	September	5.3
<ul style="list-style-type: none"> The school will have parent facilitators attend the monthly Parent Teacher Committee, and work to increase parent communication and involvement in the school. 	X	September- On Going	5.3
<ul style="list-style-type: none"> The Parent Teacher Committee in collaboration with all other school committees will ensure a parent event will be held each month of the school year. 	X	September- On Going	5.3
<ul style="list-style-type: none"> The Parent Teacher Committee will create a survey, listing multiple activities and roles for parents to be involved in, will analyze the results, and parent facilitators will contact the parents to assign roles and responsibilities. 	X	September- October	5.3
<ul style="list-style-type: none"> Teachers will nominate three parents from their classrooms as potential room parents and parent facilitators will contact those parents to participate as room parents. 	X	September- October	5.3
<ul style="list-style-type: none"> Teachers will communicate via multiple modes with parents, including but not limited to, Class Dojo, phone calls, notes, conferences, websites, school and classroom newsletters, and utilize the language line in multiple languages to communicate to all families. 	X	September–On Going	5.3
<ul style="list-style-type: none"> To ensure an increase in parent attendance at workshops, the school will provide activities for students such as, movies and other incentives. 	X	September- On Going	5.3
<ul style="list-style-type: none"> A parent captain will be assigned to each school committee to attend and participate in decision-making. 	X	October- On Going	5.3
<ul style="list-style-type: none"> Provide documents in the top 6 languages whenever possible. 	X	September–On Going	5.3

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none">Relocate Parent room to provide appropriate space for parents to come in, utilize computers, and have access to resources	X	July	5.3
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Appendix 1: Pantoja Student ELA and Math Achievement Charts

2014-15 DIBELS

	Level	ELA Proficiency (DIBELS)	ELA Proficiency % (DIBELS)
K	Benchmark	33	66%
	Strategic	17	34%
1 st	Benchmark	18	30%
	Strategic	42	70%
2 nd	Benchmark	17	38%
	Strategic	28	62%

2014-15 NYS ELA and Math Assessment Data

	Level	ELA Count	ELA Percentage	Math Count	Math Percentage
3 rd	4 + 3	3	7%	13	28%
	2 + 1	43	93%	33	72%
4 th	4 + 3	3	6%	10	20%
	2 + 1	48	94%	41	80%
5 th	4 + 3	3	7%	4	10%
	2 + 1	38	93%	36	90%
6 th	4 + 3	3	7%	6	14%
	2 + 1	43	93%	37	86%
7 th	4 + 3	2	5%	3	7%
	2 + 1	39	95%	38	93%
8 th	4 + 3	3	6%	5	10%
	2 + 1	45	94%	43	90%

2015-16 DIBELS

	Level	ELA Proficiency (DIBELS)	ELA Proficiency % (DIBELS)
K	Benchmark	23	50%
	Strategic	23	50%
1 st	Benchmark	18	37%
	Strategic	31	63%
2 nd	Benchmark	35	35%
	Strategic	65	65%

(NYS Assessment Data for 15-16 is not currently available)

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.

Appendix 2- Principal Recruitment Bulletin

- 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**

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

RECRUITMENT BULLETIN #15-252
MAY 13, 2016

ASSISTANT PRINCIPAL

NOTICE OF POSITION

POSITION:

The Superintendent of Schools, Dr. Kriner Cash, is interested in receiving applications from qualified candidates for the position of:

**ASSISTANT PRINCIPAL
(Various Locations)**

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 by the time of appointment. Candidates must have a minimum of five years of certificated teaching and/or appropriate and approved Supervisory experience. Candidates with prior Assistant Principal or administrative experience in an urban school district or in a district with an urban population are preferred.

RESPONSIBILITIES:

Assistant Principals report directly to the school Principal. Candidates will be responsible for assisting the Principal in:

- working to develop and maintain clear lines of communication and collaboration between staff, administrators, students and parents;
- create and communicate a *Comprehensive Education Plan* aligned with the District's vision and goals;
- develop, oversee, and achieve objectives to ensure a focus on student achievement and a highly effective learning climate;
- gather, analyze, and disaggregate data for informed instructional improvements;
- coordinate the school's staff development program for all faculty and staff;
- oversee all aspects of developmentally appropriate curriculum and implementation (development, delivery, and evaluation);
- conduct classroom observations and evaluations of teachers;
- work effectively with all teachers to foster their professional growth and performance;

Appendix 3- Assistant Principal Recruitment Bulletin

- work collaboratively with the Department of Curriculum, Assessment & Instruction to implement all necessary and required District plans:
- foster a positive school climate where student discipline concerns are addressed in a manner that promotes student responsibility and mutual respect:
- demonstrate continuous improvement of professional knowledge and skills:
- represent the school at conferences and/or district meetings:
- conduct faculty and grade level meetings:
- formalize building operational procedures:
- coordinate the planning, preparation, and dissemination of the school's master schedule for faculty and staff assignments:
- ensure adherence to legal concepts, state and federal regulations and Board of Education policies:
- implement and monitor approved school budget expenditures including student activity funds, grants and general accounts:
- monitor building maintenance and improvements:
- develop and communicate a plan addressing building safety and conduct planned fire drills:
- submit accurate reports to Central Office when requested in a timely manner:
- exhibit strategies that promote the understanding, sensitivity and respect of multi-cultural and ethnic diversity:
- establish and facilitate a Site-Based Management Team which meets on a regular basis:
- collaborate with universities, colleges, school-based partnerships and agencies to develop and implement programs that enhance student achievement within district contractual guidelines:
- organize and support programs for Student Orientation, Open House, Curriculum Nights, Parent/Teacher Conferences, Parent/Student Evening Activities, etc.; and maintain positive and effective relationships with all organizations and committees involved within the building (School-Based Management Team, Parent Teacher Organization (PTO), partnerships, businesses, etc.).

APPOINTMENT:

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

SALARY: Assistant Principal's salary schedule.

FUNDING: Pending Funding

FINAL DATE

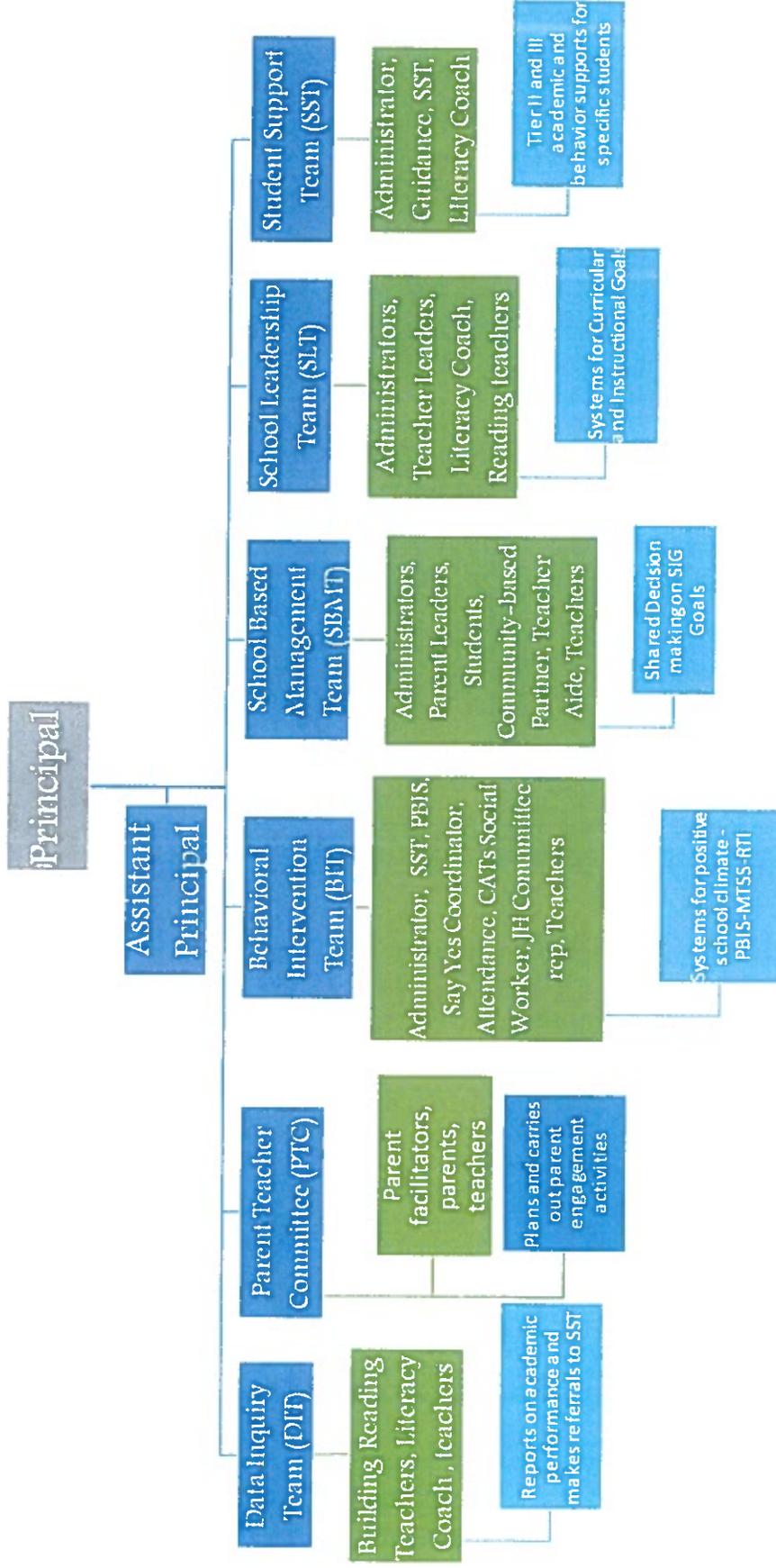
FOR FILING: June 16, 2016

**DR. KRINER CASH
SUPERINTENDENT OF SCHOOLS**

Appendix 4: Instructional Staff Effectiveness Chart- Dr. A. Pantoja- School #18

Number of Instructional Staff identified as Highly Effective	19	41.3%
Number of Instructional Staff identified as Effective	11	23.9%
Number of Instructional Staff identified as Developing	13	28.2%
Number of Instructional Staff identified as Ineffective	2	4.3%
Number of Instructional Staff not able to determine	1	2.2%
Total Number of Instructional Staff (including itinerate staff)	46	

Appendix 5: Organizational Chart



School Based Teams Chart

Administration – Meets Weekly		
In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Analyze and respond to student performance data • Monitor and coordinate activities of the leadership team and support team • Data analysis and intervention planning 	<ul style="list-style-type: none"> • DIT monthly report • BIT monthly report • Classroom walk-through feedback • Lesson Plan feedback • State assessments.
School Leadership Team – Meets 1 hour monthly and 3 hours monthly		
In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> • Principal • Assistant Principal • Building Reading Teachers • Literacy Coach • Teachers from each grade-level 	<ul style="list-style-type: none"> • Analyze DIT and student samples to make system changes as needed • Make recommendations to DIT and SST on the reform • Develop reports for administration on progress 	<ul style="list-style-type: none"> • DIT monthly report • Leading and Lagging indicator • Indicator of implementation identified in the project plan
Parent Teacher Committee – Meets once monthly		
In Attendance	Meeting Goal	Data Used
<ul style="list-style-type: none"> • Assistant Principal • Parent facilitator • Parents • Teachers 	<ul style="list-style-type: none"> • Plan and organize parent engagement/involvement activities & events • Monitor parent attendance at events and committees, and report out to admin • Create parent volunteering opportunities • Discuss strategies to improve parental communication 	<ul style="list-style-type: none"> • Parent event sign-in sheets • Parent committee sign-in sheet • Parent sign-in volunteer sheet • Parent surveys
Behavioral Intervention Team Meets once monthly		
In Attendance	Meeting Goal	Data Used
<ul style="list-style-type: none"> • Assistant Principal • SST • PBIS • CATS Social Worker 	<ul style="list-style-type: none"> • Discuss Tier II and III interventions strategies • Review ODR data & create ODR monthly reports • Progress monitor Tier intervention systems 	<ul style="list-style-type: none"> • Data Dashboard ODR reports • Teacher referrals & feedback • Time Out Room attendance list • Detention attendance list

Appendix 6: School Based Team Chart

<ul style="list-style-type: none"> • Junior High Committee Teacher • Teachers 		
Data Inquiry Team: Meets Bi-weekly		
In Attendance		
<ul style="list-style-type: none"> • Principal or Assistant Principal • Building Reading Teachers • Literacy Coach 	<p style="text-align: center;">Meeting Goal</p> <ul style="list-style-type: none"> • Collect and analyze school wide data • Identifying student learning needs • Monitor achievement results 	<p style="text-align: center;">Data Used</p> <ul style="list-style-type: none"> • Informal observations • Literacy assessments (Magic Penny, DIBELS) • CFA data • NYS ELA and Math Exam • Student work
Student Supports Team – Meets once weekly		
In Attendance		
<ul style="list-style-type: none"> • Principal or Assistant Principal • CSE Chair • Psychologist • Social Worker • Literacy Coach 	<p style="text-align: center;">Meeting Goal</p> <ul style="list-style-type: none"> • Review ODR reports • Review DIT reports • Identify student learning and behavior intervention needs • Disseminate strategies to teachers/agencies/counselors • Monitor results and adjust interventions as needed 	<p style="text-align: center;">Data Used</p> <ul style="list-style-type: none"> • DIT Reports • ODR Reports • Teacher referrals • SST Observation reports • Tier Intervention Grid

Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Journeys Reading Program	Begins in July and continues monthly	District PD Reading Building Personnel	A 10% increase in the ELA assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, PS 18 needs professional development in CKLA and Journeys and the use of all related materials. Reading teachers will be assigned to work directly in the classroom with the teacher and provide modeling, guided practice.
Math Modules	Begins in July and continues monthly	District PD DIT	A 10% increase in the Math assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, PS 18 needs professional development in the Math Modules and the use of all related materials. District staff will work directly in the classroom with the teacher and provide modeling, and guided practice. Math teachers in grades 3 – 6 will continue to attend MSP professional development. Math teachers that are members of DIT will provide teachers with training and support on differentiating instruction based on data analysis.
Classroom Management MTSS-B	Begins in July and continues throughout the 16-17 school	PS 18 Book Study SCTG SST Team	A 20% reduction in behavioral referrals measured by the number	Analyzing the ODR data, number of referrals, suspension data Data table from tier 2 and tier 3 effects	As indicated in Needs Assessment, PS 18 to establish a school culture focused on achievement and engaging families as partners in their children's learning. This will address the ODRs data that indicates we have a lack of skill in the area of classroom management. The training will be

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Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
	year		of ODRS	Summary of observations	more specific to the teacher skills building.
Data Driven Instruction	Begins in July and continues throughout the 16-17 school year	BCSD DDI Training Book Study Literacy coach DIT	Changes in pre-post scores in classroom assessments	Teachers will develop a "toolkit" of DDI strategies that can be used in the upcoming school year. Team will create long term and short term goals as a Data Team for the 2016-2017 school year Teachers will collaborate and plan for the 2016-2017 school year, where they will turn-key the information learned at the first four sessions at a faculty meeting. Visual displays of data results from interim assessments Analyzing of interim assessments data against the	PS 18 seeks to use DDI to support their grade level in examining the end-goal test, and to subsequently formulate their interim assessments. This will lead the staff to building their lesson plans to meet rigor of the end assessment and make sure PS 18 students will be college and career ready.

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Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
				end assessment for rigorous alignment with the CCSS Grade Level Team meeting Summaries Summary of Observations	
Common Core	July, August and throughout the year	District PD Literacy Coach Reading and Grade Level Leaders	A 10% increase in ELA/Math assessment scores Changes in parallel assessment scores	Analyzing both instruction and interim assessments against the alignment to the CCSS Lesson Plans Summary of Observations	Our teachers will receive training to sequence and scaffold content and highlight alignment with CCLS for ELA & Literacy and the PARCC Frameworks. Teachers will use the end-of-module performance task to gather information on whether students are achieving the standards. Teachers will develop daily lesson plans that include guiding questions, recommended texts, scaffolding strategies, and other classroom resources that are aligned to CCLS.
Instructional Strategies Differentiated Instruction	September through-out the 16-17 school year.	District PD Literacy coaches Reading	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	PS 18 will incorporate differentiated instructional strategies to increase academic rigor, and students will be engaged in complex, academically rigorous activities at appropriately challenging levels. This will also reduce frequent student boredom, frustration and misbehavior.

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Appendix 7: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Differentiation Higher Order Thinking Techniques		Building Personnel Administration Magic Penny			PS 18 will use differentiated instruction to meet the learning needs of all students. Differentiated instruction was noted to be a weakness of our teachers during the DT/DSSE and will lead to increased focus on subgroups. The incorporation of higher order thinking skills will provide much needed rigor and challenge to school academics and will align with CCLS. The use of Blooms Taxonomy will prepare students to become college and career ready.
Co-Teaching	September	District PD Administration	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	Develop collaborative lesson plans, including rigorous instruction that includes various co-teaching techniques that align to the CCLS. This PD will also benefit differentiation and target classrooms with SPED and/or ELL students.

Appendix 8: Stakeholders Involvement and Engagement Chart

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 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, non-judgmental 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

Appendix 9: Instructional Strategies for Tier I, Tier II, and Tier III

Universal & Preventative (Tier I)

- Pre-Kindergarten
 - Houghton Mifflin Core Reading Program
 - Oral language development
 - Step Up to Writing
 - Building Blocks Math Program
- K – 6 Grades
 - CKLA Core Reading Program (K – 2)
 - HHM Journeys Core Reading Program (3 – 6)
 - Departmentalized Core Subjects (5 & 6)
 - Step Up to Writing & Active Reading Strategy
 - CCLS Math Modules
- 7th & 8th Grades
 - CCLS ELA Modules
 - CCLS Math Modules
 - Step Up to Writing & Active Reading Strategy

Intervention (Tier II)

- Pre-Kindergarten
 - Core Reading/Math Programs
 - Magic Penny
 - Language for Learning
- K – 6 Grades
 - Intervention Components of Core Reading program
 - Magic Penny (K – 2)
 - Adapted CCLS Math Modules
 - i-Ready
 - Building Reading Specialist added instruction.
- 7th & 8th Grades
 - Adapted CCLS ELA Modules
 - Adapted CCLS Math Modules
 - Additional AIS time

Specialized Intervention (Tier III)

- Pre-Kindergarten
 - Student Support Team interventions
- K – 6 Grades
 - SRA Reading Mastery/Direct Instruction Program
 - Student Support Team interventions.
- 7th & 8th Grades
 - Student Support Team Interventions

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						

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				

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

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			

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				

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

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	

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	

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					

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						

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			

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			

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

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	

- 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

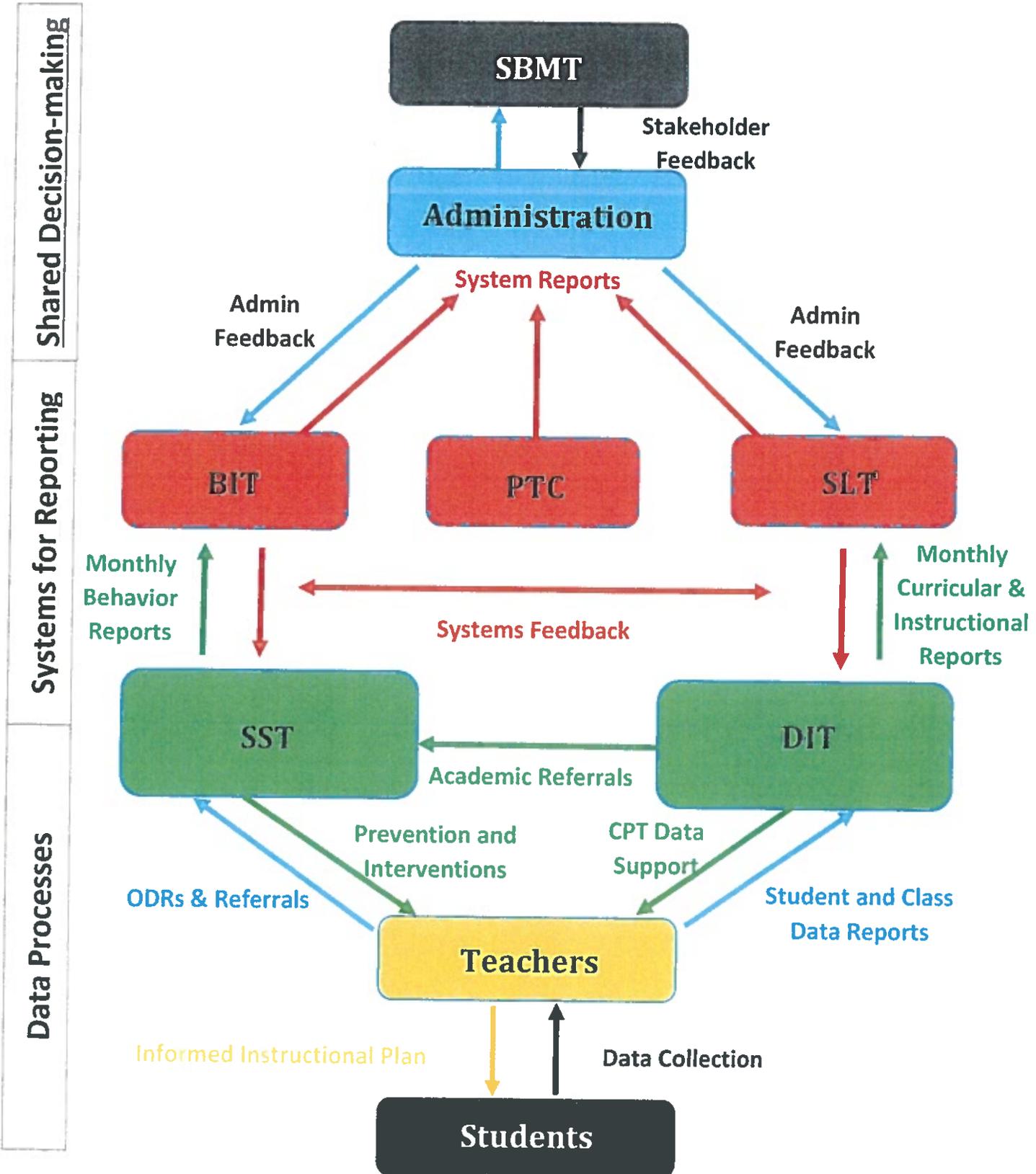
Appendix 11: Sample Daily Class Schedule

Dr. A. Pantoja CSAE #18 Departmentalized Daily Student Schedule for 2016-2017 (Sample)

5th Grade (Student Schedules)
Departmentalized

Time	A Day	B Day	C Day	D Day	E Day	F Day
8:55 – 9:12	Breakfast/HR	Breakfast/HR	Breakfast/HR	Breakfast/HR	Breakfast/HR	Breakfast/HR
9:12 – 9:22	Morning Meeting					
9:22 – 10:22	ELA – Core Reading Program Teacher A					
10:22 – 10:52	ELA Rtl					
10:52 – 11:52	Math – Teacher B					
12:12 – 12:22	Math Rtl					
12:25-12:55	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:58 – 1:41	Special	Special	Special	Special	Special	Special
1:44 – 2:14	School wide writing – HR					
2:14 – 2:58	Social Studies Teacher A	Social Studies Teacher B	Social Studies Teacher A	Social Studies Teacher B	Social Studies Teacher A	Social Studies Teacher B
3:00 – 3:15	Recess	Recess	Recess	Recess	Recess	Recess
3:15 – 3:20	CI/CO	CI/CO	CI/CO	CI/CO	CI/CO	CI/CO
3:25 – 3:35	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Processes for Data Sharing & Reporting for Shared Decision-Making



Appendix 13: Key Strategies for Year 1 Implementation

Transformational Model Requirements: Identify and reward school leaders and teachers who improve student achievement outcomes, remove those who do not, and recruit and retain high-quality staff.				
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.	
<ul style="list-style-type: none"> Replace building Instructional Coach with a Literacy Coach 	X	September	1.1, 1.2,	
<ul style="list-style-type: none"> Hire and assign Reading teachers to grade level bands 	X	September	1.1	
<ul style="list-style-type: none"> Class size reduction in Kindergarten and grades 1 to 20 students per class in 2016-17, expanding to grade 2 in 2017-18 and grade 3 in 2018-19. 	X	September	1.1	
<ul style="list-style-type: none"> Staff professional development on use of backwards planning going in depth on the various components such as assessments, higher order thinking/questioning, alignment of instruction to standards, and using data to differentiate instruction. 	X	September-Ongoing	1.1, 1.2, 2.1	
<ul style="list-style-type: none"> Staff professional development on , and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring and formative assessments. 	X	September - Ongoing	1.1, 1.2, 2.1	
<ul style="list-style-type: none"> Provide common planning time between classroom teachers, sp. ed. teachers, reading teacher and ENL teachers. 	X	September- Ongoing	1.1, 1.2	
<ul style="list-style-type: none"> Continue Implementation of a school wide K – 8 writing initiative using Step Up to Writing (SUTW), and the Active Reading Strategy that is monitored and assessed with school wide writing rubrics aligned to ELA CCLS. 	X	September- Ongoing	1.1, 1.2	
<ul style="list-style-type: none"> Implement a reading initiative for students to read a minimum of 15 minutes outside of the daily reading block at their current reading level to support fluency, vocabulary and comprehension. 	X	October- Ongoing	1.1	
<ul style="list-style-type: none"> Implement a coherent ELA intervention model at every grade. 	X	October- Ongoing	1.1, 1.2	

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Conduct a longitudinal Gap Analysis to determine school-wide and/or grade level focus standards for ELA. 	X	September	1.2
<ul style="list-style-type: none"> Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training 	X	October	1.2
<ul style="list-style-type: none"> Utilize i-Ready Diagnostic and Instruction Reading Site License to provide targeted intervention. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Provide teachers with i-Ready K – 8 Teacher Toolbox for the i-Ready Site License. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Staff professional development on i-Ready – Get Started & Leadership Best Practices and Site-Based Understanding Data. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Review the CCLS Math and EngageNY Math Modules to determine grade level benchmarks. 	X	October	2.1
<ul style="list-style-type: none"> Conduct a longitudinal Gap Analysis to determine school-wide and/or grade level focus standards for Math. 	X	October	2.1
<ul style="list-style-type: none"> Implementation of a school-wide math fluency initiative that includes daily fluency checks and sprint. 	X	November	2.1
<ul style="list-style-type: none"> Implement a coherent Math intervention model at every grade level. 	X	November	2.1
<ul style="list-style-type: none"> Retain, hire and develop teachers who are committed to rapidly improving student performance through a cycle of continuous improvement. 	X	September	3.1, 3.2
<ul style="list-style-type: none"> Revise the school master schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. 	X	August	3.1
<ul style="list-style-type: none"> Build teacher capacity by providing on-site embedded professional development on backwards planning, going in depth on the various components such as assessments, higher 	X	September- on going	3.1

Appendix 13: Key Strategies for Year 1 Implementation

order thinking/questioning, and alignment of instruction to standards, and using data to differentiate instruction.					
<ul style="list-style-type: none"> Provide students with feedback and help them set goals for their learning. 	X		October- Ongoing	3.1	
<ul style="list-style-type: none"> Create student work portfolios, and intervention plans for students who are behind academically. 	X		October- Ongoing	3.1	
<ul style="list-style-type: none"> Provide administration with Leverage Leadership coaching, to assist in providing high quality feedback to teachers and collecting data to determine staff needs that impact student achievement. 	X		September- Ongoing	3.1	
<ul style="list-style-type: none"> Administration and SLT will create a cohesive monitoring system to track the progress of school initiatives and their impact on student learning. The system should be inclusive of the findings of school committees. 	X		November- Ongoing	3.1	
<ul style="list-style-type: none"> Administration and SLT will meet monthly 1 hour before school and 3 hours after school to monitor school initiatives, plan targeted supports in order to meet the needs of staff with implementation. 	X		November- Ongoing	3.1	
<ul style="list-style-type: none"> Utilize data collected from lesson plans, benchmark assessments, walk-throughs, informal/formal observations and grade-level reports to monitor the effectiveness of instruction. 	X		November- Ongoing	3.1	
<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	X		September- Ongoing	3.2	
<ul style="list-style-type: none"> School master schedule will provide extended and embedded collaborative professional learning community time. 	X		August	3.2	
<ul style="list-style-type: none"> Build teacher capacity to provide on-site embedded professional development targeting best practices on instructional strategies to support the Transformation Model 			Year 2 (teacher leaders identified in the summer of 2017)	3.2	

Appendix 13: Key Strategies for Year 1 Implementation

and identify teacher leaders to take on mentoring, turn-key training and school based team member roles.			
<ul style="list-style-type: none"> Administration will provide teachers with timely actionable feedback to support increased student achievement.. 	X	End of September –On going	3.2
<ul style="list-style-type: none"> Provide professional development for teachers on the collection and use of data for instruction, intervention and student and parent communication/feedback. 	X	October- On Going	4.1
<ul style="list-style-type: none"> Teachers will use pre-assessment data to set targets for post-assessments. Students will be aware and have input into their target. 	X	October- On Going	4.1

Appendix 13: Key Strategies for Year 1 Implementation

Transformational Model Requirements: Provide additional time for students to learn core academic content by extending the school day, week and/or year; provide more time for teachers to collaborate.				
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.	
<ul style="list-style-type: none"> Staff professional development on use of backwards planning going in depth on the various components such as assessments, higher order thinking/questioning, alignment of instruction to standards, and using data to differentiate instruction. 	X	September- On Going	1.1, 1.2, 2.1	
<ul style="list-style-type: none"> Staff professional development on , and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring and formative assessments. 	X	September- On Going	1.1, 1.2, 2.1	
<ul style="list-style-type: none"> Provide common planning time between classroom teachers, sp. ed. teachers, reading teacher and ENL teachers. 	X	September- On Going	1.1, 1.2	
<ul style="list-style-type: none"> Implement a reading initiative for students to read a minimum of 15 minutes outside of the daily reading block at their current reading level to support fluency, vocabulary and comprehension. 	X	October- On Going	1.1	
<ul style="list-style-type: none"> Offer extended learning time (ELT) for students to include engaging academic enrichment after school programming. 	X	October – May, 2017	1.1, 1.2, 2.1, 3.1, 4.2	
<ul style="list-style-type: none"> Implementation of a school-wide math fluency initiative that includes daily fluency checks and sprint. 	X	November	2.1	
<ul style="list-style-type: none"> Revise the school master schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. 	X	August	3.1	
<ul style="list-style-type: none"> Build teacher capacity by providing on-site embedded professional development on backwards planning, going in depth on the various components such as assessments, higher 	X	September- On Going	3.1	

Appendix 13: Key Strategies for Year 1 Implementation

<p>order thinking/questioning, and alignment of instruction to standards, and using data to differentiate instruction.</p>	<p>X</p>	<p>November- On Going</p>	<p>3.1</p>
<ul style="list-style-type: none"> Administration and SLT will create a cohesive monitoring system to track the progress of school initiatives and their impact on student learning. The system should be inclusive of the findings of school committees. 	<p>X</p>	<p>November- On Going</p>	<p>3.1</p>
<ul style="list-style-type: none"> Administration and SLT will meet monthly 1 hour before school and 3 hours after school to monitor school initiatives, plan targeted supports in order to meet the needs of staff with implementation. 	<p>X</p>	<p>September</p>	<p>3.2</p>
<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	<p>X</p>	<p>August</p>	<p>3.2</p>
<ul style="list-style-type: none"> School master schedule will provide extended and embedded collaborative professional learning community time. 	<p>X</p>	<p>Year 2 (teacher leaders identified in the summer of 2017)</p>	<p>3.2</p>
<ul style="list-style-type: none"> Build teacher capacity to provide on-site embedded professional development targeting best practices on instructional strategies to support the Transformation Model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. 	<p>X</p>	<p>November</p>	<p>4.1</p>
<ul style="list-style-type: none"> Establish Data Inquiry Team (DIT) and provide them with professional development to facilitate DDI process with staff. 	<p>X</p>	<p>November- On Going</p>	<p>4.1</p>
<ul style="list-style-type: none"> SLT will establish a system for collecting, organizing, and summarizing student data and share with staff. 	<p>X</p>	<p>November- On Going</p>	<p>4.1</p>
<ul style="list-style-type: none"> SLT will ensure that formative and summative assessments are administered and that resultant data is analyzed on a regular schedule. 	<p>X</p>	<p>October- On Going</p>	<p>4.1</p>
<ul style="list-style-type: none"> Provide professional development for teachers on the collection and use of data for instruction, intervention and student and parent communication/feedback. 	<p>X</p>	<p>October- On Going</p>	<p>4.1</p>

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Build school wide accountability and capacity through individual teacher/administrator data meetings. 	X	October- On Going	4.1
<ul style="list-style-type: none"> Provide time in the schedule for morning circle meetings. 	X	August	5.1, 5.2

Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
Transformational Model Requirements: Provide the school with sufficient operating flexibility (including staffing, calendar/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes.			
<ul style="list-style-type: none"> Replace building Instructional Coach with a Literacy Coach 	X	September	1.1, 1.2
<ul style="list-style-type: none"> Hire and assign Reading teachers to grade level bands. 	X	September	1.1
<ul style="list-style-type: none"> Provide common planning time between classroom teachers, sp. ed. teachers, reading teacher and ENL teachers. 	X	September- On Going	1.1, 1.2
<ul style="list-style-type: none"> In master schedule, schedule dedicated writing time for grades K – 6. 	X	August	1.2
<ul style="list-style-type: none"> Utilize i-Ready Diagnostic and Instruction Reading Site License to provided targeted intervention. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Provide teachers with i-Ready K – 8 Teacher Toolbox for the i-Ready Site License. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Staff professional development on i-Ready – Get Started & Leadership Best Practices and Site-Based Understanding Data. 	X	January, 2017	1.2, 2.1
<ul style="list-style-type: none"> Retain, hire and develop teachers who are committed to rapidly improving student performance through a cycle of continuous improvement. 	X	September	3.1, 3.2
<ul style="list-style-type: none"> Revise the school master schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. 	X	August	3.1

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Build teacher capacity by providing on-site embedded professional development on backwards planning, going in depth on the various components such as assessments, higher order thinking/questioning, and alignment of instruction to standards, and using data to differentiate instruction. 	X	September- On Going	3.1
<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	X	September- On Going	3.2
<ul style="list-style-type: none"> School master schedule will provide extended and embedded collaborative professional learning community time. 	X	August	3.2
<ul style="list-style-type: none"> Build teacher capacity to provide on-site embedded professional development targeting best practices on instructional strategies to support the Transformation Model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. 		Year 2 (teacher leaders identified in the summer of 2017)	3.2
<ul style="list-style-type: none"> SLT will ensure that formative and summative assessments are administered and that resultant data is analyzed on a regular schedule. 	X	November- On Going	4.1
<ul style="list-style-type: none"> Provide multi-tiered systems of support (MTSS-B) to ensure students are ready to learn by providing a positive classroom, engaging student work, and reinforcement of the home-school connections. 	X	September- On Going	5.1, 5.2
<ul style="list-style-type: none"> Participation in Cohort 2 of the School Climate Transformation Grant intensive MTSS-B professional development and support program (training in MTSS-B, Code of Conduct, Restorative Practices and Classroom Management) to increase staff knowledge and capacity to implement MTSS-B school-wide with consistency. 	X	September- On Going	5.1, 5.2
<ul style="list-style-type: none"> Provide time in the schedule for morning circle meetings. 	X	August	5.1, 5.2

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Utilize attendance teacher and team to continue to address students with chronic absenteeism. 	X	September- On Going	5.2
<ul style="list-style-type: none"> Recruit multiple parent facilitators (maximum of three). 	X	July- September	5.3
<ul style="list-style-type: none"> Have an assigned parent facilitator liaison to work between administration and the parent facilitators to provide supports and monitoring progress. 	X	September	5.3
<ul style="list-style-type: none"> The school will have parent facilitators attend the monthly Parent Teacher Committee, and work to increase parent communication and involvement in the school. 	X	September- On Going	5.3
<ul style="list-style-type: none"> The Parent Teacher Committee in collaboration with all other school committees will ensure a parent event will be held each month of the school year. 	X	September- On Going	5.3
<ul style="list-style-type: none"> The Parent Teacher Committee will create a survey, listing multiple activities and roles for parents to be involved in, will analyze the results, and parent facilitators will contact the parents to assign roles and responsibilities. 	X	September- October	5.3
<ul style="list-style-type: none"> Teachers will nominate three parents from their classrooms as potential room parents and parent facilitators will contact those parents to participate as room parents. 	X	September- October	5.3
<ul style="list-style-type: none"> Teachers will communicate via multiple modes with parents, including but not limited to, Class Dojo, phone calls, notes, conferences, websites, school and classroom newsletters, and utilize the language line in multiple languages to communicate to all families. 	X	September – On Going	5.3
<ul style="list-style-type: none"> To ensure an increase in parent attendance at workshops, the school will provide activities for students such as, movies and other incentives. 	X	September- On Going	5.3
<ul style="list-style-type: none"> A parent captain will be assigned to each school committee to attend and participate in decision-making. 	X	October- On Going	5.3
<ul style="list-style-type: none"> Provide documents in the top 6 languages whenever possible. 	X	September – On Going	5.3

Appendix 13: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none">• Relocate Parent room to provide appropriate space for parents to come in, utilize computers, and have access to resources	X	July	5.3
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Appendix A - New Education Bargain



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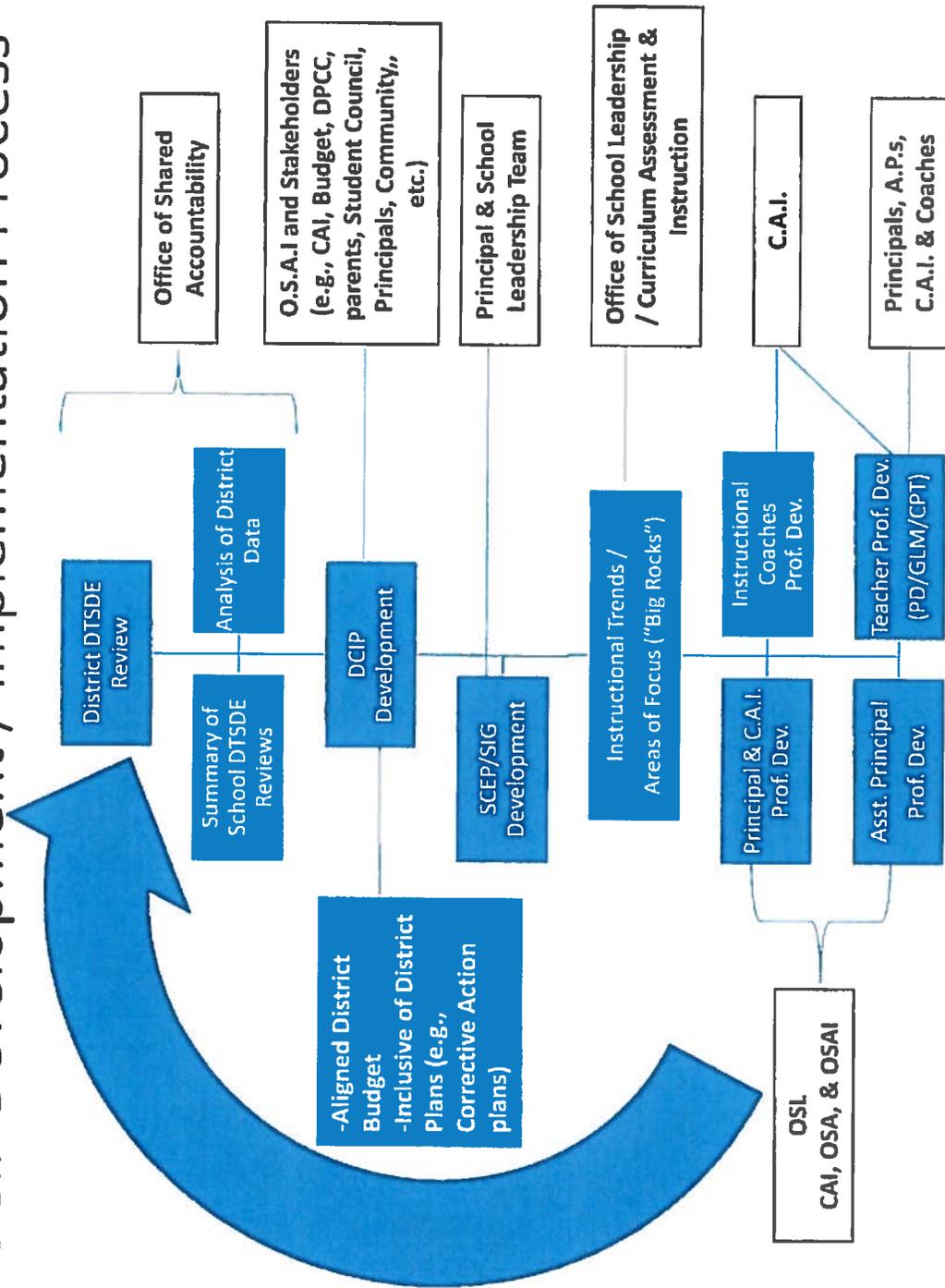
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Appendix B – DCIP Development Implementation Process

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
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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	

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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		
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	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.

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

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- a. Limited English proficient students and students who are English language learners;
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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 align="center">Leadership High Leverage Areas</p>	<p align="center">Principal Action Steps</p>
<p>Administrators conduct daily instructional class visits / observations and provides descriptive feedback to the teachers</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
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<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”

Instructional Supports/ Professional Development	<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.).
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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

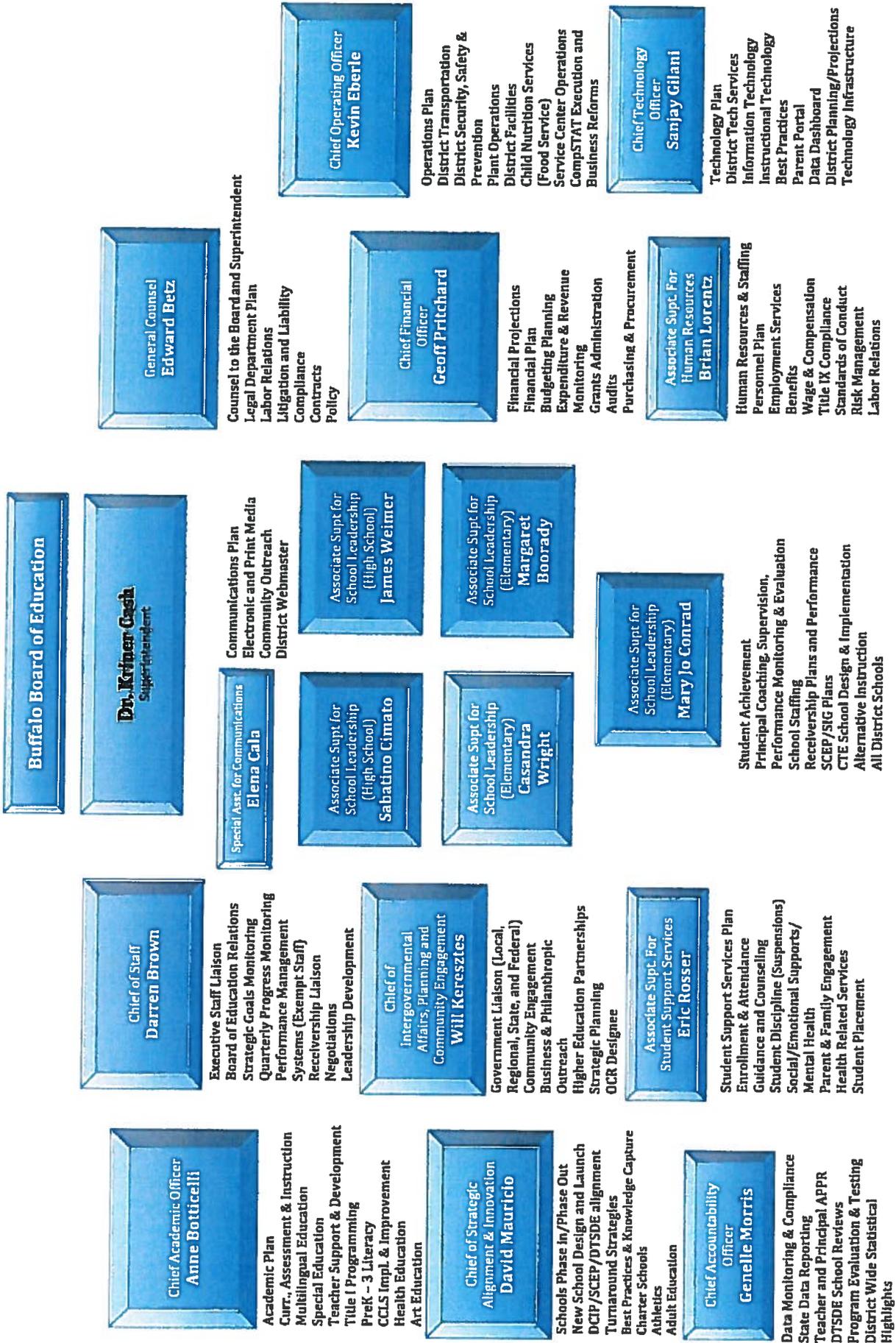
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Supporting Labor Management Document

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.



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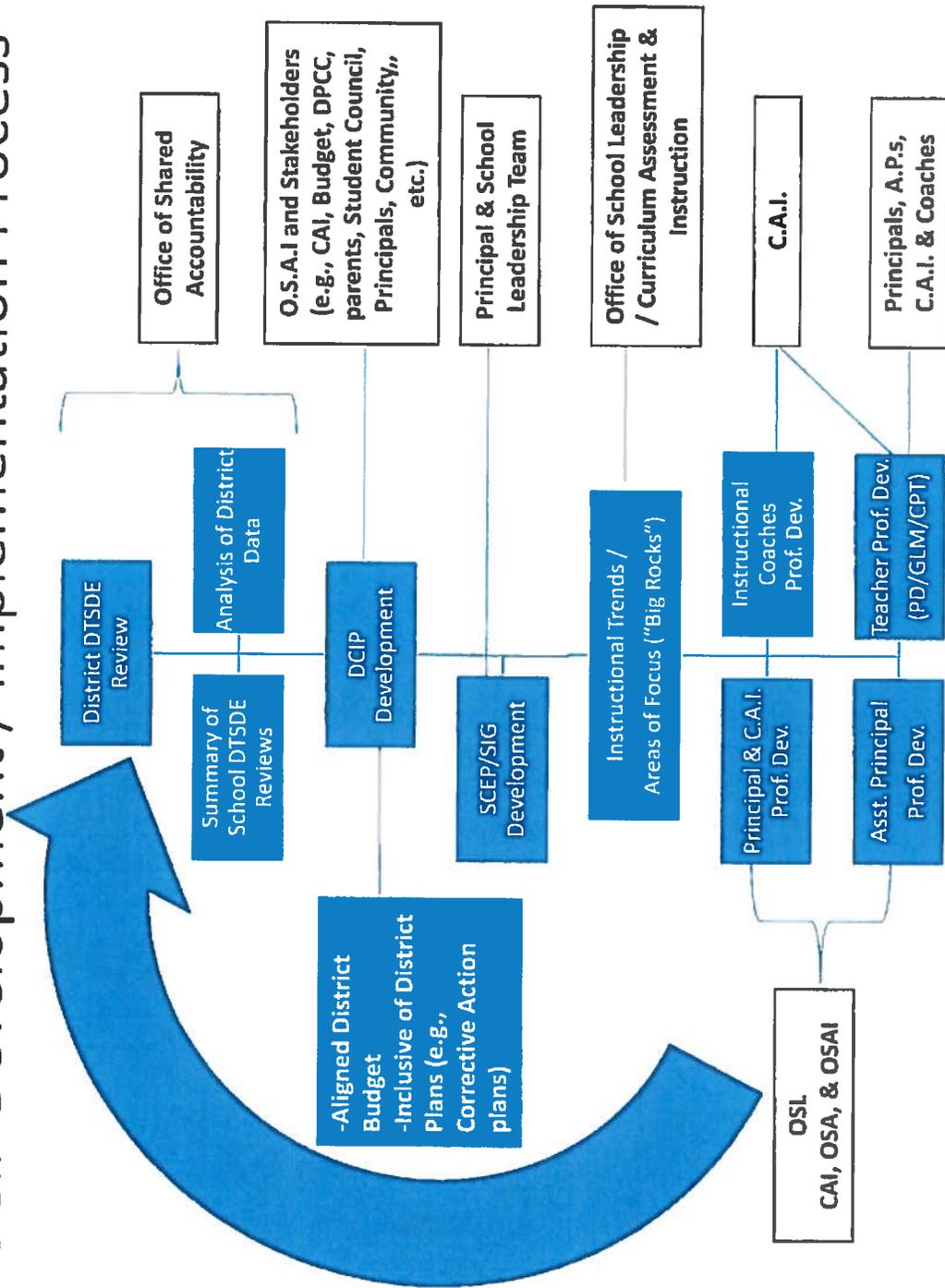
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Improving Achievement and Climate – Focusing on the “Three Big Rocks”

<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

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<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.).

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Instructional Supports/ Professional Development	<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.).
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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

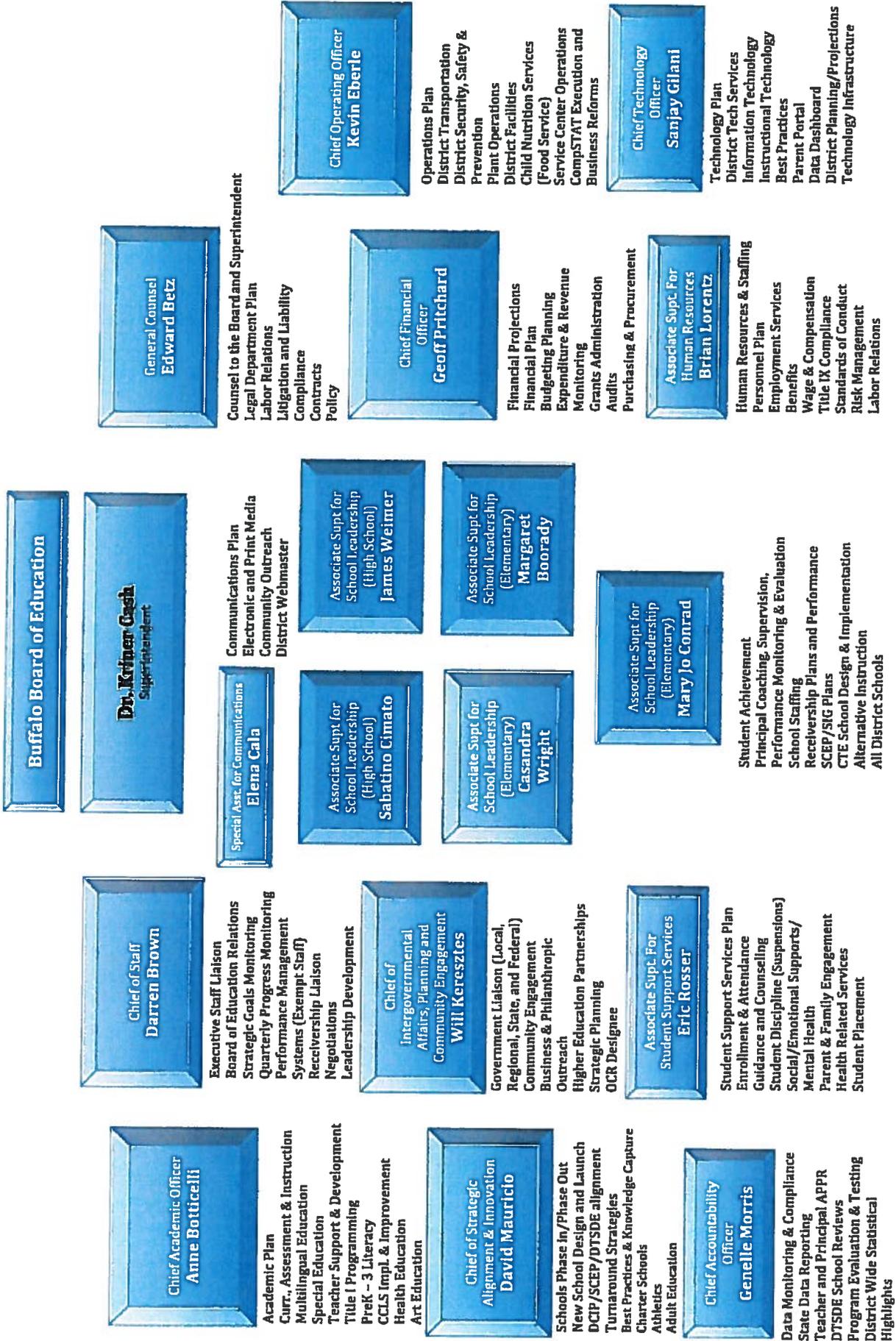
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Supporting Labor Management Document

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.