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

Dr. Kriner Cash
Superintendent

Assistant Superintendent
Keith Robertson

Project Administrators
Danielle Schwanekamp
Ashley Wakelee
Mary Sellers

Program Support
Anthony Battaglia
Teresa Turpin

June 23, 2016

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

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

To Whom It May Concern:

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

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

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

Thank you for your continued support.

Sincerely,

D M Schwanekamp

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: 07/13/2016
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)

140600010099 BENNETT HIGH SCHOOL

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:

12

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

206

School Address (Street, City, Zip Code):

2885 Main Street, Buffalo, 14215

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.

Closure

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

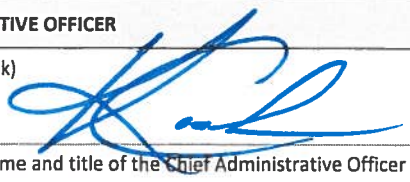
District (LEA)			**LEA Beds Code:**
Buffalo City School District			140600 01 0000
Lead Contact *(First Name, Last Name)*			
Danielle Schwanekamp			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Project Administrator for Grants Development	(716) 816-3625	(716) 851-3968	BPSGrants@buffaloschools.org
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
Bennett High School #200			140600 01 0099
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
11-12			3605850 00296
Total Number of Students Served by the Priority School Identified in this Application			**School Address *(Street, City, Zip Code)***
206			2885 Main Street, Buffalo, NY 14214

School Model Proposed to be Implemented in the Priority School Identified in this Application

Turnaround	Restart	Transformation	Innovation and Reform Framework		
☐	☐	☐	☐		
Closure	**Evidence-based**	**Early Learning Intervention**	**College/Career**	**Family and Community**	**Individualized Learning**
☒	☐	☐	☐	☐	☐

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	

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Bennett #200 Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average 2014-15	Baseline Data 2014-15	Actual for 2015-16 (when available)	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2020-21
I. Leading Indicators									
a. Number of minutes in the school year	min	69,000	73,200	73,200	73,200				
b. Student participation in State ELA assessment	%	99%	97%	TBD	100%				
c. Student participation in State Math assessment	%	99%	100%	TBD	100%				
d. Drop-out rate	%	19%	25%	TBD	15%				
e. Student average daily attendance	%	87.6%	71.3%	76.4%	80%				
f. Student completion of advanced coursework	%	11%	N/A	N/A	N/A				
g. Suspension rate	%	14%	33.4%	31.8%	20%				
h. Number of discipline referrals	num	917	315	114	100				
i. Chronic absenteeism rate	%	46%	79%	71%	45%				
j. Teacher attendance rate	%	91%	88.8%	95.3%	90%				
k. Teachers rated as “effective” and “highly effective”	%	83%	86%	TBD	87%				
l. Hours of professional development to improve teacher performance	num	1279	1200	800	140				
m. Hours of professional development to improve leadership and governance	num	146	240	140	100				
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	123	100	80	42				
II. Academic Indicators									
a. ELA performance index	PI	124.0	102.2	TBD	151.1				
b. Math performance index	PI	104.9	87.5	TBD	143.8				
c. Student scoring “proficient” or higher on ELA assessment	%	45%	28%	TBD	64%				
d. Students scoring “proficient” or higher on Math assessment	%	20%	4.4%	TBD	52%				
e. Average SAT score	score	1194	1072	TBD	N/A				
f. Students taking PSAT	%	66.7%	40.8%	TBD	N/A				

g.	Students receiving Regents diploma with advanced designation	%	8%	0%	TBD	0%				
h.	High school graduation rate	%	60.7%	51.9%	TBD	80%				
i.	Ninth graders being retained	%	8.2%	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%^	60.2%^	TBD	75%				

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

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

NOT APPLICABLE

NOT APPLICABLE

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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.

NOT APPLICABLE

NOT APPLICABLE

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A FEDERAL OR STATE PROJECT FS-10 (03/15)

= Required Field

Local Agency Information

Funding Source:	SIG Cohort 7 - Bennett High School #200		
Report Prepared By:	Mary Sellers/Marianne Dixon		
Agency Name:	Buffalo City School District		
Mailing Address:	419 City Hall		
	Street		
	Buffalo	NY	14202
	City	*State*	*Zip Code*

Telephone # of Report Preparer:	(716) 816-3625	County:	Erie
E-mail Address:	bpsgrants@buffaloschools.org		

Project Funding Dates: 9/1/2016 (Start) — 6/30/2017 (End)

REVIEWED / RECOMMENDED

7/3/16

INSTRUCTIONS

- 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/.

RECEIVED
SPECIAL PROJECTS DEPT.
2016 JUL 12 PM 12: 30

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$131,509
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Guidance Counselor	0.500	59,610.00	29,805
Attendance Teacher (nelles)	0.500	47,441.00	23,721
Teacher (Special Education)	1.000	57,605.00	57,605
Teacher Ancillary - hourly - ELT Credit accrual	384	27.84	10,691
48 hrs x 8 teachers			
Admin Ancillary - hourly - ELT	199	31.88	6,345
199 hours x 1 admin			
Teacher Assistants - ELT	199	16.79	3,342
199 hours x 1 TA			
Total FTEs	2.00		

SALARIES FOR SUPPORT STAFF			
		Subtotal - Code 16	$0
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Total FTEs	0.000		

PURCHASED SERVICES				
			Subtotal - Code 40	$0
Description of Item	Provider of Services	Calculation of Cost	Allowed Indirect	Proposed Expenditure
			0	

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	$0
Description of Item	Quantity	Unit Cost	Proposed Expenditure

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

EMPLOYEE BENEFITS			
		Subtotal - Code 80	$62,666
Benefit			Proposed Expenditure
Social Security		0.0765	10,061
Retirement	New York State Teachers	0.120	15,782
	New York State Employees	0.155	0
	Other - Pension		
Health Insurance	Admin	16,547	
	Teachers - ACTUAL		31,063
	PCTEA	12,578	
	Aides/Assistants	9,385	
Worker's Compensation		0.0315	4,143
Unemployment Insurance		0.004	527
Other (Identify)			
Supplemental Benefits	Admin.	530	
	Teachers	525	1,050
	PCTEA	575	
	Aides/Assistants	540	
	Transp. #264	450	
	ENG/CUST#409	500	
Life Insurance		19.80	40

2.00

2.00

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	$194,175
B.	Approved Restricted Indirect Cost Rate	3.00%
C.	Subtotal - Code 90	$5,825

For your information, maximum direct cost base = $194,175

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

Indirect cost rate last adjusted on 8/14/15

PURCHASED SERVICES WITH BOCES			
		Subtotal - Code 49	$0
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure

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

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$131,509
Support Staff Salaries	16	$0
Purchased Services	40	$0
Supplies and Materials	45	$0
Travel Expenses	46	$0
Employee Benefits	80	$62,666
Indirect Cost	90	$5,825
BOCES Services	49	$0
Minor Remodeling	30	$0
Equipment	20	$0
Grand Total		$200,000

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: _____

Fiscal Year	First Payment	Line #

_____ _____
Voucher # First Payment

Finance: Logged_____ Approved_____ MIR_____

NOT APPLICABLE

BUDGET NARRATIVE

SIG COHORT 7 RFP# GC16-015

Public School 200

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Explanation of Costs	Plan for Sustainability
School	Guidance Counselor 0.50 FTE	15	$29,805	To provide assistance for the students by guiding them through the high school graduation and the college application process. This position will replace the support that the "Say Yes" counselor provided and was discontinued because of the impending school closure. The counselor will help with FASFA completion, NCAA clearing house, college applications, and seeking additional scholarships.	The school will be closing after the 2016-2017 school year and there will not be a need to sustain the position.
School	Attendance Teacher 0.50 FTE	15	$23,721	The purpose of the attendance teacher is to investigate the 21 students who are part of the 2013 cohort but who are not expected to return to Bennett. She will investigate this information and report on the status of these students in order to maintain cohort data that is actually representative of the students who are attending school at Bennett High School.	The school will be closing after the 2016-2017 school year and there will not be a need to sustain the position.
School	Teacher Special Education 1.0 FTE	15	$57,605	The teacher will serve in the learning lab as well as classrooms. The teacher will be able to push into all subject area classrooms and pull out students to deliver specially designed instruction so the students can be successful and gain credits in order to graduate. The teacher will be able to serve students in small groups or individually and also support instruction within the classroom setting.	The school will be closing after the 2016-2017 school year and there will not be a need to sustain the position.
School	Teacher Ancillary - ELT	15	$10,691	To provide students with after school opportunities through extended learning time. The after school program will be structured as a credit accrual program to enable students to earn the 22 credit hours to graduate. Currently there are 35 students who are under credited and it is expected that 31 students will participate in the extended learning program.	The school will be closing after the 2016-2017 school year. When the grant concludes, the ELT services will no longer be needed.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Explanation of Costs	Plan for Sustainability
School	Admin Ancillary - ELT	15	$6,345	To provide students with after school opportunities through extended learning time. The after school program will be structured as a credit accrual program to enable students to earn the 22 credit hours to graduate. Currently there are 35 students who are under credited and it is expected that 31 students will participate in the extended learning program.	The school will be closing after the 2016-2017 school year. When the grant concludes, the ELT services will no longer be needed.
School	Teacher Assistant - Hourly Overtime - ELT	15	$3,342	To provide students with after school opportunities through extended learning time. The after school program will be structured as a credit accrual program to enable students to earn the 22 credit hours to graduate. Currently there are 35 students who are under credited and it is expected that 31 students will participate in the extended learning program.	The school will be closing after the 2016-2017 school year. When the grant concludes, the ELT services will no longer be needed.
District	Benefits	80	$62,666	Benefits provided for the professional positions.	The school will be closing after the 2016-2017 school year and there will not be a need to sustain the positions.
School	Indirect Cost	90	$5,825	Indirect Cost was calculated at the Approved Restricted Indirect Cost Rate of 3%.	Once the one year grant period has ended, Indirect will not be necessary.
	GRAND TOTAL		**$200,000**		

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

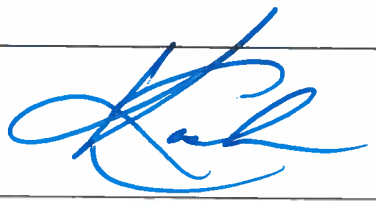
NAME OF GRANT PROGRAM RFP# GC16-015 1003(g) SIG - Cohort 7

NAME OF APPLICANT Buffalo City School District - Bennett High School - #200

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

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

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

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

M/WBE Documents
M/WBE Documents

M/WBE Goal Calculation Worksheet

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

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

Applicant Name: Buffalo City School District - Bennett High School - #200

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**		$200,000.00
2.	**Professional Salaries**	$131,509.00	
3.	**Support Staff Salaries**	$0	
4.	**Fringe Benefits**	$62,666.00	
5.	**Indirect Costs**	$5,825.00	
6.	**Rent/Lease/Utilities***	$0	
7.	**Sum of lines 2, 3 ,4 ,5, and 6**		$200,000.00
8.	**Line 1 minus Line 7**		$0
9.	**M/WBE Goal percentage (30%)**		**0.30**
10.	**Line 8 multiplied by Line 9 =MWBE goal amount**		$0

*If not included in #5

M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE

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

Bidder Name: Buffalo City School District Federal ID No.: 16-6001554

Address: 419 City Hall Phone No.: 716-816-3625

City Buffalo State NY Zip Code 14202-7534 E-mail: BPSGrants@buffaloschools.org

Signature of Authorized Representative of Bidder's Firm

Dr. Kriner Cash, Superintedent
Print or Type Name and Title of Authorized Representative of Proposer's Firm

Date: 7/18/16

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

Name of M/WBE: N/A Federal ID No.:

Address: Phone No.:

City, State, Zip Code E-mail:

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

N/A - The MWBE goal amount is $0, therefore a certified MWBE vendor is not required.

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 (MWBD).

☐ The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) 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 $0.00

Signature of Authorized Representative of M/WBE Firm

Date

Printed or Typed Name and Title of Authorized Representative

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

Address: 419 City Hall

City, State, Zip: Buffalo, NY 14202

Telephone/Email: (716) 816-3625 / BPSGrants@buffaloschools.org

Federal ID No.: 16-6001554

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 N/A ADDRESS CITY, ST, ZIP PHONE/E-MAIL / FEDERAL ID No.	NYS ESD Certified MBE ☐ WBE ☐	N/A - The MWBE goal amount is $0, therefore a certified MWBE vendor is not required.	$ 0.00
NAME ADDRESS CITY, ST, ZIP PHONE/E-MAIL / FEDERAL ID No.	NYS ESD Certified MBE ☐ WBE ☐		$

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.

NAME AND TITLE OF PREPARER: Dr. Kriner Cash, Superintendent

TELEPHONE/E-MAIL (716) 816-3625 BPSGrants@buffaloschools.org

DATE 7/18/16

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 _____

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

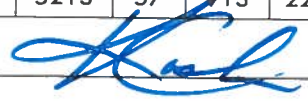
Report includes:

[ ] Work force to be utilized on this contract OR
[x] Contractor

[x] 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	Total Work Force	Race/Ethnicity - report employees in only one category																	
		Hispanic or Latino		Not-Hispanic or Latino															
				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	94	3	4	23	7		1					36	19		1				
First/Mid-Level Officials and Managers	137	4	4	25	13							48	43						
Professionals	3565	30	138	694	73		4	5				2241	340		29	11			
Technicians	31			15	3							4	8		1				
Sales Workers																			
Administrative Support Workers	266	1	23	8	2		1	1				146	81			3			
Craft Workers	86	3		64	18							1							
Operatives																			
Laborers and Helpers	30	1		15	14														
Service Workers	1004	15	86	69	97			2				351	367		14	3			
TOTAL	5213	57	913	227			6	8				2827	858		45	17			

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

NAME AND TITLE OF PREPARER: Dr. Kriner Cash, Superintendent
(Print or type)

TELEPHONE/EMAIL: (716)816-3625/BPSGrants@buffaloschools.org

EEO 100

School Improvement Grant- Closure Model –Bennett High School #200

A. District Organizational Capacity

i. Senior Leadership

James Weimer, Associate Superintendent of School Leadership will direct and coordinate the Closure of Bennett High School (BHS). Please refer to Exhibit 1, Buffalo City School District organization charts that identify the management/support structures to the school.

ii. Senior Leadership Support

The Associate Superintendent of School Leadership will assist the Principal with daily instructional and operational responsibilities of the school. The Associate Superintendent will support the principal in all elements of the closure process to ensure that all students enrolled at BHS will graduate in 2017.

APPENDIX F

Buffalo Board of Education
Dr. Kriner Cash
Superintendent
Chief Academic Officer
Anne Botticelli
Academic Plan
Curr., Assessment & Instruction
Multilingual Education
Special Education
Teacher Support & Development
Title I Programming
PreK – 3 Literacy
CCLS Impl. & Improvement
Health Education
Art Education
Chief of Staff
Darren Brown
Executive Staff Liaison
Board of Education Relations
Strategic Goals Monitoring
Quarterly Progress Monitoring
Performance Management
Systems (Exempt Staff)
Receivership Liaison
Negotiations
Leadership Development
Special Asst. for Communications
Elena Cala
Communications Plan
Electronic and Print Media
Community Outreach
District Webmaster
General Counsel
Edward Betz
Counsel to the Board and Superintendent
Legal Department Plan
Labor Relations
Litigation and Liability
Compliance
Contracts
Policy
Associate Supt for School Leadership (High School)
Sabatino Cimato
Associate Supt for School Leadership (High School)
James Weimer
Chief Operating Officer
Kevin Eberle
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
Chief of Strategic Alignment & Innovation
David Mauricio
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
Chief of Intergovernmental Affairs, Planning and Community Engagement
Will Keresztes
Government Liaison (Local, Regional, State, and Federal)
Community Engagement
Business & Philanthropic Outreach
Higher Education Partnerships
Strategic Planning
OCR Designee
Associate Supt for School Leadership (Elementary)
Casandra Wright
Associate Supt for School Leadership (Elementary)
Margaret Boorady
Chief Financial Officer
Geoff Pritchard
Financial Projections
Financial Plan
Budgeting Planning
Expenditure & Revenue Monitoring
Grants Administration
Audits
Purchasing & Procurement
Chief Technology Officer
Sanjay Gilani
Technology Plan
District Tech Services
Information Technology
Instructional Technology
Best Practices
Parent Portal
Data Dashboard
District Planning/Projections
Technology Infrastructure
Chief Accountability Officer
Genelle Morris
Data Monitoring & Compliance
State Data Reporting
Teacher and Principal APPR
DTSDE School Reviews
Program Evaluation & Testing
District Wide Statistical Highlights
Associate Supt. For Student Support Services
Eric Rosser
Student Support Services Plan
Enrollment & Attendance
Guidance and Counseling
Student Discipline (Suspensions)
Social/Emotional Supports/ Mental Health
Parent & Family Engagement
Health Related Services
Student Placement
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
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

B. Assessing the Needs of the School:

i. School Population

There are a total of 98 students included in Bennett High School's 2013 cohort. In June 2016 there were 77 students enrolled and we expect those 77 students to return in September, 2016 to complete their final year. Of the 77 students expected to attend BHS in September 2016, 35 are female and 42 male students. 32 (91.4%) females and 36 (85.7%) males are of African American decent. One female student is of Hispanic decent and two females are Asian or Pacific Islander. There are two males of Hispanic, Multiracial and white decent respectively (6 students).

One male student has a former Limited English Proficiency (LEP) status. 3 females and 2 males are designated LEP representing 6.5% of the cohort.

There are 6 female and 7 male Students with Disabilities (SWD) representing 16.9% of the cohort. 66 students (85.7%) are economically disadvantaged. However, this number is not accurate as all students in the Buffalo City School District receive a free lunch.

The District does not have data for students who are first generation college-goers or students traditionally underrepresented in college.

ii. DTSDE Review

The systemic, in-depth diagnostic school review of Bennett High School was conducted using the Diagnostic Tool for School and District Effectiveness (DTSDE). This on-site review compares school and district practices to the optimal conditions of learning, as defined by the DTSDE rubric, and provides an evaluative understanding of how the entire school community is functioning to address student achievement. Over the past three years, Bennett High School has participated in an NYSED DTDSE Review, a District Led Review led by an Outside Educational Expert, and a School Review with District Oversight. These reviews have displayed that a majority of practices at Bennett High School are at Stage 2 due to the fact 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. Between the three DTSDE reviews and the School Comprehensive Education Plan (SCEP), the school has accumulated a great deal of data around the implementation of practices that are aligned to the five tenets in the DTSDE Rubric and the components of the SCEP. Additionally, all of these tenets have taken a deep look at the implementation of curriculum and instruction. 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 events.

iii. DTSDE Review Results

The following strengths and existing capacity for Bennett High School, as well as systemic gaps and needs, were reported in the DTSDE Reviews that have taken place over the last three years, and have been discussed at various stakeholder meetings:
Strengths:

- Use your expanded learning time to provide targeted intervention for identified students centered on credit recovery and credit accrual to ensure they stay on the path toward graduation.
- The English Language Arts (ELA) Department's efforts toward meaningful curriculum modifications appears to be more significant than the other departments. The school's former ELA instructional coach, who is now the school's ELA curriculum lead teacher, continues to lead data informed and targeted meetings where re-teach plans are frequently created.
- Infinite campus data is used to appropriately match students to an adult (administrators, teacher, or community partners).
- Students can be assigned to a check-in and check-out program for academic interventions
- "Shout outs" on the intercom done by the principal for students making gains.
- Principal and other Student Support Team (SST)members individually goes over student

Needs: The following themes have been consistent across the various reviews that have taken place:

- While the school has CCLS-aligned resources, they are being inconsistently adapted based on student needs and data. This has resulted in the delivery of instruction that does not address the diverse needs of students and in turn is impeding the school's ability to close the achievement gap.
- Lesson plans and instructional practices are not meeting the rigorous demands of the CCLS as demonstrated by the lack of evidence of differentiation, and the resulting lack of multiple access points for students. In addition, lesson plans contained whole group activities, rather than small group activities.
- There is a lack of student engagement in the learning environment. This results in less productive instruction time, less productive students, and increased off task behaviors.
- Continue to support the core subject area teachers in their efforts to modify their own curriculum to ensure that it aligns with the CCLS and NYS content standards.
- Continue to support teachers' active participation in the school's daily core subject area planning structure, incorporating teachers of the special area subjects as the school is able to provide release time in order for teachers to have increased opportunities for cross-curricular planning.
- Continue the teacher practice of including student groups in core subject area data meetings in order to ensure that curriculum is modified for students and to increase student opportunities to take ownership of their learning.

- Continue to work with your staff to ensure that teachers are using the data to inform their instructional planning and appropriately group students to meet the "real time" instructional needs of all students
- Continue to use the structure of common planning periods to provide teachers time and space to plan and modify instructional units aligned to CCLS shifts that meets the needs of all students
- Continue to provide teachers support through your feedback that converges on teachers asking higher order questions that will elevate instructional classroom rigor and support the school's vision of active engagement of students
- In collaboration with your school leadership team develop a program that recognizes students identified as being on track for graduation that offers them multiple opportunities utilizing your community partner that ensures students' upcoming senior year is robust with college and career experiences inside and out of school.
- In collaboration with your school leadership team formalize the structures that you already have to support student social and emotional developmental health by turning these structures into systems.
- In collaboration with the school leadership team develop individualized graduation plans for each student to ensure that they are on track for graduation and if not, the plans "must" provide a next step exit strategy for graduation which would include: summer school, school transfer, post high school credit recovery or graduation equivalency diploma.
- In collaboration with your school leadership team designate a staff person who will be the resident advocate and go to person for the coordination of services provided by the community organization that are working with the school that also connects to parents

C. School Overview, Model Selection, and Rationale:

i. The State Education Department has notified the Buffalo City School District that Bennett High School is deemed an Out of Time School.

Bennett High School, over the past several years, has failed to make substantial academic gains in spite of the assistance of funding received under the SURR and PLA process. The DTDSE reviews conducted in May of 2013, October 2014, and April 2016, resulted in a school rating of developing or ineffective in nearly every category.

With the imminently pending issuance of Out of Time status by SED, the Buffalo City School District issued an RFP soliciting proposals for school improvement plans. Only one organization submitted a plan in response to the RFP in January 2014. This plan was rejected by the School Based Management Team the week of February 24, 2014.

Buffalo City School District was then left with the alternative of either closing Bennett High School or developing a viable phase-in/phase out plan. The District elected to implement a phase-in/phase out plan, wherein Bennett High School would close over a three year period. Early Middle College High School would move into the physical space at Bennett High School but operate independently until 2017-18, wherein an enhanced Early Middle College High School program would commence.

D. Communication, Collaboration and Stakeholder Involvement/Engagement

i. Timeline of events to date:

The events below reflect the New York State Closure Plan as found in Exhibit 2.

October 10-11, 2013 – SED conducts a modified DTSDE review of Bennett High School

November 7, 2013 – SED debriefed with BPS leadership to share findings from their October 10-11, 2013 visit

- Significant concerns were raised regarding the instructional practices and leadership

December 20, 2013– District meets with State Education Department (Ira Schwartz) to discuss options the district must facilitate with Bennett High School to bring about significant change using one of the four options for a re-launch:

- Conversion Charter
- EPO Lead Partner
- Phase In/Phase Out
- Closure

Jan 8, 2014 - Superintendent recommends a re-launch of Bennett High School to the Board

Jan 9-10, 2014 - Press release/Website/ Connect Ed mass telephone call to inform the public and gather input regarding the decision to re-launch Bennett High School (Public Relations)

District posted RFP for Lead Partner, Conversion Charter and EPO models for Bennett High School

- Letter of intent due but not required – January 17, 2014
- Deadline for vendor to submit – January 27, 2014

January 25, 2014 at 2:30 p.m. - A meeting was held with the faculty of Bennett High School to discuss the model options available to evaluate the request for proposals.

January 25, 2014 at 4 p.m. - A meeting was held with the parents of Bennett High School to discuss the model options available to evaluate the request for proposals.

February 11, 2014 at 11 a.m. – Bennett High School Staff and PTO meeting to discuss the model options available and to evaluate the request for proposals.

Week of February 24, 2014 – Review and evaluation of RFP Response conducted:

- Bennett High School faculty rejects plan

March 7, 2014 – Meeting with State Education Department where the two options of Phase Out/Phase In Closure Model or Closing the school were again discussed.

Bennett High School – Phase In STEAM school and Phase Out the traditional model was selected

- By March 12, two plans for Bennett High School and the new Phase In school must be presented to the Board as well as submitted to the SED

April 15, 2014 - With the disapproval of the phase-out/phase-in plan, the Commissioner directed that the district, effective July 1, 2014 cease enrolling new students in Bennett High School. The district then informed the Buffalo Board of Education, school staff, and parents that the Bennett STE@M Academy would not open for the 2014-15 school year. The district also informed the Buffalo Board of Education, school staff, and parents that Bennett High School would begin phasing out, effective September 2014. Bennett High School would not accept incoming 9th graders or any other students for the 2014-15 school year. May 31, 2014 is set as the deadline for the district to identify a project manager to oversee the development and implementation of the plan.

April 25, 2014 – Conference call with SED about Bennett High School.

May 31, 2014 – Constance Moss is identified as the project manager for Bennett High School.

June 11, 2014 – In a 3-3 vote with 3 members absent, Board does not approve the appointment of Constance Moss as the project manager for Bennett High School.

June 25, 2014 – Board votes to approve Constance Moss as the Project Manager for Bennett High School.

June 27, 2014 – Constance Moss began the scope of work for the Bennett Redesign.

July 2014 – August 2014 – The Bennett Redesign Team held weekly meetings for the development of the plan.

July 24, 2014 –Voluntary stakeholder meetings for SCEP review/development of support plan for Phase Out Bennett 2014-2015. Weekly meetings.

August 6, 2014 – RFP accepted for BOCES to render services for grade 10, 11, 12 Bennett students for 2014 – 2015.

August 6, 2014 – The Bennett High School Counseling Team sent letters to the parents of all of the incoming 10^{th} and 11^{th} grade students informing them of the availability of programs offered at the BOCES Harkness Center for their children for the 2014-2015 school year.

August 29, 2014 – Scope of work completed and submitted to the BOE by Constance Moss for the Bennett Redesign Plan.

September 4, 2014 – Board tables the plan submitted by Constance Moss for Bennett High School.

September 15, 2014 – Students from Bennett High School who are registered to attend BOCES begin the program.

October 24, 2014 - RFPs sent to vendor list with a return deadline of 12/12/2014 @ 2:00 PM.

October27, 2014 - Faculty and staff were informed about the 4 "Out of Time" schools and of the opportunity to submit a locally designed innovative proposal by 12/12/2014.

November 17, 2014 – Ella Dunne is designated and begins work as the Lead Transition Facilitator for Bennett High School.

December 2, 2014 – The Bennett Alumni Redesign Team hosted a community meeting to share their response to the Bennett High School RFP.

December 12, 2014 – The Bennett Alumni Redesign Team submitted their proposal to the district.

December 17, 2014– Ten district and community representatives were trained in the RFP rubric to be used to rate the proposals for the 4 "out of time" schools.

December 17, 2014 – December 22, 2014 – The ten district and community representatives worked independently to rate the proposals for the 4 "out of time" schools.

December 23, 2014 – The Lead Transition Facilitators compiled the scores and comments for each of the proposals and made copies for the board members.

December 31, 2014 – Copies of the proposals, their scores, and compiled comments are mailed to each of the Board of Education members.

January 12, 2015 - The Bennett Alumni Redesign Team presented their response to the Bennett High School RFP to the Board of Education at City Hall.

January 12, 2015 – The Buffalo Public Schools provided a public comment card link on its website to share any concerns the parents and community may have in regards to the Phase In/Phase Out of Bennett High School. The comment card also gave the community an opportunity to make recommendations to the Board, as well as provide additional information that would benefit the school.

January 14, 2015 – Bennett parents, students and faculty addressed the Board of Education regarding their concerns regarding the Phase In/Phase Out of Bennett High School.

January 22, 2015 - The Bennett Alumni Redesign Team hosted a second community meeting to present their Bennett High School proposal.

January 28, 2015 – – Bennett parents, students and faculty addressed the Board of Education regarding their concerns regarding the Phase In/Phase Out of Bennett High School.

February 13, 2015 – Board of Education meeting where the following resolution was passed regarding Bennett High School:

- To use the SES grant to underwrite planning and implementation for the expansion of a new MECHS strand for 2016-2017
- To incorporate aspects of the Bennett Alumni Plan to strengthen MECHS
- To re-engage The Buffalo Promise Neighborhood in the development discussions

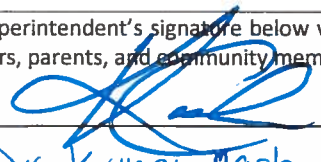
March 5, 2015 – Meeting was held with the Bennett High School staff to explain the Reduction in Force process and to answer questions.

i. Consultation and Collaboration Form
See Attachment A

Attachment A
Consultation and Collaboration Documentation Form
Bennett High School - #200

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)

E. School Choice Options and Student Transfers:

i. The BCSD has an established partnership with Say Yes! This partnership funds a college education for BCSD graduates. BCSD has a standard practice of encouraging all students to apply to a higher institute of learning, including 2 and 4 year colleges, vocational programming, armed forces or other occupational training options. Say Yes! discontinued their college support services at BHS when the District announced the school's closure. BHS graduates are eligible to receive no cost college education through Say Yes but without the supports that can eliminate the barriers to success. Via the School Improvement Grant an additional .5 FTE guidance counselor will be funded to help restore the college support services that Say Yes! has discontinued. The guidance counselor will be dedicated to college preparedness including;

- Assist students with scholarship completions
- Assist students with completing college applications
- Develop resource and information for student on career development and job readiness.
- College acceptance process
- Transcript review
- Say Yes scholarship application
- Group mentoring
- Assistance families with navigating school process including registration and enrollment and parent-teacher conferences.
- Completing letters and recommendations
- Coordinating college visits
- Military entrance exams
- SAT & ACT prep coordination
- NCAA Clearing House application process

ii. Options for School Choice

Students who are unable to complete graduation requirements shall be granted the opportunity to transfer to a school of their choice pursuant to established district procedures. Wherever possible, the District shall consider and accommodate proximity preferences expressed by the students.

F. Project Plan Narrative/Timeline

i. Goals and key strategies for the year-one <u>implementation period (September 1, 2016 to June 30, 2017)</u>

BHS's overall goal for their final year is to graduate all 77 students in the 2013 cohort. To meet this goal BHS is implementing four key strategies. The first priority for BHS is to increase attendance to 80% and reduce chronic absenteeism to 45%. Via the School Improvement Grant and Bennett's school based budget a 1 FTE attendance teacher will be funded. In 2015-16, BHS attendance increased 5%, BHS attributes that increase to the diligent work of the school's Attendance Team. The Team made daily home visits to students who missed the highest consecutive number of days and telephone calls to the parents of tardy and absent students. Afterschool detention was implemented for students who were tardy and incentive programs were put in place to reward students who came to school and improved their grades. The attendance teacher will lead the Attendance Team with the creation of a system to gather, store and analyze student attendance. The attendance team will meet weekly with the Administrative Team to identify and support students in need.

In addition to an attendance plan, BHS has implemented a Senior Triage Committee that meets with all 12th grade students. In collaboration with the school counselors, SST team, and attendance teacher, the committee identifies students who are at risk of graduating because of attendance, behavior and/or academic reasons. Committee members meet with students one on one to review their academic, attendance and/or behavioral performance. Committee members assist students with the creation of an action plan to ensure their success in school. Through this program, staff have volunteered to oversee a senior student and follow up on their action plan.

The crux of BHS's goal is the effective use of Common Planning Time (CPT) to address the curriculum and instruction concerns addressed in the school's DTSDE review. CPT is a fixed feature of the master schedule. BHS strategically uses this time to analyze student data to drive teacher instruction through the data driven inquiry (DDI) process. The implementation and analysis of 5- week common formative assessments (CFA) via e-Doctrina, the District's online assessment software, is used to assess students' knowledge of the content. The data gained from the assessments are used to develop re-teaching plans to close instructional gaps. Administrators collaborate with teachers to ensure that re-teaching skills incorporate the instructional strategies learned during professional development. (i.e. UDL, RtI, backwards planning, SUTW, mastery objectives etc.) This analysis also determines areas of instructional weakness where additional professional development is needed. BHS will continue to use DDI during common planning time (CPT) sessions. School administration will continue to lead the CPT sessions, providing feedback to teachers regarding formative assessments, which are administered on (approximately) a weekly basis. DDI implementation is monitored by the administration through frequent classroom observations. Individual DDI meetings are usually held after the administration of a CFA and/or during CPT. BHS also invites students who have

varying levels of success to attend CPT meetings to determine first hand the weakness in instruction and define strategies for re-teaching.

Included in CPT is curriculum planning wherein discussion regarding curriculum, cross curricular ideas, lesson planning and BHS' Three Big Rocks: Data Driven Instruction, Common Core Standard Instructional Planning and Constructed Response to Text. Teachers are required to provide a course curriculum map each quarter to the administration. The map must include the course content to be covered during the quarter including specific texts. Teachers share out the content during CPT at the beginning of each quarter. Administrators monitor implementation of the course maps through a formal schedule and protocols established for observing teacher practices throughout the school year in alignment with the District's APPR plan.

To address the immediate and individual needs of the students, weekly Leadership Team meetings will take place to review the attendance, behavior and academics of BHS' most at risk students. To address these concerns at the classroom level via the School Improvement Grant, BHS requests an additional 1 FTE Special Education teacher to staff a learning laboratory that will support all students in all content areas through push-in, pull out, small group sessions and develop individual graduation plans to ensure success for an on time graduation.

In light of the school's closure, maintaining a positive school climate is essential to the success of the school. The SST in partnership with the Bennett HS Alumni Association have formed numerous committees to assist students during this transition. Members of BHS Alumni Association sit on the school's Community Engagement Team (CET), Attendance Team, PBIS Team and have formed a mentoring program to support BHS' at risk students and meet the overall goal of graduating all students. There are 11 mentors in all who schedule times to meet with students and build relationships. Many mentors have met with students after school or have done home visits to follow up with students who were absent from school. The program's goal is to assist with the increase of our graduation rate as well as our school attendance. The BHS Alumni Association together with the SST have scheduled and funded honor and merit roll luncheons to recognize student achievement and a school wide dance to celebrate school successes. BHS Alumni Association provides mini-grants to teachers to fund incentive activities that lead to increased academic achievement, attendance and behavior.

All staff have been trained in Positive Behavior Intervention Strategies (PBIS) to which the Administrative Team monitors and supports through classroom observations. Safe and Civil school meetings are held bi-weekly to address barriers to an orderly and safe learning environment. The SST will conduct a school wide survey in September to better understand student perceptions and determine next steps to improving the culture and climate of the school.

ii. Action steps and strategies for school closure

BHS is in the last year of their phase out plan. The school has gradually phased out each grade level since 2014-15, graduating a class each year. The school's budget has reflected a decrease in staff in each phase-out year. Excised teachers were placed in other positions in accordance with the Buffalo Teacher Federation's collective bargaining agreement.

To achieve the goal of graduating all 12th grade students enrolled at BHS, the school will focus on attendance, credit accrual, additional academic support for special education and LEP students and college recruitment. An addition of a .5FTE attendance teacher via the School Improvement Grant will make the position whole wherein the teacher will focus on two areas, finding the 21 students who are included in the 2013 cohort, but do not attend school and the 77 students who attend regularly. The attendance teacher will lead the Attendance Team to identify at risk students, make home visits and provide support for the student to graduate from BHS on time. Extended learning time after hours will be focused on credit accrual and small group tutoring. Students can attend sessions after school from 3:00 PM- 5:00 PM, Monday thru Thursday. Class rosters are fluid to provide for interventions (for struggling students). The credit accrual courses will begin October 1,2016 and end June 1, 2017. District supervisors have approved credit accrual in the four cores areas for all levels of required course work. The program classes are on Monday – Thursday from 3-5pm. 51 students took advantage of this opportunity in 2015-16. 31 students are expected to take advantage of this opportunity in 2016-17. Credit accrual will be funded through the School Improvement Grant and BHS' Community Schools Grant.

Extended Learning Time Schedule

	Monday	Tuesday	Wednesday	Thursday
3-4 p.m.	Art Earth Science ELA 4 Physical Ed. US History	Art Earth Science ELA 4 Physical Ed. US History	Art Earth Science ELA 4 Physical Ed. US History	Art Earth Science ELA 4 Physical Ed. US History
4-5 p.m.	Art Earth Science Physical Education Social Studies 4	Art Earth Science Physical Education Social Studies 4	Art Earth Science Physical Education Social Studies 4	Art Earth Science Physical Education Social Studies 4

* Credit accrual for Geometry will take place during the school day.

iii. Accountability for Action Steps

Specific Action/ Outcome	Person/ Group Responsible
Increase Attendance Teacher to 1.0 FTE (.5 FTE via SIG)	Principal Director of Student Support Services Human Resources
Attendance Team	Principal Attendance Teacher
Schedule weekly Attendance Team Meetings	Attendance Teacher
Senior Triage Committee	Principal
Common Planning Time Meetings-schedule and agendas	Principal
Hire 1 FTE Special Education Teacher	Principal Director of Special Education Human Resources
Hire .5 FTE Guidance Counselor	Principal Director of Guidance Human Resources
Credit Accrual Extended Learning Time-Schedule, staff hiring, student recruitment and tracking	Principal

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A FEDERAL OR STATE PROJECT FS-10 (03/15)

= Required Field

Local Agency Information

Funding Source:	SIG Cohort 7 - Bennett High School #200		
Report Prepared By:	Mary Sellers/Marianne Dixon		
Agency Name:	Buffalo City School District		
Mailing Address:	419 City Hall		
	Street		
	Buffalo	NY	14202
	City	*State*	*Zip Code*

Telephone # of Report Preparer:	(716) 816-3625	County:	Erie
E-mail Address:	bpsgrants@buffaloschools.org		

Project Funding Dates: 9/1/2016 (Start) — 6/30/2017 (End)

REVIEWED / RECOMMENDED

7/3/16

INSTRUCTIONS

- 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/.

RECEIVED
SPECIAL PROJECTS DEPT.
2016 JUL 12 PM 12: 30

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$131,509
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Guidance Counselor	0.500	59,610.00	29,805
Attendance Teacher (nelles)	0.500	47,441.00	23,721
Teacher (Special Education)	1.000	57,605.00	57,605
Teacher Ancillary - hourly - ELT Credit accrual	384	27.84	10,691
48 hrs x 8 teachers			
Admin Ancillary - hourly - ELT	199	31.88	6,345
199 hours x 1 admin			
Teacher Assistants - ELT	199	16.79	3,342
199 hours x 1 TA			
Total FTEs	2.00		

SALARIES FOR SUPPORT STAFF			
		Subtotal - Code 16	$0
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Total FTEs	0.000		

PURCHASED SERVICES				
			Subtotal - Code 40	$0
Description of Item	Provider of Services	Calculation of Cost	Allowed Indirect	Proposed Expenditure
			0	

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	$0
Description of Item	Quantity	Unit Cost	Proposed Expenditure

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

EMPLOYEE BENEFITS			
		Subtotal - Code 80	$62,666
Benefit			Proposed Expenditure
Social Security		0.0765	10,061
Retirement	New York State Teachers	0.120	15,782
	New York State Employees	0.155	0
	Other - Pension		
Health Insurance	Admin	16,547	
	Teachers - ACTUAL		31,063
	PCTEA	12,578	
	Aides/Assistants	9,385	
Worker's Compensation		0.0315	4,143
Unemployment Insurance		0.004	527
Other (Identify)			
Supplemental Benefits	Admin.	530	
	Teachers	525	1,050
	PCTEA	575	
	Aides/Assistants	540	
	Transp. #264	450	
	ENG/CUST#409	500	
Life Insurance		19.80	40

2.00

2.00

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	$194,175
B.	Approved Restricted Indirect Cost Rate	3.00%
C.	Subtotal - Code 90	$5,825

For your information, maximum direct cost base = $194,175

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

Indirect cost rate last adjusted on 8/14/15

PURCHASED SERVICES WITH BOCES			
		Subtotal - Code 49	$0
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure

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

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$131,509
Support Staff Salaries	16	$0
Purchased Services	40	$0
Supplies and Materials	45	$0
Travel Expenses	46	$0
Employee Benefits	80	$62,666
Indirect Cost	90	$5,825
BOCES Services	49	$0
Minor Remodeling	30	$0
Equipment	20	$0
Grand Total		$200,000

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: _____

Fiscal Year	First Payment	Line #

_____ _____
Voucher # First Payment

Finance: Logged_____ Approved_____ MIR_____

BUDGET NARRATIVE

SIG COHORT 7 RFP# GC16-015

Public School 200

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Explanation of Costs	Plan for Sustainability
School	Guidance Counselor 0.50 FTE	15	$29,805	To provide assistance for the students by guiding them through the high school graduation and the college application process. This position will replace the support that the "Say Yes" counselor provided and was discontinued because of the impending school closure. The counselor will help with FASFA completion, NCAA clearing house, college applications, and seeking additional scholarships.	The school will be closing after the 2016-2017 school year and there will not be a need to sustain the position.
School	Attendance Teacher 0.50 FTE	15	$23,721	The purpose of the attendance teacher is to investigate the 21 students who are part of the 2013 cohort but who are not expected to return to Bennett. She will investigate this information and report on the status of these students in order to maintain cohort data that is actually representative of the students who are attending school at Bennett High School.	The school will be closing after the 2016-2017 school year and there will not be a need to sustain the position.
School	Teacher Special Education 1.0 FTE	15	$57,605	The teacher will serve in the learning lab as well as classrooms. The teacher will be able to push into all subject area classrooms and pull out students to deliver specially designed instruction so the students can be successful and gain credits in order to graduate. The teacher will be able to serve students in small groups or individually and also support instruction within the classroom setting.	The school will be closing after the 2016-2017 school year and there will not be a need to sustain the position.
School	Teacher Ancillary - ELT	15	$10,691	To provide students with after school opportunities through extended learning time. The after school program will be structured as a credit accrual program to enable students to earn the 22 credit hours to graduate. Currently there are 35 students who are under credited and it is expected that 31 students will participate in the extended learning program.	The school will be closing after the 2016-2017 school year. When the grant concludes, the ELT services will no longer be needed.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Explanation of Costs	Plan for Sustainability
School	Admin Ancillary - ELT	15	$6,345	To provide students with after school opportunities through extended learning time. The after school program will be structured as a credit accrual program to enable students to earn the 22 credit hours to graduate. Currently there are 35 students who are under credited and it is expected that 31 students will participate in the extended learning program.	The school will be closing after the 2016-2017 school year. When the grant concludes, the ELT services will no longer be needed.
School	Teacher Assistant - Hourly Overtime - ELT	15	$3,342	To provide students with after school opportunities through extended learning time. The after school program will be structured as a credit accrual program to enable students to earn the 22 credit hours to graduate. Currently there are 35 students who are under credited and it is expected that 31 students will participate in the extended learning program.	The school will be closing after the 2016-2017 school year. When the grant concludes, the ELT services will no longer be needed.
District	Benefits	80	$62,666	Benefits provided for the professional positions.	The school will be closing after the 2016-2017 school year and there will not be a need to sustain the positions.
School	Indirect Cost	90	$5,825	Indirect Cost was calculated at the Approved Restricted Indirect Cost Rate of 3%.	Once the one year grant period has ended, Indirect will not be necessary.
	GRAND TOTAL		**$200,000**		

Exhibit 1

NEW YORK STATE EDUCATION DEPARTMENT
PHASE-OUT / PHASE-IN / CLOSURE PLAN

FORM D

Note: The district must complete this form for *each* school closing, phasing-out, and/or phasing-in.

SCHOOL AND DISTRICT CONTACT INFORMATION

School District:	**Buffalo City School District**	Address of District Office:	**712 City Hall**
District Contact Person:	**Donald A. Ogilvie**	E-Mail Address:	**DOgilvie@buffaloschools.org**
Title:	**Interim Superintendent**	Phone Number: **(716) 816-3575**	Fax Number: **(716) 851-3003**

Closure/Phase-Out School:	**Bennett High School**	Phase-In School: *(or complete below)*	**Bennett Secondary Community School**
School Address:	**2885 Main Street Buffalo, N.Y. 14214**	Building/Facility Code: *Found on the Certificate of Occupancy*	**14060001000-0200**
School Telephone:	**(716) 816 - 4250**	School Fax:	**(716) 838 - 7490**
School Contact Person:	**Dr. Bert Stevenson**	Title:	**Principal**

School(s) Receiving Students	BEDS Code(s)	Facility Code(s)
In September 2014, Bennett high School did not accept 9th grade students or any new students into the 10th, 11th, and 12th grade school population. Bennett is not listed on the High School application for current eighth grade students.		

Superintendent's Name: **Donald A. Ogilvie** Date: _____
Superintendent's Signature: _____

Principal of Phase-Out School's Name: **Dr. Bert Stevenson** Date: _____
Principal of Phase-Out School's Signature: _____

Principal of Phase-In School's Name: **To Be Determined** Date: _____
Principal of Phase-In School's Signature: _____

For each area below, if there is insufficient space to provide the response, please attach a separate sheet with the response. Also, indicate in the space provided "See attached sheet." The attachment should include the question(s) that are outlined.

SECTION I. CLOSURE/PHASE-OUT OF EXISTING SCHOOL

1.1 Previous Enrollment

Provide a rank order list of the schools in which students were previously enrolled prior to entering the closing school.

BENNETT HIGH SCHOOL 200

Students currently enrolled in Bennett High School 200 also attended the following schools:

PREVIOUS SCHOOL ATTENDED PRIOR TO 200	NUMBER
059 Dr. Charles R. Drew Science Magnet	36
091 BUILD	23
080 Highgate Heights	20
089 Dr. Lydia T. Wright	19
039 Dr. Martin Luther King, Jr. Multicultural Institute	17
066 North Park Middle	17
079 Pfc. William J. Grabiarz	17
006 Buffalo Elementary School of Technology	16
037 Marva J. Daniel Futures Preparatory	16
053 Community	12
043 Lovejoy Discovery	11
074 Hamlin Park	11
305 McKinley	11
031 Harriet Ross Tubman	10
Charter - Buffalo Academy of Science	10
032 Bennett Park Montessori	8
018 Native American Magnet	7
081 School #81	7
095 Waterfront	7
Charter – Western New York Maritime	7
030 Frank A. Sedita	6
094 West Hertel	6
301 Burgard	5
Charter - Westminster Community	5
096 Campus West	5
027 Hillery Park	4
156 Frederick Law Olmsted	4
018 Dr. Antonia Pantoja	3
131 Academy	3

198 International Preparatory	3
205 Riverside	3
Charter - Charter School for Applied Technologies	3
Charter - Tapestry	3
072 Lorraine	2
076 Herman Badillo Bilingual	2
093 Southside	2
187 Buffalo Academy for Visual & Performing Arts	2
204 Lafayette	2
212 Leonardo da Vinci	2
307 East	2
Charter - Enterprise	2
017 Early Childhood Center	1
033 Bilingual Center	1
069 Houghton	1
197 Math, Science, Technology Preparatory	1
302 Emerson School of Hospitality	1
Charter - Buffalo United	1
Charter - Health Sciences	1
Charter - Oracle	1
Charter - South Buffalo	1
Baker Academy	1
Baker Hall School	1
Nativity Miguel Middle School	1

1.2 a Closure Plan

Provide a brief description of the plan for the closure of the existing school including information on why the district has chosen to close the school.

The State Education Department has notified the Buffalo Public Schools that Bennett High School is deemed an Out of Time School. The Buffalo Public Schools is submitting Form D under the auspices of closure per State Education notification.

1.2 b Phase-Out Plan

Provide a brief description of the plan for the phase-out of the existing school including information on why the district has chosen to phase-out the school.

Phase-Out School

Bennett High School, over the past several years, has failed to make substantial academic gains in spite of the assistance of funding received under the SURR and PLA process. The DTDSE reviews conducted in May of 2013, and again in October 2014, resulted in a school rating of developing or ineffective in nearly every category. ***(Attachments 1 and 2)***

With the imminently pending issuance of Out of Time status by SED, the Buffalo Public Schools District issued an RFP soliciting proposals for school improvement plans. Only one organization submitted a plan in response to the RFP in January 2014. This plan was rejected by the School Based Management Team the week of February 24, 2014.

Buffalo Public Schools was then left with the alternative of either closing Bennett High School or developing a viable phase-in/phase out plan. The district elected to do the phase-in/phase out plan. This plan is outlined below:

Phase-Out Plan

- In September 2014, Bennett High School did not accept 9th grade students or any new students into the 10th, 11th and 12th grade school population.
- The school is scheduled to complete phase out by June 2017.
- Students who do not graduate from the current Bennett High School within the close-out period will complete the Choice Application Process ***(Attachment 3)*** to transfer to a different school.
- Staffing will be downsized every year at the current Bennett High School to meet the requirements of the lower student enrollment.

The Phase-Out School plan is least disruptive for students, families, and the school community. The Phase-Out Plan also allows the existing Bennett High School students who meet graduation requirements to graduate and receive a diploma from the high school in which they originally enrolled.

1.3 Closure/Phase-Out Timeline

Provide an overall timeline for the Closure/Phase-Out of the existing school in the table below. Include timelines for activities such as, but not limited to consultation with stakeholders; notification of staff, parents and community; enrollment/transfer processes; staffing re-assignments and district support for the school during the Closure/Phase-Out period. Include the office and title of the person responsible for the activity listed.

Activity	**Timeline (Month/Year) for When this Activity Will Occur**	**Person(s) Responsible – Office/Title**
Consultation with Stakeholders		
Notification of Staff, Parents, and Community	Timeline of events to date: October 10-11, 2013 – SED conducts a modified DTSDE review of Bennett High School November 7, 2013 – SED debriefed with BPS leadership to share findings from their October 10-11, 2013 visit • Significant concerns were raised regarding the instructional practices and leadership December 20, 2013– District meets with State Education Department (Ira Schwartz) to discuss options the district must facilitate with Bennett High School to bring about significant change using one of the four options for a re-launch: • Conversion Charter • EPO Lead Partner • Phase In/Phase Out	Dr. Darren Brown – Associate Superintendent of Human Resources Superintendent Brown, Chiefs of School Leadership, Various Board Members

	• Closure Jan 8, 2014 - Superintendent recommends a re-launch of Bennett High School to the Board Jan 9-10, 2014 - Press release/Website/Robocall to inform the public and gather input regarding the decision to re-launch Bennett High School (Public Relations) District posted RFP for Lead Partner, Conversion Charter and EPO models for Bennett High School • Letter of intent due but not required – January 17, 2014 • Deadline for vendor to submit – January 27, 2014 January 25, 2014 at 2:30 p.m. - A meeting was held with the faculty of Bennett High School to discuss the model options available to evaluate the request for proposals. January 25, 2014 at 4 p.m. - A meeting was held with the parents of Bennett High School to discuss the model options available to evaluate the request for proposals. February 11, 2014 at 11 a.m. – Bennett High School Staff and PTO meeting to discuss the model options available and to evaluate the request for proposals. Week of February 24, 2014 – Review and evaluation of RFP Response conducted: • Bennett High School faculty rejects plan March 7, 2014 – Meeting with State Education Department where the two options of Phase Out/Phase In Closure Model or Closing the school were again discussed. Bennett High School – Phase In STEAM school and Phase Out the traditional model was selected • By March 12, two plans for Bennett High School and the new Phase In school must be presented to the Board as well as submitted to the SED April 15, 2014 - With the disapproval of the phase-out/phase-in plan, the Commissioner directed that the district, effective July 1, 2014 cease enrolling new students in Bennett High School. The district then informed the Buffalo Board of Education, school staff, and parents that the Bennett STE@M Academy would not open for the 2014-15 school year. The district also informed the Buffalo Board of Education, school	Superintendent Brown Public Relations Deputy Superintendent

	staff, and parents that Bennett High School would begin phasing out, effective September 2014. Bennett High School would not accept incoming 9th graders or any other students for the 2014-15 school year. May 31, 2014 is set as the deadline for the district to identify a project manager to oversee the development and implementation of the plan. April 25, 2014 – Conference call with SED about Bennett High School. May 31, 2014 – Constance Moss is identified as the project manager for Bennett High School. June 11, 2014 – In a 3-3 vote with 3 members absent, Board does not approve the appointment of Constance Moss as the project manager for Bennett High School. June 25, 2014 – Board votes to approve Constance Moss as the Project Manager for Bennett High School. June 27, 2014 – Constance Moss began the scope of work for the Bennett Redesign. July 2014 – August 2014 – The Bennett Redesign Team held weekly meetings for the development of the plan. July 24, 2014 –Voluntary stakeholder meetings for SCEP review/development of support plan for Phase Out Bennett 2014-2015. Weekly meetings. August 6, 2014 – RFP accepted for BOCES to render services for grade 10, 11, 12 Bennett students for 2014 – 2015. ***(Attachment # 4)*** August 6, 2014 – The Bennett High School Counseling Team sent out letters to the parents of all of the incoming 10th and 11th grade students informing them of the availability of programs offered at the BOCES Harkness Center for their children for the 2014-2015 school year. ***(Attachment # 5)*** August 29, 2014 – Scope of work completed and submitted to the BOE by Constance Moss for the Bennett Redesign Plan. September 4, 2014 – Board tables the plan submitted by Constance Moss for Bennett High School. September 15, 2014 – Students from Bennett High School who are registered to attend BOCES begin the program.	

	October 24, 2014 - RFPs sent to vendor list with a return deadline of 12/12/2014 @ 2:00 PM. October27, 2014 - Faculty and staff were informed about the 4 "Out of Time" schools and of the opportunity to submit a locally designed innovative proposal by 12/12/2014. November 17, 2014 – Ella Dunne is designated and begins work as the Lead Transition Facilitator for Bennett High School. December 2, 2014 – The Bennett Alumni Redesign Team hosted a community meeting to share their response to the Bennett High School RFP. December 12, 2014 – The Bennett Alumni Redesign Team submitted their proposal to the district. December 17, 2014– Ten district and community representatives were trained in the RFP rubric to be used to rate the proposals for the 4 "out of time" schools. December 17, 2014 – December 22, 2014 – The ten district and community representatives worked independently to rate the proposals for the 4 "out of time" schools. December 23, 2014 – The Lead Transition Facilitators compiled the scores and comments for each of the proposals and made copies for the board members. December 31, 2014 – Copies of the proposals, their scores, and compiled comments are mailed to each of the Board of Education members. January 12, 2015 - The Bennett Alumni Redesign Team presented their response to the Bennett High School RFP to the Board of Education at City Hall. January 12, 2015 – The Buffalo Public Schools provided a public comment card link on its website to share any concerns the parents and community may have in regards to the Phase In/Phase Out of Bennett High Schoo. The comment card also gave the community an opportunity to make recommendations to the Board, as well as provide additional information that would benefit the school. January 14, 2015 – Bennett parents, students and faculty addressed the Board of Education regarding their concerns regarding the Phase In/Phase Out of Bennett High School.	

	January 22, 2015 - The Bennett Alumni Redesign Team hosted a second community meeting to present their Bennett High School proposal. January 28, 2015 – – Bennett parents, students and faculty addressed the Board of Education regarding their concerns regarding the Phase In/Phase Out of Bennett High School. February 13, 2015 – Board of Education meeting where the following resolution was passed regarding Bennett High School: • To use the SES grant to underwrite planning and implementation for the expansion of a new MECHS strand for 2016-2017 • To incorporate aspects of the Bennett Alumni Plan to strengthen MECHS • To re-engage The Buffalo Promise Neighborhood in the development discussions March 5, 2015 – Meeting was held with the Bennett High School staff to explain the Reduction in Force process and to answer questions.	Dr. Darren Brown - Associate Superintendent of Human Resources
Enrollment/Transfer Processes	March and April, 2014	Dr. Mark Frazier - Director of Central Registration
Staffing Reassignments	Per Collective Bargaining Agreement (***Attachment #6)*** Reduction in Force: As the phase out of Bennett High School continues, each year the Principal will ask for volunteers, in each subject area, that are interested in transferring from the current building. If a volunteer is not identified in the school building, the least senior staff member in that subject is then identified as the teacher that must be transferred. The identified teacher is then put on the Reduction in Force list and given preference for open positions during the teacher transfer/staffing process for 2015-2016. The formulas that drive the School Based Budgeting (SBB) will be used to decide the number of staff, by subject area, that are necessary for the phase out school to operate properly. The process of teacher transfers begins the last week of June. Once correct staffing numbers are determined for the phase-out school, the individuals that are to be moved can begin having conversations with Principals that have vacancies as early as July 1, 2015.	Dr. Darren Brown - Associate Superintendent of Human Resources

	December 16, 2014 – Meeting was held to discuss the phase out plans of the four "out of time" schools. Discussion revolved around action steps to continue the phase out plan for Bennett High School and assign tasks and responsibilities to district personnel. The meeting was attended by: Judy Elliott (Distinguished Educator), Mark Frazier (Director of Central Registration), Martha Younger (Director of Guidance), Eileen Bowen (Project Administrator II), Heath Frisch (Director of Parent Engagement), Ella Dunne (Lead Facilitator for Bennett High School), Rose Schneider (Lead Facilitator for East High School), Wanda Schoenfeld (Lead Facilitator for Martin Luther King School), and Anne Henry (Lead Facilitator for Lafayette High School).	Dr. Will Keresztes – Associate Superintendent of Student Support Services
	December 23, 2014 – A detailed list of responsibilities with deadline dates is developed to be shared with all district stakeholders. The meeting was attended by: Linda Cimusz (Chief Academic Officer), Will Keresztes (Associate Superintendent of Student Support Services), Barb Smith (Chief Finance Officer), Ella Dunne (Lead Facilitator for Bennett High School), Wanda Schoenfeld (Lead Facilitator for Martin Luther King School), Anne Henry (Lead Facilitator for Lafayette High School), and Judy Elliott (Distinguished Educator) on phone.	Superintendent Donald Ogilvie
District Support	January 6, 2015- A meeting was held to check on the progress towards the list of deadline dates and included clarifying questions needed to complete the information needed for the Phase-Out plan. Mark Frazier (Director of Central Registration), Barb Smith (Chief Finance Officer), Peggy Boorady (Associate Superintendent of School Leadership) David Mauricio (Associate Superintendent of School Leadership) Cassandra Wright, (Associate Superintendent of School Leadership), Brian Lorenz (Deputy Director of Human Resources), Ella Dunne (Lead Facilitator for Bennett High School), Rose Schneider (Lead Facilitator for East High School), Wanda Schoenfeld (Lead Facilitator for Martin Luther King School), and Anne Henry (Lead Facilitator for Lafayette High School).	Linda Cimusz - Chief Academic Officer
	January 7, 2015-A meeting was held to discuss Common Core curriculum, instruction, and supports for the students in the Phase-Out Schools. Mark Frazier (Director of Central Registration), Julie Romain (Director of ELA), JaDawn Wagstaff (Director of Math), Kim Curtin (Director of Special Education), Tammy Alscase (Director of Multilingual Education), Peggy Boorady (Associate Superintendent of School Leadership) David Mauricio (Associate Superintendent of School Leadership) Cassandra Wright, (Associate	Dr. Will Keresztes – Associate Superintendent of Student Support Services

	Superintendent of School Leadership), Brian Lorenz (Deputy Director of Human Resources), Ella Dunne (Lead Facilitator for Bennett High School), Rose Schneider (Lead Facilitator for East High School), Wanda Schoenfeld (Lead Facilitator for Martin Luther King School), and Anne Henry (Lead Facilitator for Lafayette High School). January 23, 2015 – A meeting was held to discuss any questions and/or concerns regarding the Bennett proposal in order to prepare for the submission of Form D. This meeting was attended by Linda Cimusz (Chief Academic Officer), Cassandra Wright (Associate Superintendent of Leadership), Marilyn Wittman (Representative of the Bennett Alumni Re-Design Team), and Ella Dunne (Lead Transition Facilitator). Differentiated Support Plan was created for Phase out of Bennett High School (***Attachment #7)***	Linda Cimusz - Chief Academic Officer Cassandra Wright – Associate Superintendent of Leadership

1.4 Community and District Involvement

*Describe the roles of community stakeholders, the district office and the board of education in the formal process of phasing-out the school. (**Attachment #8)***

- Stakeholder meetings were held with faculty, community and alumni association to inform them of the status of Bennett High School and the options available for school programming beginning the 2014-2015 school year on the following dates:
  - January 25, 2014
  - February 11, 2014
  - February 12, 2014 DTSDE Review with School Based Management and Leadership Teams
  - March 10, 2014

- A PowerPoint presentation was delivered during the January 25, 2014 meeting to provide the community with critical information and to provide an opportunity to capture their feedback and input.

- Public Notices were posted on the website from December 30, 2013 to January 19, 2014.

Given the approval of the Bennett Phase-Out Plan by SED but the disapproval of the Phase-In plan, the process of re-engaging the Community and District for a second round of Phase-Out plans began again in Fall 2014. The following reflects that timeline:

- December 2, 2014 – The Bennett Alumni Redesign Team hosted a community meeting to share their response to the Bennett High School proposal.

- January 12, 2015 - The Bennett Alumni Redesign Team presented their response to the Bennett High School proposal to the Board of Education at City Hall.

- January 22, 2015 - The Bennett Alumni Redesign Team hosted a second community meeting to share their response to the Bennett High School proposal.

1.5 Parental Involvement

Describe the roles of parents in the formal process of phasing-out the school. For instance, describe how parents will be informed of the Closure/Phase-Out plan and options for student transfers.

(Attachment #9)

Stakeholder meetings were held with families on the following dates:

- January 25, 2014
- March 11, 2014

A meeting was held in January 2014 to provide preliminary information on options for the school. A meeting was also held with the school community to apprise them of the decision of the phase-in/ phase-out plan. Parents were informed that students currently attending Bennett High School in grades 10, 11, and 12 would be allowed to remain at the school until they graduate and/or may choose to transfer to any other school in the district.

Parents were notified of the Phase-Out/Phase-In process in parent meetings (conducted during the school day and in the evenings). All available options to remain at Bennett High School #200 or transfer to another BCSD school were presented. Parents were notified of the meetings through letters sent home and School Connects telephone calls. Staff at Central Registration Center were available in person and on the telephone to answer parent questions regarding the transfer process, Monday through Friday, 8:00 a.m. to 4:00 p.m.

The parent facilitator will be trained in the phase in/phase out process to support parents in this process.

1.6 Student Transfer Plan

Describe the process the district will follow to place students from the Closure/Phase-Out school into other schools. Identify zoning or admissions policy changes, as required. Describe the impact that the Closure/Phase-Out will have on those schools that will enroll students who would otherwise be attending the Closure/Phase-Out school.

Specifically, the district must identify those schools that they expect will be most impacted and provide estimates on how this will change the schools in terms of:

- *class sizes;*
- *building utilization; and*
- *the percentage of students enrolled in the Closure/Phase-Out school who are students with disabilities (SWDs), English language learners (ELLs), or in need of Academic Intervention Services (AIS) and the percentages of SWDs, ELLs, or AIS at the schools that will be most impacted by the Closure/Phase-Out.*

NOTE: *No new admissions to the phasing-out school are permitted.*

Bennett High School began the implementation of the phase-out plan for the 2014/2015 school year in September 2014. No new students were scheduled to attend Bennett High School this year.

- Bennett High School will be phased out by June 2017.
- There are no new students accepted into the current Bennett High School during the phase-out process.
- In September 2014 no new ninth graders were accepted into Bennett High School.
- Repeater ninth grade students remained at Bennett High School and have been offered repeater courses.

- Students that are not eligible for graduation by June 2017 will participate in the School Choice Application process.

Current 10th, 11th, and 12th grade students who are on track to graduate will complete high school at BHS if they continue to earn credits on schedule by 2017. As the school becomes smaller, students will receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students will meet with their guidance counselor to discuss all of their options.

Current 10th, 11th, and 12th grade students who are not on track to graduate will meet with their guidance counselor to discuss options. Students will complete their school diploma at a transfer high school if they are not on track to graduate by 2017. The guidance counselors will provide the students every avenue possible to graduate from Bennett High School including the use of Grad Point for credit recovery and the opportunity to attend McKinley High School's Credit Accrual Program.

All current students in grades 10 and 11 at Bennett High School #200 will be offered the opportunity to remain at the school until June, 2017.

Communication with the current Bennett students and their parents is ongoing to ensure their on-time graduation:

All 10th, 11th, and 12th graders were given individual credit reviews with their school counselor, and were given a copy of their earned credits and status as a Sophomore, Junior, or Senior.

Grade level meetings – Monthly Meetings September 2014-January 2015

Parent-Teacher Conference Nights – Fall 2014 and Spring 2015

Letters were sent out to students (and their parents/guardians) who were failing any course at the end of the first marking period, to make an appointment to discuss their child's academic situation. Very few calls were returned to the counselor (about 4 out of 65 senior letters).

We met with seniors at the end of the first marking period, and those who failed one or more courses were given an action plan to complete and discuss what they were going to do so that they could be successful and graduate in June 2015.
Students completed their action plan, and those who did not show up to the "mandatory meeting" were put on a special DNA list until they completed this.
This procedure will be done again for those that are in danger of not graduating as of the second marking period.

10th, 11th, and 12th graders who have an attendance issue and failing grades were part of our blitz with our Attendance Teacher (Mrs. Nelis Henderson), and Social Worker and SAY YES Facilitator (Mr. Solomon Jackson). They made phone calls, sent letters, and made home visits. Many students who were over-aged and under credited were given the opportunity to obtain their high school diploma or TASC by attending other programs.

If students currently attending Bennett High School #200 for 2015-2016 want to transfer, the window for parents to submit applications is thirty days after state approval of the phase out plan. Parents can submit transfer applications via US mail or fax or by delivering the application in person.
(Attachment #10)

Special Populations at the Phase-Out School

Currently 22.3% of the student population at #200 is comprised of students with disabilities. There are three 12:1:1, one 15:1, and one 6:1:1 self-contained class in grades 10, 11, and 12 that will remain at Bennett High School #200 through June, 2017. Self-contained students or students currently receiving Resource, Integrated Co-Teaching, and Consultant Teacher special education services who transfer to other District schools will be offered comparable services in accordance with their Individual Education Plans.

Fifteen students (3.3% of the student population) are English Language Learners (ELLs). All ELLs will be offered appropriate services at Bennett High School #200 or other District high schools.

Parents can submit a transfer application to attend any District school with available seats, as the BCSD is a total choice District. In all schools, if more students apply to attend than there are available seats, a computerized lottery system will be employed to place students. All students transferred from #200 will receive placements in the BCSD. Class sizes are capped at 30 students in grades 9-12. Classrooms will be added in schools with available space if the need is identified.

Schools Impacted by the Phase-Out

Ninth grade students were not enrolled at Bennett this year and beginning in October 2014, eighth grade students throughout the district were precluded from selecting Bennett High School as a choice for next year. The district has addressed the increased number of students that will be attending other high schools by equitably distributing them throughout the district.

The same use of the School Based Budget (SBB) will exist. Once staffing levels are determined based on the district wide formulas, and student enrollment, the proper number of staff members will be assigned. Extra positions will be first available to teachers that have been affected by a Reduction In Force (RIF) from phased out schools. These teachers will have "super seniority" based on their involuntary status. ***(Attachment # 11)***

1.7 Educational Program in Closure/Phase-Out School

Describe the process the district will follow to improve the educational program of the school being phased-out. Provide a description of how the district will implement/continue the following activities until the school has completed the Closure/Phase-Out process:

- *Job-embedded professional development for staff;*
- *Extended learning time for students; and*
- *Professional development and activities related to the use of data to guide instructional decisions at the school and classroom levels.*

Educational Programs

Along with the core subjects, the following educational programs are ongoing and continuing to ensure that the current Bennett High School students receive a rigorous education and are college and career ready upon graduation.

Virtual Advanced Placement Program

Bennett High School students were given, and will continue to have the opportunity to enroll in Virtual Advanced Placement (AP) courses in the Fall of 2015. This program is funded by a three year NYS grant. The current students registered for 1 or 2 courses in the area of Art History, English Lit and Composition, Psychology, and/or U.S. Government and Politics.

There are many benefits to the Virtual AP courses, including the potential to earn college credits, enroll in courses that are not offered in the high school, the opportunity to receive virtual learning training, the opportunity to explore a mode of learning used by colleges, gain essential time management and organizational skills, complete coursework flexibly, and experience the rigor of college level courses.

The Buffalo Public Schools, funded through a NYS grant, were able to provide each Virtual AP student with:

- Samsung Galaxy Tablet
- AP Exam Fees
- NYS certified, College Board trained teachers
- College Board approved courses
- Technology and hardware support
- Training for students
- Access to online learning environment

Career and Technical Education

The District will continue to support The Bennett High School CTE curriculum for the 2015-2016 school year. Business and Forensics, are four year continuums of hands-on instruction where students transition seamlessly from attaining their Regents diploma, Business certification at the high school level, to an associate's degree and/or bachelor's degree program at the collegiate level. District wide the graduation rate of students that completed a Career Pathway in June 2013 was 88.44% (NYSED: CTEDS data) compared to the 56% of the non-CTE peers (2013-2014 Preliminary District data based on June Graduation).

- The district will continue to support the NYSED CTE certified business program with supplies, equipment, assessments, and work based experiences. Additionally all support for CTE endorsement including but not limited to integrated academic credit, college articulation agreements, and advanced study credit toward their CTE endorsement. Where possible stackable credentials will be available to CTE students to increase their employability. All curricula are cross – walked with Common Core Math and English standards as well as the NYSED CDOS and industry standards.

The Business programs culminate in industry certifications and college credits. The Bennett students can opt to pursue a general business strand or Virtual Enterprise. The students that complete the general business strand will receive an industry certification as well as their high school degree and college credit. These students will take courses that will make them highly employable in any career area within a business office. The differentiated business program will be offered and provide the students a skill based CDOS credential co-taught by a CTE business teacher and a special education teacher.

The students that choose to complete the Virtual Enterprise Program will receive National Occupation Competence Testing Industry (NOCTI) certification, their high school degree, and college credits.
The Virtual Enterprise International Program is an in-school entrepreneurship program and global business simulation that draws on the European tradition of apprenticeships, transforming students into business executives and classrooms into office settings. With emphasis on college and career readiness, Virtual Enterprise offers students a competitive edge through project based, collaborative learning and the development of 21st Century skills in entrepreneurship, global awareness, problem solving, communication, financial literacy and technology. The students that follow the Virtual Enterprise pathway have had a 96% graduation rate over the last six years. Of those students, 89% have gone on to post-secondary school and received industry certification and/or a college degree.

The Bennett High School Business students were able to attend the regional virtual enterprise competition at the University of Rochester in December 2014. The district is sponsoring a booth for the Bennett students to compete in the International New York City Virtual Enterprise Competition in the Spring 2015. Bennett High School is also hosting a school wide Virtual Enterprise Competition at Bennett High School on February 11, 2015. ***(Attachment 12)***

Forensics is another pathway offered at Bennett High School. This high demand certification leads to employment in field such as police enforcement, state trooper, and border patrol as well as post-secondary opportunities in Criminal Justice.

All curricula are cross walked with Common Core Math and English standards as well as the NYSED CDOS and industry standards. District wide professional development offered by the CTE department, will be available to all CTE teachers at Bennett High School. Examples of the PD offered are Work-Based Learning and Youth Organizations, Data Driven Instruction, and Common Core Technical Area, Math/ELA Integration.

Erie I BOCES

Bennett High School will continue to partner with Erie I BOCES that will provide afternoon and evening career and technical education courses. The tenth grade students have been offered the opportunity to take a Career Exploration Program. In this program the students will have the opportunity to explore eight different career paths through five-week modules. Qualified eleventh grade students were given the opportunity to enroll in the BOCES CTE programs offered at The BOCES Harkness Center. Letters were sent to the homes of all eligible students as well as phone calls made by the guidance counselors.

Interdisciplinary Science and Engineering Partnership (ISEP)

The University of Buffalo brings to Bennett High School an Interdisciplinary Science and Engineering Partnership with a focus on pharmacy and pharmaceutical sciences. The project uses an innovative approach to teacher professional development among high needs urban schools. This is accomplished through courses and interdisciplinary research experience, development of science and technology classroom materials aligned with state science learning standards, and inquiry based curricula. ISEP also combines novel mentoring approaches and expanded Professional Learning Communities (PLCs) to build leadership and resources for improving science education.

Bennett High School has been fully funded since 2011, with the development of a strong teacher team, teacher leadership, regular support from a full time STEM Ph.D. student and undergraduate service learning students. ISEP has successfully worked to engage teachers and students in opportunities to increase teacher knowledge, and apply it to new classroom materials and work and has provided students advanced in school and after school opportunities. The Bennett teachers have had the opportunity to collaborate in PLCs in a summer research based professional development at UB and associated ISEP supporting partners such as The Department of Pharmacology and Toxicology.

The focus on pharmacy, pharmaceutical sciences, and pharmacology result in classroom materials and subject based focus in several classes. Besides materials in the proposed introductory course strands, focusing on the basic areas of pharmacy and pharmaceutical sciences, including genetics, special focus advanced science courses on pharmaceutics and pharmacokinetics, basic materials have impacts in the Living Environment and Chemistry Regents courses.

Special Education

Continue to support a 12th grade 12:1:1 and 15:1 special class level of service. The curriculum will continue to be aligned to the Common Core. Students who require resource room, consultant teacher, or integrated co-teaching will receive them based on IEP recommendations. Teachers will receive any staff development provided to all special education teachers in the district such as on Integrated Co-teaching and Specially Designed Instruction.

English Language Learners

ESL services will be provided in compliance with Part 154 regulations. ESL instruction will continue to be aligned with the Common Core, ELA, and Mathematics with appropriate modifications and supports. ESL teachers will teach part-time and act as support to content teachers for the other portion of the day, co-teaching lessons and assisting with instructional strategies and lesson modifications. The Multilingual Department will provide additional support for the school based coaches and teachers via the Title III support staff, district sheltered instruction coach, and centrally offered PD opportunities such as SIOP I Component Enrichment, SIOP II Component Enrichment, Step Up to Writing, and Meeting the Common Core through Biliteracy and Translanguaging.

Extended Learning Time
Title I

Students remaining in the phase out school will have the continued opportunity to participate in the Title I after school program Monday – Thursday from 3:00 p.m. – 5:00 p.m. During this time the students will have opportunities for tutoring, credit accrual and credit recovery in all of the core courses. Snacks are also provided to the students that stay for extended day support.

This program is made available to all students but is specifically mandated for students that are identified by their teachers and/or by parent request. Athletes that are not eligible to play sports are also mandated to attend this program.

Current Year's Period Marks (2014-2015)

School Department	Mark	Scale Marks
English Language Arts	A	5.84%
English Language Arts	B	13.45%
English Language Arts	C	16.88%
English Language Arts	D	24.62%
English Language Arts	F	39.21%
Mathematics	A	6.28%
Mathematics	B	9.08%
Mathematics	C	13.27%
Mathematics	D	20.53%
Mathematics	F	50.84%
Science	A	2.72%
Science	B	10.08%
Science	C	15.04%
Science	D	24.32%
Science	F	47.84%
Social Studies	A	3.48%
Social Studies	B	10.70%
Social Studies	C	21.86%
Social Studies	D	27.39%
Social Studies	F	36.57%

Based on the above current student data, the following courses are offered Monday-Thursday:

English I	Algebra	Global Studies 10	Living Environment	Environmental Science
English II	Geometry	U.S. History	Earth Science	General Physics
English III	Algebra 2		Chemistry	Anatomy & Physiology

The above mentioned courses follow the NYS mandated curriculums and are taught by the core area teachers.

Due to the fact that 49% of the seniors failed Participation in Government, it is also offered in the extended day for class recovery, taught by the Participation in Government teacher.

Expectations of Teachers in the Title I Program:
Teachers will create lesson plans and utilize the curriculum provided to them, as well as supplement as needed with supervisors' approval. Teachers are expected to provide support & positive interaction with students, administer pre and post assessments, maintain attendance, and as needed, communicate and provide information to parents on the progress of their child.

This program integrates academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. This expanded learning time addresses the unique learning needs and interests of all of the students. The administration ensures fidelity to the goals of the extended day program.

Recruitment for Extended Learning Time

- Guidance counselors will work closely with each student, to plan their course of studies, to support their school performance, to review progress, to set academic goals, as well as to implement academic interventions (afterschool program) The guidance counselor will communicate with families on an on-going basis to provide updates on student achievement and attendance, as well as to recognize successes
- Students that are identified by their teachers due to failing grades will be mandated to report to the Title I after school program and will receive both parent and student letters with a schedule attached
- The parent facilitator will work as a liaison between the guidance department and the parents to ensure participation and attendance in the afterschool program.

Buffalo Center for Arts and Technology (BCAT)

In addition to the Title I after school program, a youth arts program at Buffalo Center for Arts and Technology provides a safe, nurturing and inspiring after-school environment that supports high school completion through arts programming. BCAT's after-school youth arts program is held in a state-of-the-art building on the edge of downtown Buffalo. At BCAT, students make new friends and learn new music, art and design skills. Our students stay engaged throughout their academic journey and, inspired by their experiences, remain in school and build expectations for a future beyond high school. Students collaborate with renowned artists and top arts organizations to ensure our students have access to the best design and media training to prepare them for the many pathways that await them after high school. An important component of this program is maintaining close contact among school staff, parents, and BCAT staff to coordinate effective student support. BCAT is based on Pittsburgh's Manchester Bidwell model, where 90% of arts program students graduate from high school.

The program began in January 2014. To date data collected shows a correlation between strong BCAT program attendance and strong school attendance.

Say Yes Buffalo

Say Yes Buffalo has implemented support services to address academic, social/emotional and health needs of students at Bennett High School. A Say Yes facilitator has been assigned and will continue to assist Bennett in using a student monitoring system to ensure students are on track to thrive and successfully graduate high school. This facilitator also provides the following support services: tutoring and academic assistance, college coaching, health and wellness supports, and mentoring programs. The Say Yes facilitator also focuses on opportunities to visit colleges, attend college fairs, meet college

recruiters, apply for college scholarships, and the college application process, with the goal of promoting a *college-going culture* throughout Bennett.

Hillside Work-Scholarship Connection (HW-SC)

Hillside Work-Scholarship Connection is a nationally recognized drop-out prevention program that helps at-risk youth who are living in poverty to graduate from high school. HW-SC has mentors in Bennett High School that partner with family members, teachers, school counselors, and other adults to provide a coordinated framework of support for each student. This program will continue for students remaining in the phase out school.

Students who are capable of success but are in danger of dropping out of school are paired with a youth advocate, a professional, full-time mentor. These year round, school based mentors will continue to work with students 24/7 to address their individual needs and the obstacles impeding their success.

In addition to the long-term mentoring, HW-SC will continue to provide after school and full summer enrichment activities, youth employment training and employment opportunities, employment and workplace mentoring, and supplemental education services, tutoring, and access to other support services such as college preparation and application assistance.

Sports and Clubs

The school will continue its long time traditions of football, soccer, basketball, bowling, cross country, baseball, softball, track and field, swimming, and many other sports. In addition to athletics, Bennett will continue to provide clubs for students such as Yearbook, Senior Class, Science Club, and the Gay Straight Alliance.

Leadership Support:

Assistance will be given to the principal and leadership to develop an effective School Comprehensive Education Plan that focuses on meeting established program components, school targets, course requirements and intervention strategies for students to graduate on time from BHS. The Office of School Leadership will supply monthly technical support in the monitoring an implementation of a SCEP that will support increased and sustained student achievement.

School administrators are required to participate in all district professional development activities including how to implement the strategies of a successful Turnaround School Leader specific to increasing graduation rates and college going rates for students continuing to be enrolled at BHS. There are monthly principal professional development meetings offered by the Office of School Leadership in conjunction with support from the Office of Shared Accountability and the Office of Assessment, Curriculum and Instruction.

Instructional Support:

Professional development is aligned with the district's three instructional priorities:

- Visiting classrooms daily and providing teachers with feedback.
- Leading effective grade level/subject common planning meetings
- Using data to drive instructional practices
  (Attachment #13)

The following Professional Development was scheduled and provided based on the needs of the teachers expressed through a survey taken on October 6, 2014.

	Date(s)	Topic	Audience	Facilitator
Principal Support	**August 2014 through October 2014**	• **Onsite daily leadership, coaching, and mentoring support to the principal**	Dr. Stevenson	Dr. Morrell
Needs Assessment	**9/24/14**	• **Planning meeting with Curriculum Lead Teachers (CLTs) to review Learning Walk Notes, SCEP, and PD Survey**	Curriculum Lead Teachers: ELA Math Science Social Studies Business Dr. Stevenson Ms. Velez-Lopez	OSL Coaches: Nicole Buccilli Bonnie Pawlak Lisa Sanders Dr. Morrell
	10/6/14	• **Debrief Learning Walk notes to set purpose for completing the PD Survey** • **Results of PD Survey will determine next steps of support**	Teachers: ELA Math Science Social Studies Business *(Dr. Stevenson will be providing coverage for the Business teachers)*	OSL Coaches: Nicole Buccilli Bonnie Pawlak Lisa Sanders
	12/1/14	• **Analyzing PD survey results to develop PD Calendar of supports**	Curriculum Lead Teachers: ELA Math Science Social Studies Business Ms. Velez-Lopez	OSL Coaches: Nicole Buccilli Bonnie Pawlak Lisa Sanders
Differentiating CCLS ELA Modules	**10/2/14**	• **Support ELA CLT to adapt, differentiate, and implement NYS Modules for ELA grades 9-10**	ELA CLT	OSL Coach: Bonnie Pawlak

	10/7/14	• **Continued support with ELA CLT to adapt, differentiate, and implement NYS Modules for ELA grades 9-10** • **Implementing Close Reading strategies within the NYS Modules for ELA grades 9-10**	ELA CLT	OSL Coach: Bonnie Pawlak
Illuminate	**~~11/20/14~~** **Rescheduled due to snow days** **1/22/15**	• **Illuminate training: Creating assessments, scanning results, and data reports**	Teachers: ELA Math Science Social Studies Non-Core Area Teachers *(Dr. Stevenson will be providing coverage for the Non-Core Teachers)*	OSL Coach: Nicole Buccilli Illuminate Representative: Danyelle Anthon
Ti-Nspire/Navigator	**12/2/14**	• **TI-NSpire needs, Navigators, examine broken equipment, versions, and Press-to-Test**	Teachers: Math	OSL Coach: Lisa Sanders
	12/17/14	• **Link Calculators/Cradles to Navigator** • **Updating TI-NSpire handheld operating system**	Math CLT	OSL Coaches: Lisa Sanders Kristin Connolly
	1/20/15 **1/21/15** **1/22/15** **1/23/15**	• **Link Calculators/Cradles to Navigator** • **Updating TI-NSpire handheld operating system** • **Press-to-Test**	Teachers: Math	OSL Coach: Lisa Sanders

Mastery Objectives	**1/12/15** **1/13/15**	**Mastery Objective Writing** • **Focus on instruction taking place starting the first day of the 2nd Semester** • **Teachers need to bring curriculum materials related to what they are planning to teach the week of February 2-6, 2015**	Teachers: ELA Math Science Social Studies Non-Core Area Teachers *(Dr. Stevenson will be providing coverage for the Non-Core Teachers)*	OSL Coaches: Nicole Buccilli Bonnie Pawlak Lisa Sanders

See section below for the remainder of the school year PD.

Bennett High School
Two-Year Regents Trend Data for ELA & Math

KEY	Level 1	Level 2	Level 3	Level 4	Level 5
Regents %	0-54	55-64	65-84	85-100	
Common Core % ELA	0-54	55-64	65-78	79-84	85-100

REGENTS ELA	Level 1	Level 2	Level 3	Level 4	Level 5	% Proficiency
Jan-13	42%	19%	38%	2%		40%
Jun-13	21%	22%	53%	3%		56%
Aug-13	52%	14%	34%	0%		34%
Jan-14	31%	10%	50%	9%		59%
Jun-14	28%	17%	50%	6%		56%
Aug-14	55%	19%	26%	0%		26%

Common Core ELA	Level 1	Level 2	Level 3	Level 4	Level 5
Jun-14	35%	19%	32%	7%	7%

KEY	Level 1	Level 2	Level 3	Level 4	Level 5
Regents %	0-54	55-64	65-84	85-100	
Common Core % MATH	0-54	55-64	65-73	74-84	85-100

REGENTS Integrated Alg	Level 1	Level 2	Level 3	Level 4	Level 5	% Proficiency
Jan-13	29%	29%	42%	0%		42%
Jun-13	32%	21%	46%	1%		47%
Aug-13	26%	28%	46%	0%		46%
Jan-14	39%	35%	26%	0%		26%
Jun-14	33%	29%	38%	0%		38%

Aug-14	52%	16%	32%	0%		32%

Common Core Alg	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Jun-14	57%	36%	7%	0%	0%

REGENTS Geometry	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**% Proficiency**
Jan-13	50%	42%	8%	0%		8%
Jun-13	57%	25%	16%	1%		17%
Aug-13	59%	26%	15%	0%		15%
Jan-14	83%	17%	0%	0%		0%
Jun-14	83%	8%	6%	2%		8%
Aug-14	100%	0%	0%	0%		0%

REGENTS Algebra2/Trig	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**% Proficiency**
Jun-13	100%	0%	0%	0%		0%
Jun-14	100%	0%	0%	0%		0%
Aug-14	0%	0%	100%	0%		100%

Based on the results of the two-year Math and ELA trend data and the 2013-2014 DTSDE Review, Bennett High School has expanded upon the above mentioned professional development. Professional Development action steps for the remainder of this year have been mapped out for implementation and progress monitoring.

2013-2014 DTSDE Review	Findings	2014-2015 Action Steps	Ensure Fidelity
Instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	The review team found that there was no evidence of short and long-term goal planning for learning progressions based on individual student data. There was no evidence of co-planning or co-teaching in any classroom.	All core area teachers have received professional development on Mastery Objective Writing in their CPT (week of January 12, 2015). The mastery objective is to be used to introduce each lesson and will be referred to at the end of the lesson to ensure that the objective was met. Teachers will be provided with professional development on CCLS lesson planning and implementation on the evidence collection tool. Teachers will use revised district lesson plans that align with the CCLS, NYS	Administrators will ensure that each teacher is writing and speaking to their Mastery Objectives through daily walkthroughs. Lesson plans will state the Mastery Objective and will indicate how the teacher will know it was met. All teachers' lesson plans will explicitly reflect the implementation of CCLS, text selection,

		instructional modules, resources from EngageNY and will utilize best practices that align with CCLS. The PD will focus on task centered lessons. Special education teachers will be scheduled in the appropriate CPT meetings and will be trained on implementing the Common Core curriculum modules. CTE teachers will be given CPT once every six days to enable them to receive the same trainings as the core area teachers. This will allow the CTE teachers the opportunity to share with academic teachers progress or concerns about shared students.	text based questions, and differentiated instruction strategies. GLM /CPT minutes Administrator Walkthroughs Lesson plans will show evidence of co-planning. Special education teachers will be active participants in delivering and differentiating lessons. Fidelity will be observed through daily administrator walkthroughs, lesson plans, and CPT minutes. CPT minutes Administrator Walkthroughs
Instruction aligned to the Common Core Learning Standards (CCLS).	The review team found that the teachers did not consistently use instructional practices that were aligned to the CCLS, and that the present practices delivered do not result in increased student achievement.	All Teachers will be given professional development on the CCLS and their instructional shifts. The PD will include several dates focusing on: • Student engagement • Bloom's Taxonomy and higher order questioning • Close reading • Differentiating instruction based on student data All core teachers will be provided with training every week after school for 2- 2.5 hours starting February 2015. This training will focus on instructional strategies and best practices related to Common Core, cooperative learning strategies, DDI, mastery objective writing, backwards planning, and using illuminate to create	Lesson plans will be task centered and aligned to the CCLS. GLM /CPT minutes Administrator Walkthroughs

		assessments and data collection. This after school PD will be funded by Title I.	
Lessons are responsive to students' varied experiences that lead to high levels of student engagement and inquiry.	The review team found that instruction was not guided by data, and students' academic needs were not being met. The instructional opportunities do not cultivate collaborative or independent thinkers/learners with a sense of voice.	Teachers will share reading activities during common planning time and types of text-based questions to ensure students are using critical and analytical thinking skills. In CPT meetings teachers will rely on CCLS, data, and best practices to revise and implement strategies that ultimately lead to student involvement and achievement in their own learning.	Administrator participation in CPT meetings. GLM /CPT minutes Administrator Walkthroughs
Use of data to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	The review team found that teachers are not using the regularly administered assessments to adjust and differentiate instruction. The students are not given regular, accurate and relevant feedback that fosters their participation in the monitoring and assessing of their learning.	Teachers will be provided with professional development on using data to inform lesson planning. Teachers will collaboratively develop lesson units and plans that are based upon data and address differentiated needs of students. Teachers will be trained on the Data Driven Instruction (DDI) process. Discussion of data and specific student work at both vertical and horizontal team planning meetings.	Lesson plans will show evidence of data that drills down to the individual student level. CPT and GLM minutes Administrator's daily walkthroughs.

Job embedded training will be provided for assistant principals on conducting observations, reviewing student work, and accountability tools.

Job embedded training for the school leadership team on implementing instructional learning walks will be provided to help teachers learn from each other and to determine the school wide professional development needs to increase student learning. A Supervising Principal who is a certified NYS DTSDE Lead Reviewer will work monthly with the leadership team at Bennett to develop learning walk protocols and assist in refining the leadership teams observation and evaluation skill set.

District level support from the Office of Curriculum, Assessment and Instruction will be provided to support the school in aligning and compacting the Common Core curriculum across grade levels and subject areas.

Job embedded professional development on the use of data to improve instruction for English language learners, special education students, and students performing below grade level will be provided to

support students in meeting graduation requirements. For example, in addition to core area assessments, teachers of ELLs would need to examine and analyze the data from the NYSITELL and NYSESLAT. These two assessments would provide information on the ELLs proficiency levels which may affect how teachers would approach content area instruction such as vocabulary development.

Operational Support:

Job embedded professional development provided by the Budget Office for leadership staff on budgeting, human resources, and compliance issues will be provided to staff in the implementation of the phase-out process. Personnel from various departments i.e. Human Resources, Office of Shared Accountability and the Office of School Leadership will meet with the staff on a quarterly basis to clarify questions provide technical support and answer inquires about the progression of the Phase-Out plans.

Student Support:

Job embedded professional development for guidance counselors, offered on a quarterly basis from the Department of Counseling, will be provided on how to use scholarship reports and graduation tracking systems to ensure on-time graduation, credit recovery options and transfer options.

Counselors were trained and in-serviced through the districts' Guidance Department and Hobsons' consultants on how to use various tools such as Hobsons Naviance Program to support students and parents on the research of scholarships. Also the Guidance Department is linked with New York States HESC FAFSA Completion Project which also identifies students that have not completed TAP applications and PELL grants which would allow them additional dollars for college scholarships. BPS is partnered with The University of Buffalo Graduate School of Education which has FAFSA teams in every high school assisting students complete the FAFSA application. Training is provided through this organization to school counselors.

Counselors are trained by the BPS Guidance Department on how to identify students on track by credits assigned. Counselors use the Senior Credit Review Form which every student is required to have annually to see where their high school credits are to ensure on time graduation. Counselors also use the Data Dashboard to identify credits assigned to ensure that students are on track or if they need additional courses. The Data Dashboard training was given by the Office of Shared Accountability and is done annually for updates and revisions.

Students who are in need of additional credits are given the option of attending the McKinley High School Credit Accrual Program or can avail themselves to Grad Point for credit recovery to make up additional credits they are in need of.

Job embedded professional development, during after-school faculty meetings by the PBIS committee and school leadership team on a quarterly basis, will be provided on how to create a school learning environment that encourages improved student attendance and a reduction in suspensions.

Bennett High School counselors along with the SST members have been trained on PBIS and Safe and Civil Schools which helps to create a school learning environment that is safe and conducive to learning. It also tracks students' attendance and suspension rates. These programs help the counselors to identify students that are at risk and may need to be supported by strategies such as Check In/Check Out. Counselors have also been trained in Dignity for All Students Act (DASA) which gives them the insight into some of the reasons students may not attend and enable them the opportunity to support those students.

1.8 Leadership and Staff

Describe the process the district will follow to downsize the existing leadership and staff.

The Collective Bargaining Agreement with the administrators' union allows the Superintendent to reassign administrators. Those moves are not impacted by seniority or other contractual limitations. There will be a newly assigned administrator in the Phase-In school at Bennett and a reduction in the overall administrators in the Phase-Out of the current Bennett High School.

As the students graduate from the Phase-Out school, administrative assignments will be adjusted. This same process will be used for teachers in the Phase-out school with special consideration given to allowing students to complete their program requirements, requirements for graduation, and program requirements to support student success.

The teachers who are impacted by the Phase-Out plan are considered "Reductions in Force." The Collective Bargaining Agreement process begins by asking for volunteers in all the areas needed to be downsized. If there are no teachers who volunteer to transfer, transfers are based on the least seniority. These teachers will receive preference over the voluntary transfer candidates. ***(Attachment #14)***

1.9 Community Support

Describe how the district will provide support for the schools receiving additional students as a result of the school's Closure/Phase-Out.

The Phase-Out process for Bennett High School allows all 10th, 11th, and 12th grade students to remain in the school until graduation. If students choose to transfer to other high schools in the district, the per pupil expenditure allocations will follow the student and staffing formulas will be applied to the receiving schools. The School Based Budget Process outlines how funds are allocated to schools.

An increase in any high school enrollment as a result of the Phase-Out of Bennett High School will be monitored by Human Resources and the Budget Office to ensure appropriate staffing is immediately allocated.

SECTION 3. APPLICABLE CHARTS

Note: This section must be completed for all Closure/Phase-Out and phase-in schools, including those with SED approved SIG Model Implementation Plans.

3.1 Student Enrollment for the Closure/Phase-Out School

Provide student enrollment information for the Closure/Phase-Out school in the table below. Indicate the current student enrollment, as well as tentative student enrollment for the three (3) upcoming school years.

GRADE	CURRENT ENROLLMENT	TENTATIVE ENROLLMENT School Year 1	TENTATIVE ENROLLMENT School Year 2	TENTATIVE ENROLLMENT School Year 3
Pre-K				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10	101			
11	108	101		
12	169	108	101	

SWD	76(included in the numbers above)	41(included in the numbers above)	18(included in the number above)	
ELL	13(included in the numbers above)	11(included in the numbers above)	9(included in the number above)	
TOTALS	378	209	101	

3.3 Parent/Guardian Transfer Choice

Indicate the number of students whose parents/guardians have been informed of the transfer requirement, as well as the number of responses the school has received. Please identify the number who has requested to remain in the Closure/Phase-Out school, the number who has requested to be reassigned to a different school and the number who did not indicate a preference.

2013 – 2014
(July 1, 2013 - June 30, 2014)

Number of students requesting to be reassigned to a different school	**62**
Number of transfer requests honored	**21**
Number of transfer requests not honored	**41**

2014 – 2015
(July 1, 2014 – March 12, 2015)

Status	**Number**
Number of students for whom transfer choice letters have been sent	**378**
Number of students requesting to remain in the Closure/Phase-Out school	**359**
Number of students requesting to be reassigned to a different school	**18**
Number of students indicating no preference	**0** *All students indicated from one to three school choices on the original application*
Number of transfer requests honored	**0**
Number of transfer requests not honored	**18**
Number of students – no response	**0**

The 18 students that requested a transfer were not re-assigned to another school because a seat was not available in a School in Good Standing through the NCLB Public School Choice transfer process.

3.4 Closure/Phase-Out School Staffing

Indicate the current status of the Closure/Phase-Out school's staff. Specify how many are currently employed at the Closure/Phase-Out school, and how many will be assigned to the Closure/Phase-Out school, new school, and other schools.

POSITION	CURRENT NUMBER	RE-ASSIGNED TO CLOSURE/ PHASE-OUT SCHOOL	RE-ASSIGNED TO THE NEW SCHOOL	RE-ASSIGNED TO ANOTHER SCHOOL(S)	OTHER
Principal	1	1	0	0	
Assistant Principal(s)	2	1	0	1	
Supervisor of Special Ed.	0	0	0	0	
Classroom Teachers	63	48	0	15	

Other Pedagogical Personnel	5	2.5	0	2.5	
Non-Pedagogical Personnel	6	4	0	2	

SECTION 4. DOCUMENTATION

Note: These documents must be submitted for every Closure/Phase-Out/Phase-in school, including those with SED approved SIG Model Implementation Plans.

- **4.1 Copy of Public Meeting Notice**
- **4.2 Sample Parent Transfer Option Letter**
- **4.3 New Zoning Plan, if applicable**

Exhibit 1

NEW YORK STATE EDUCATION DEPARTMENT
PHASE-OUT / PHASE-IN / CLOSURE PLAN

FORM D

Note: The district must complete this form for *each* school closing, phasing-out, and/or phasing-in.

SCHOOL AND DISTRICT CONTACT INFORMATION

School District:	**Buffalo City School District**	Address of District Office:	**712 City Hall**
District Contact Person:	**Donald A. Ogilvie**	E-Mail Address:	**DOgilvie@buffaloschools.org**
Title:	**Interim Superintendent**	Phone Number: **(716) 816-3575**	Fax Number: **(716) 851-3003**

Closure/Phase-Out School:	**Bennett High School**	Phase-In School: *(or complete below)*	**Bennett Secondary Community School**
School Address:	**2885 Main Street Buffalo, N.Y. 14214**	Building/Facility Code: *Found on the Certificate of Occupancy*	**14060001000-0200**
School Telephone:	**(716) 816 - 4250**	School Fax:	**(716) 838 - 7490**
School Contact Person:	**Dr. Bert Stevenson**	Title:	**Principal**

School(s) Receiving Students	BEDS Code(s)	Facility Code(s)
In September 2014, Bennett high School did not accept 9th grade students or any new students into the 10th, 11th, and 12th grade school population. Bennett is not listed on the High School application for current eighth grade students.		

Superintendent's Name: **Donald A. Ogilvie** Date: _____
Superintendent's Signature: _____

Principal of Phase-Out School's Name: **Dr. Bert Stevenson** Date: _____
Principal of Phase-Out School's Signature: _____

Principal of Phase-In School's Name: **To Be Determined** Date: _____
Principal of Phase-In School's Signature: _____

For each area below, if there is insufficient space to provide the response, please attach a separate sheet with the response. Also, indicate in the space provided "See attached sheet." The attachment should include the question(s) that are outlined.

SECTION I. CLOSURE/PHASE-OUT OF EXISTING SCHOOL

1.1 Previous Enrollment

Provide a rank order list of the schools in which students were previously enrolled prior to entering the closing school.

BENNETT HIGH SCHOOL 200

Students currently enrolled in Bennett High School 200 also attended the following schools:

PREVIOUS SCHOOL ATTENDED PRIOR TO 200	NUMBER
059 Dr. Charles R. Drew Science Magnet	36
091 BUILD	23
080 Highgate Heights	20
089 Dr. Lydia T. Wright	19
039 Dr. Martin Luther King, Jr. Multicultural Institute	17
066 North Park Middle	17
079 Pfc. William J. Grabiarz	17
006 Buffalo Elementary School of Technology	16
037 Marva J. Daniel Futures Preparatory	16
053 Community	12
043 Lovejoy Discovery	11
074 Hamlin Park	11
305 McKinley	11
031 Harriet Ross Tubman	10
Charter - Buffalo Academy of Science	10
032 Bennett Park Montessori	8
018 Native American Magnet	7
081 School #81	7
095 Waterfront	7
Charter – Western New York Maritime	7
030 Frank A. Sedita	6
094 West Hertel	6
301 Burgard	5
Charter - Westminster Community	5
096 Campus West	5
027 Hillery Park	4
156 Frederick Law Olmsted	4
018 Dr. Antonia Pantoja	3
131 Academy	3

198 International Preparatory	3
205 Riverside	3
Charter - Charter School for Applied Technologies	3
Charter - Tapestry	3
072 Lorraine	2
076 Herman Badillo Bilingual	2
093 Southside	2
187 Buffalo Academy for Visual & Performing Arts	2
204 Lafayette	2
212 Leonardo da Vinci	2
307 East	2
Charter - Enterprise	2
017 Early Childhood Center	1
033 Bilingual Center	1
069 Houghton	1
197 Math, Science, Technology Preparatory	1
302 Emerson School of Hospitality	1
Charter - Buffalo United	1
Charter - Health Sciences	1
Charter - Oracle	1
Charter - South Buffalo	1
Baker Academy	1
Baker Hall School	1
Nativity Miguel Middle School	1

1.2 a Closure Plan

Provide a brief description of the plan for the closure of the existing school including information on why the district has chosen to close the school.

The State Education Department has notified the Buffalo Public Schools that Bennett High School is deemed an Out of Time School. The Buffalo Public Schools is submitting Form D under the auspices of closure per State Education notification.

1.2 b Phase-Out Plan

Provide a brief description of the plan for the phase-out of the existing school including information on why the district has chosen to phase-out the school.

Phase-Out School

Bennett High School, over the past several years, has failed to make substantial academic gains in spite of the assistance of funding received under the SURR and PLA process. The DTDSE reviews conducted in May of 2013, and again in October 2014, resulted in a school rating of developing or ineffective in nearly every category. ***(Attachments 1 and 2)***

With the imminently pending issuance of Out of Time status by SED, the Buffalo Public Schools District issued an RFP soliciting proposals for school improvement plans. Only one organization submitted a plan in response to the RFP in January 2014. This plan was rejected by the School Based Management Team the week of February 24, 2014.

Buffalo Public Schools was then left with the alternative of either closing Bennett High School or developing a viable phase-in/phase out plan. The district elected to do the phase-in/phase out plan. This plan is outlined below:

Phase-Out Plan

- In September 2014, Bennett High School did not accept 9th grade students or any new students into the 10th, 11th and 12th grade school population.
- The school is scheduled to complete phase out by June 2017.
- Students who do not graduate from the current Bennett High School within the close-out period will complete the Choice Application Process ***(Attachment 3)*** to transfer to a different school.
- Staffing will be downsized every year at the current Bennett High School to meet the requirements of the lower student enrollment.

The Phase-Out School plan is least disruptive for students, families, and the school community. The Phase-Out Plan also allows the existing Bennett High School students who meet graduation requirements to graduate and receive a diploma from the high school in which they originally enrolled.

1.3 Closure/Phase-Out Timeline

Provide an overall timeline for the Closure/Phase-Out of the existing school in the table below. Include timelines for activities such as, but not limited to consultation with stakeholders; notification of staff, parents and community; enrollment/transfer processes; staffing re-assignments and district support for the school during the Closure/Phase-Out period. Include the office and title of the person responsible for the activity listed.

Activity	**Timeline (Month/Year) for When this Activity Will Occur**	**Person(s) Responsible – Office/Title**
Consultation with Stakeholders		
Notification of Staff, Parents, and Community	Timeline of events to date: October 10-11, 2013 – SED conducts a modified DTSDE review of Bennett High School November 7, 2013 – SED debriefed with BPS leadership to share findings from their October 10-11, 2013 visit • Significant concerns were raised regarding the instructional practices and leadership December 20, 2013– District meets with State Education Department (Ira Schwartz) to discuss options the district must facilitate with Bennett High School to bring about significant change using one of the four options for a re-launch: • Conversion Charter • EPO Lead Partner • Phase In/Phase Out	Dr. Darren Brown – Associate Superintendent of Human Resources Superintendent Brown, Chiefs of School Leadership, Various Board Members

	• Closure Jan 8, 2014 - Superintendent recommends a re-launch of Bennett High School to the Board Jan 9-10, 2014 - Press release/Website/Robocall to inform the public and gather input regarding the decision to re-launch Bennett High School (Public Relations) District posted RFP for Lead Partner, Conversion Charter and EPO models for Bennett High School • Letter of intent due but not required – January 17, 2014 • Deadline for vendor to submit – January 27, 2014 January 25, 2014 at 2:30 p.m. - A meeting was held with the faculty of Bennett High School to discuss the model options available to evaluate the request for proposals. January 25, 2014 at 4 p.m. - A meeting was held with the parents of Bennett High School to discuss the model options available to evaluate the request for proposals. February 11, 2014 at 11 a.m. – Bennett High School Staff and PTO meeting to discuss the model options available and to evaluate the request for proposals. Week of February 24, 2014 – Review and evaluation of RFP Response conducted: • Bennett High School faculty rejects plan March 7, 2014 – Meeting with State Education Department where the two options of Phase Out/Phase In Closure Model or Closing the school were again discussed. Bennett High School – Phase In STEAM school and Phase Out the traditional model was selected • By March 12, two plans for Bennett High School and the new Phase In school must be presented to the Board as well as submitted to the SED April 15, 2014 - With the disapproval of the phase-out/phase-in plan, the Commissioner directed that the district, effective July 1, 2014 cease enrolling new students in Bennett High School. The district then informed the Buffalo Board of Education, school staff, and parents that the Bennett STE@M Academy would not open for the 2014-15 school year. The district also informed the Buffalo Board of Education, school	Superintendent Brown Public Relations Deputy Superintendent

	staff, and parents that Bennett High School would begin phasing out, effective September 2014. Bennett High School would not accept incoming 9th graders or any other students for the 2014-15 school year. May 31, 2014 is set as the deadline for the district to identify a project manager to oversee the development and implementation of the plan. April 25, 2014 – Conference call with SED about Bennett High School. May 31, 2014 – Constance Moss is identified as the project manager for Bennett High School. June 11, 2014 – In a 3-3 vote with 3 members absent, Board does not approve the appointment of Constance Moss as the project manager for Bennett High School. June 25, 2014 – Board votes to approve Constance Moss as the Project Manager for Bennett High School. June 27, 2014 – Constance Moss began the scope of work for the Bennett Redesign. July 2014 – August 2014 – The Bennett Redesign Team held weekly meetings for the development of the plan. July 24, 2014 –Voluntary stakeholder meetings for SCEP review/development of support plan for Phase Out Bennett 2014-2015. Weekly meetings. August 6, 2014 – RFP accepted for BOCES to render services for grade 10, 11, 12 Bennett students for 2014 – 2015. ***(Attachment # 4)*** August 6, 2014 – The Bennett High School Counseling Team sent out letters to the parents of all of the incoming 10th and 11th grade students informing them of the availability of programs offered at the BOCES Harkness Center for their children for the 2014-2015 school year. ***(Attachment # 5)*** August 29, 2014 – Scope of work completed and submitted to the BOE by Constance Moss for the Bennett Redesign Plan. September 4, 2014 – Board tables the plan submitted by Constance Moss for Bennett High School. September 15, 2014 – Students from Bennett High School who are registered to attend BOCES begin the program.	

	October 24, 2014 - RFPs sent to vendor list with a return deadline of 12/12/2014 @ 2:00 PM. October27, 2014 - Faculty and staff were informed about the 4 "Out of Time" schools and of the opportunity to submit a locally designed innovative proposal by 12/12/2014. November 17, 2014 – Ella Dunne is designated and begins work as the Lead Transition Facilitator for Bennett High School. December 2, 2014 – The Bennett Alumni Redesign Team hosted a community meeting to share their response to the Bennett High School RFP. December 12, 2014 – The Bennett Alumni Redesign Team submitted their proposal to the district. December 17, 2014– Ten district and community representatives were trained in the RFP rubric to be used to rate the proposals for the 4 "out of time" schools. December 17, 2014 – December 22, 2014 – The ten district and community representatives worked independently to rate the proposals for the 4 "out of time" schools. December 23, 2014 – The Lead Transition Facilitators compiled the scores and comments for each of the proposals and made copies for the board members. December 31, 2014 – Copies of the proposals, their scores, and compiled comments are mailed to each of the Board of Education members. January 12, 2015 - The Bennett Alumni Redesign Team presented their response to the Bennett High School RFP to the Board of Education at City Hall. January 12, 2015 – The Buffalo Public Schools provided a public comment card link on its website to share any concerns the parents and community may have in regards to the Phase In/Phase Out of Bennett High Schoo. The comment card also gave the community an opportunity to make recommendations to the Board, as well as provide additional information that would benefit the school. January 14, 2015 – Bennett parents, students and faculty addressed the Board of Education regarding their concerns regarding the Phase In/Phase Out of Bennett High School.	

	January 22, 2015 - The Bennett Alumni Redesign Team hosted a second community meeting to present their Bennett High School proposal. January 28, 2015 – – Bennett parents, students and faculty addressed the Board of Education regarding their concerns regarding the Phase In/Phase Out of Bennett High School. February 13, 2015 – Board of Education meeting where the following resolution was passed regarding Bennett High School: • To use the SES grant to underwrite planning and implementation for the expansion of a new MECHS strand for 2016-2017 • To incorporate aspects of the Bennett Alumni Plan to strengthen MECHS • To re-engage The Buffalo Promise Neighborhood in the development discussions March 5, 2015 – Meeting was held with the Bennett High School staff to explain the Reduction in Force process and to answer questions.	Dr. Darren Brown - Associate Superintendent of Human Resources
Enrollment/Transfer Processes	March and April, 2014	Dr. Mark Frazier - Director of Central Registration
Staffing Reassignments	Per Collective Bargaining Agreement (***Attachment #6)*** Reduction in Force: As the phase out of Bennett High School continues, each year the Principal will ask for volunteers, in each subject area, that are interested in transferring from the current building. If a volunteer is not identified in the school building, the least senior staff member in that subject is then identified as the teacher that must be transferred. The identified teacher is then put on the Reduction in Force list and given preference for open positions during the teacher transfer/staffing process for 2015-2016. The formulas that drive the School Based Budgeting (SBB) will be used to decide the number of staff, by subject area, that are necessary for the phase out school to operate properly. The process of teacher transfers begins the last week of June. Once correct staffing numbers are determined for the phase-out school, the individuals that are to be moved can begin having conversations with Principals that have vacancies as early as July 1, 2015.	Dr. Darren Brown - Associate Superintendent of Human Resources

	December 16, 2014 – Meeting was held to discuss the phase out plans of the four "out of time" schools. Discussion revolved around action steps to continue the phase out plan for Bennett High School and assign tasks and responsibilities to district personnel. The meeting was attended by: Judy Elliott (Distinguished Educator), Mark Frazier (Director of Central Registration), Martha Younger (Director of Guidance), Eileen Bowen (Project Administrator II), Heath Frisch (Director of Parent Engagement), Ella Dunne (Lead Facilitator for Bennett High School), Rose Schneider (Lead Facilitator for East High School), Wanda Schoenfeld (Lead Facilitator for Martin Luther King School), and Anne Henry (Lead Facilitator for Lafayette High School).	Dr. Will Keresztes – Associate Superintendent of Student Support Services
	December 23, 2014 – A detailed list of responsibilities with deadline dates is developed to be shared with all district stakeholders. The meeting was attended by: Linda Cimusz (Chief Academic Officer), Will Keresztes (Associate Superintendent of Student Support Services), Barb Smith (Chief Finance Officer), Ella Dunne (Lead Facilitator for Bennett High School), Wanda Schoenfeld (Lead Facilitator for Martin Luther King School), Anne Henry (Lead Facilitator for Lafayette High School), and Judy Elliott (Distinguished Educator) on phone.	Superintendent Donald Ogilvie
District Support	January 6, 2015- A meeting was held to check on the progress towards the list of deadline dates and included clarifying questions needed to complete the information needed for the Phase-Out plan. Mark Frazier (Director of Central Registration), Barb Smith (Chief Finance Officer), Peggy Boorady (Associate Superintendent of School Leadership) David Mauricio (Associate Superintendent of School Leadership) Cassandra Wright, (Associate Superintendent of School Leadership), Brian Lorenz (Deputy Director of Human Resources), Ella Dunne (Lead Facilitator for Bennett High School), Rose Schneider (Lead Facilitator for East High School), Wanda Schoenfeld (Lead Facilitator for Martin Luther King School), and Anne Henry (Lead Facilitator for Lafayette High School).	Linda Cimusz - Chief Academic Officer
	January 7, 2015-A meeting was held to discuss Common Core curriculum, instruction, and supports for the students in the Phase-Out Schools. Mark Frazier (Director of Central Registration), Julie Romain (Director of ELA), JaDawn Wagstaff (Director of Math), Kim Curtin (Director of Special Education), Tammy Alscase (Director of Multilingual Education), Peggy Boorady (Associate Superintendent of School Leadership) David Mauricio (Associate Superintendent of School Leadership) Cassandra Wright, (Associate	Dr. Will Keresztes – Associate Superintendent of Student Support Services

	Superintendent of School Leadership), Brian Lorenz (Deputy Director of Human Resources), Ella Dunne (Lead Facilitator for Bennett High School), Rose Schneider (Lead Facilitator for East High School), Wanda Schoenfeld (Lead Facilitator for Martin Luther King School), and Anne Henry (Lead Facilitator for Lafayette High School). January 23, 2015 – A meeting was held to discuss any questions and/or concerns regarding the Bennett proposal in order to prepare for the submission of Form D. This meeting was attended by Linda Cimusz (Chief Academic Officer), Cassandra Wright (Associate Superintendent of Leadership), Marilyn Wittman (Representative of the Bennett Alumni Re-Design Team), and Ella Dunne (Lead Transition Facilitator). Differentiated Support Plan was created for Phase out of Bennett High School (***Attachment #7)***	Linda Cimusz - Chief Academic Officer Cassandra Wright – Associate Superintendent of Leadership

1.4 Community and District Involvement

*Describe the roles of community stakeholders, the district office and the board of education in the formal process of phasing-out the school. (**Attachment #8)***

- Stakeholder meetings were held with faculty, community and alumni association to inform them of the status of Bennett High School and the options available for school programming beginning the 2014-2015 school year on the following dates:
  - January 25, 2014
  - February 11, 2014
  - February 12, 2014 DTSDE Review with School Based Management and Leadership Teams
  - March 10, 2014

- A PowerPoint presentation was delivered during the January 25, 2014 meeting to provide the community with critical information and to provide an opportunity to capture their feedback and input.

- Public Notices were posted on the website from December 30, 2013 to January 19, 2014.

Given the approval of the Bennett Phase-Out Plan by SED but the disapproval of the Phase-In plan, the process of re-engaging the Community and District for a second round of Phase-Out plans began again in Fall 2014. The following reflects that timeline:

- December 2, 2014 – The Bennett Alumni Redesign Team hosted a community meeting to share their response to the Bennett High School proposal.

- January 12, 2015 - The Bennett Alumni Redesign Team presented their response to the Bennett High School proposal to the Board of Education at City Hall.

- January 22, 2015 - The Bennett Alumni Redesign Team hosted a second community meeting to share their response to the Bennett High School proposal.

1.5 Parental Involvement

Describe the roles of parents in the formal process of phasing-out the school. For instance, describe how parents will be informed of the Closure/Phase-Out plan and options for student transfers.

(Attachment #9)

Stakeholder meetings were held with families on the following dates:

- January 25, 2014
- March 11, 2014

A meeting was held in January 2014 to provide preliminary information on options for the school. A meeting was also held with the school community to apprise them of the decision of the phase-in/ phase-out plan. Parents were informed that students currently attending Bennett High School in grades 10, 11, and 12 would be allowed to remain at the school until they graduate and/or may choose to transfer to any other school in the district.

Parents were notified of the Phase-Out/Phase-In process in parent meetings (conducted during the school day and in the evenings). All available options to remain at Bennett High School #200 or transfer to another BCSD school were presented. Parents were notified of the meetings through letters sent home and School Connects telephone calls. Staff at Central Registration Center were available in person and on the telephone to answer parent questions regarding the transfer process, Monday through Friday, 8:00 a.m. to 4:00 p.m.

The parent facilitator will be trained in the phase in/phase out process to support parents in this process.

1.6 Student Transfer Plan

Describe the process the district will follow to place students from the Closure/Phase-Out school into other schools. Identify zoning or admissions policy changes, as required. Describe the impact that the Closure/Phase-Out will have on those schools that will enroll students who would otherwise be attending the Closure/Phase-Out school.

Specifically, the district must identify those schools that they expect will be most impacted and provide estimates on how this will change the schools in terms of:

- *class sizes;*
- *building utilization; and*
- *the percentage of students enrolled in the Closure/Phase-Out school who are students with disabilities (SWDs), English language learners (ELLs), or in need of Academic Intervention Services (AIS) and the percentages of SWDs, ELLs, or AIS at the schools that will be most impacted by the Closure/Phase-Out.*

NOTE: *No new admissions to the phasing-out school are permitted.*

Bennett High School began the implementation of the phase-out plan for the 2014/2015 school year in September 2014. No new students were scheduled to attend Bennett High School this year.

- Bennett High School will be phased out by June 2017.
- There are no new students accepted into the current Bennett High School during the phase-out process.
- In September 2014 no new ninth graders were accepted into Bennett High School.
- Repeater ninth grade students remained at Bennett High School and have been offered repeater courses.

- Students that are not eligible for graduation by June 2017 will participate in the School Choice Application process.

Current 10th, 11th, and 12th grade students who are on track to graduate will complete high school at BHS if they continue to earn credits on schedule by 2017. As the school becomes smaller, students will receive more individualized attention through graduation to ensure they are receiving the support they need to succeed. Students will meet with their guidance counselor to discuss all of their options.

Current 10th, 11th, and 12th grade students who are not on track to graduate will meet with their guidance counselor to discuss options. Students will complete their school diploma at a transfer high school if they are not on track to graduate by 2017. The guidance counselors will provide the students every avenue possible to graduate from Bennett High School including the use of Grad Point for credit recovery and the opportunity to attend McKinley High School's Credit Accrual Program.

All current students in grades 10 and 11 at Bennett High School #200 will be offered the opportunity to remain at the school until June, 2017.

Communication with the current Bennett students and their parents is ongoing to ensure their on-time graduation:

All 10th, 11th, and 12th graders were given individual credit reviews with their school counselor, and were given a copy of their earned credits and status as a Sophomore, Junior, or Senior.

Grade level meetings – Monthly Meetings September 2014-January 2015

Parent-Teacher Conference Nights – Fall 2014 and Spring 2015

Letters were sent out to students (and their parents/guardians) who were failing any course at the end of the first marking period, to make an appointment to discuss their child's academic situation. Very few calls were returned to the counselor (about 4 out of 65 senior letters).

We met with seniors at the end of the first marking period, and those who failed one or more courses were given an action plan to complete and discuss what they were going to do so that they could be successful and graduate in June 2015.
Students completed their action plan, and those who did not show up to the "mandatory meeting" were put on a special DNA list until they completed this.
This procedure will be done again for those that are in danger of not graduating as of the second marking period.

10th, 11th, and 12th graders who have an attendance issue and failing grades were part of our blitz with our Attendance Teacher (Mrs. Nelis Henderson), and Social Worker and SAY YES Facilitator (Mr. Solomon Jackson). They made phone calls, sent letters, and made home visits. Many students who were over-aged and under credited were given the opportunity to obtain their high school diploma or TASC by attending other programs.

If students currently attending Bennett High School #200 for 2015-2016 want to transfer, the window for parents to submit applications is thirty days after state approval of the phase out plan. Parents can submit transfer applications via US mail or fax or by delivering the application in person.
(Attachment #10)

Special Populations at the Phase-Out School

Currently 22.3% of the student population at #200 is comprised of students with disabilities. There are three 12:1:1, one 15:1, and one 6:1:1 self-contained class in grades 10, 11, and 12 that will remain at Bennett High School #200 through June, 2017. Self-contained students or students currently receiving Resource, Integrated Co-Teaching, and Consultant Teacher special education services who transfer to other District schools will be offered comparable services in accordance with their Individual Education Plans.

Fifteen students (3.3% of the student population) are English Language Learners (ELLs). All ELLs will be offered appropriate services at Bennett High School #200 or other District high schools.

Parents can submit a transfer application to attend any District school with available seats, as the BCSD is a total choice District. In all schools, if more students apply to attend than there are available seats, a computerized lottery system will be employed to place students. All students transferred from #200 will receive placements in the BCSD. Class sizes are capped at 30 students in grades 9-12. Classrooms will be added in schools with available space if the need is identified.

Schools Impacted by the Phase-Out

Ninth grade students were not enrolled at Bennett this year and beginning in October 2014, eighth grade students throughout the district were precluded from selecting Bennett High School as a choice for next year. The district has addressed the increased number of students that will be attending other high schools by equitably distributing them throughout the district.

The same use of the School Based Budget (SBB) will exist. Once staffing levels are determined based on the district wide formulas, and student enrollment, the proper number of staff members will be assigned. Extra positions will be first available to teachers that have been affected by a Reduction In Force (RIF) from phased out schools. These teachers will have "super seniority" based on their involuntary status. ***(Attachment # 11)***

1.7 Educational Program in Closure/Phase-Out School

Describe the process the district will follow to improve the educational program of the school being phased-out. Provide a description of how the district will implement/continue the following activities until the school has completed the Closure/Phase-Out process:

- *Job-embedded professional development for staff;*
- *Extended learning time for students; and*
- *Professional development and activities related to the use of data to guide instructional decisions at the school and classroom levels.*

Educational Programs

Along with the core subjects, the following educational programs are ongoing and continuing to ensure that the current Bennett High School students receive a rigorous education and are college and career ready upon graduation.

Virtual Advanced Placement Program

Bennett High School students were given, and will continue to have the opportunity to enroll in Virtual Advanced Placement (AP) courses in the Fall of 2015. This program is funded by a three year NYS grant. The current students registered for 1 or 2 courses in the area of Art History, English Lit and Composition, Psychology, and/or U.S. Government and Politics.

There are many benefits to the Virtual AP courses, including the potential to earn college credits, enroll in courses that are not offered in the high school, the opportunity to receive virtual learning training, the opportunity to explore a mode of learning used by colleges, gain essential time management and organizational skills, complete coursework flexibly, and experience the rigor of college level courses.

The Buffalo Public Schools, funded through a NYS grant, were able to provide each Virtual AP student with:

- Samsung Galaxy Tablet
- AP Exam Fees
- NYS certified, College Board trained teachers
- College Board approved courses
- Technology and hardware support
- Training for students
- Access to online learning environment

Career and Technical Education

The District will continue to support The Bennett High School CTE curriculum for the 2015-2016 school year. Business and Forensics, are four year continuums of hands-on instruction where students transition seamlessly from attaining their Regents diploma, Business certification at the high school level, to an associate's degree and/or bachelor's degree program at the collegiate level. District wide the graduation rate of students that completed a Career Pathway in June 2013 was 88.44% (NYSED: CTEDS data) compared to the 56% of the non-CTE peers (2013-2014 Preliminary District data based on June Graduation).

- The district will continue to support the NYSED CTE certified business program with supplies, equipment, assessments, and work based experiences. Additionally all support for CTE endorsement including but not limited to integrated academic credit, college articulation agreements, and advanced study credit toward their CTE endorsement. Where possible stackable credentials will be available to CTE students to increase their employability. All curricula are cross – walked with Common Core Math and English standards as well as the NYSED CDOS and industry standards.

The Business programs culminate in industry certifications and college credits. The Bennett students can opt to pursue a general business strand or Virtual Enterprise. The students that complete the general business strand will receive an industry certification as well as their high school degree and college credit. These students will take courses that will make them highly employable in any career area within a business office. The differentiated business program will be offered and provide the students a skill based CDOS credential co-taught by a CTE business teacher and a special education teacher.

The students that choose to complete the Virtual Enterprise Program will receive National Occupation Competence Testing Industry (NOCTI) certification, their high school degree, and college credits.
The Virtual Enterprise International Program is an in-school entrepreneurship program and global business simulation that draws on the European tradition of apprenticeships, transforming students into business executives and classrooms into office settings. With emphasis on college and career readiness, Virtual Enterprise offers students a competitive edge through project based, collaborative learning and the development of 21st Century skills in entrepreneurship, global awareness, problem solving, communication, financial literacy and technology. The students that follow the Virtual Enterprise pathway have had a 96% graduation rate over the last six years. Of those students, 89% have gone on to post-secondary school and received industry certification and/or a college degree.

The Bennett High School Business students were able to attend the regional virtual enterprise competition at the University of Rochester in December 2014. The district is sponsoring a booth for the Bennett students to compete in the International New York City Virtual Enterprise Competition in the Spring 2015. Bennett High School is also hosting a school wide Virtual Enterprise Competition at Bennett High School on February 11, 2015. ***(Attachment 12)***

Forensics is another pathway offered at Bennett High School. This high demand certification leads to employment in field such as police enforcement, state trooper, and border patrol as well as post-secondary opportunities in Criminal Justice.

All curricula are cross walked with Common Core Math and English standards as well as the NYSED CDOS and industry standards. District wide professional development offered by the CTE department, will be available to all CTE teachers at Bennett High School. Examples of the PD offered are Work-Based Learning and Youth Organizations, Data Driven Instruction, and Common Core Technical Area, Math/ELA Integration.

Erie I BOCES

Bennett High School will continue to partner with Erie I BOCES that will provide afternoon and evening career and technical education courses. The tenth grade students have been offered the opportunity to take a Career Exploration Program. In this program the students will have the opportunity to explore eight different career paths through five-week modules. Qualified eleventh grade students were given the opportunity to enroll in the BOCES CTE programs offered at The BOCES Harkness Center. Letters were sent to the homes of all eligible students as well as phone calls made by the guidance counselors.

Interdisciplinary Science and Engineering Partnership (ISEP)

The University of Buffalo brings to Bennett High School an Interdisciplinary Science and Engineering Partnership with a focus on pharmacy and pharmaceutical sciences. The project uses an innovative approach to teacher professional development among high needs urban schools. This is accomplished through courses and interdisciplinary research experience, development of science and technology classroom materials aligned with state science learning standards, and inquiry based curricula. ISEP also combines novel mentoring approaches and expanded Professional Learning Communities (PLCs) to build leadership and resources for improving science education.

Bennett High School has been fully funded since 2011, with the development of a strong teacher team, teacher leadership, regular support from a full time STEM Ph.D. student and undergraduate service learning students. ISEP has successfully worked to engage teachers and students in opportunities to increase teacher knowledge, and apply it to new classroom materials and work and has provided students advanced in school and after school opportunities. The Bennett teachers have had the opportunity to collaborate in PLCs in a summer research based professional development at UB and associated ISEP supporting partners such as The Department of Pharmacology and Toxicology.

The focus on pharmacy, pharmaceutical sciences, and pharmacology result in classroom materials and subject based focus in several classes. Besides materials in the proposed introductory course strands, focusing on the basic areas of pharmacy and pharmaceutical sciences, including genetics, special focus advanced science courses on pharmaceutics and pharmacokinetics, basic materials have impacts in the Living Environment and Chemistry Regents courses.

Special Education

Continue to support a 12th grade 12:1:1 and 15:1 special class level of service. The curriculum will continue to be aligned to the Common Core. Students who require resource room, consultant teacher, or integrated co-teaching will receive them based on IEP recommendations. Teachers will receive any staff development provided to all special education teachers in the district such as on Integrated Co-teaching and Specially Designed Instruction.

English Language Learners

ESL services will be provided in compliance with Part 154 regulations. ESL instruction will continue to be aligned with the Common Core, ELA, and Mathematics with appropriate modifications and supports. ESL teachers will teach part-time and act as support to content teachers for the other portion of the day, co-teaching lessons and assisting with instructional strategies and lesson modifications. The Multilingual Department will provide additional support for the school based coaches and teachers via the Title III support staff, district sheltered instruction coach, and centrally offered PD opportunities such as SIOP I Component Enrichment, SIOP II Component Enrichment, Step Up to Writing, and Meeting the Common Core through Biliteracy and Translanguaging.

Extended Learning Time
Title I

Students remaining in the phase out school will have the continued opportunity to participate in the Title I after school program Monday – Thursday from 3:00 p.m. – 5:00 p.m. During this time the students will have opportunities for tutoring, credit accrual and credit recovery in all of the core courses. Snacks are also provided to the students that stay for extended day support.

This program is made available to all students but is specifically mandated for students that are identified by their teachers and/or by parent request. Athletes that are not eligible to play sports are also mandated to attend this program.

Current Year's Period Marks (2014-2015)

School Department	Mark	Scale Marks
English Language Arts	A	5.84%
English Language Arts	B	13.45%
English Language Arts	C	16.88%
English Language Arts	D	24.62%
English Language Arts	F	39.21%
Mathematics	A	6.28%
Mathematics	B	9.08%
Mathematics	C	13.27%
Mathematics	D	20.53%
Mathematics	F	50.84%
Science	A	2.72%
Science	B	10.08%
Science	C	15.04%
Science	D	24.32%
Science	F	47.84%
Social Studies	A	3.48%
Social Studies	B	10.70%
Social Studies	C	21.86%
Social Studies	D	27.39%
Social Studies	F	36.57%

Based on the above current student data, the following courses are offered Monday-Thursday:

English I	Algebra	Global Studies 10	Living Environment	Environmental Science
English II	Geometry	U.S. History	Earth Science	General Physics
English III	Algebra 2		Chemistry	Anatomy & Physiology

The above mentioned courses follow the NYS mandated curriculums and are taught by the core area teachers.

Due to the fact that 49% of the seniors failed Participation in Government, it is also offered in the extended day for class recovery, taught by the Participation in Government teacher.

Expectations of Teachers in the Title I Program:
Teachers will create lesson plans and utilize the curriculum provided to them, as well as supplement as needed with supervisors' approval. Teachers are expected to provide support & positive interaction with students, administer pre and post assessments, maintain attendance, and as needed, communicate and provide information to parents on the progress of their child.

This program integrates academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. This expanded learning time addresses the unique learning needs and interests of all of the students. The administration ensures fidelity to the goals of the extended day program.

Recruitment for Extended Learning Time

- Guidance counselors will work closely with each student, to plan their course of studies, to support their school performance, to review progress, to set academic goals, as well as to implement academic interventions (afterschool program) The guidance counselor will communicate with families on an on-going basis to provide updates on student achievement and attendance, as well as to recognize successes
- Students that are identified by their teachers due to failing grades will be mandated to report to the Title I after school program and will receive both parent and student letters with a schedule attached
- The parent facilitator will work as a liaison between the guidance department and the parents to ensure participation and attendance in the afterschool program.

Buffalo Center for Arts and Technology (BCAT)

In addition to the Title I after school program, a youth arts program at Buffalo Center for Arts and Technology provides a safe, nurturing and inspiring after-school environment that supports high school completion through arts programming. BCAT's after-school youth arts program is held in a state-of-the-art building on the edge of downtown Buffalo. At BCAT, students make new friends and learn new music, art and design skills. Our students stay engaged throughout their academic journey and, inspired by their experiences, remain in school and build expectations for a future beyond high school. Students collaborate with renowned artists and top arts organizations to ensure our students have access to the best design and media training to prepare them for the many pathways that await them after high school. An important component of this program is maintaining close contact among school staff, parents, and BCAT staff to coordinate effective student support. BCAT is based on Pittsburgh's Manchester Bidwell model, where 90% of arts program students graduate from high school.

The program began in January 2014. To date data collected shows a correlation between strong BCAT program attendance and strong school attendance.

Say Yes Buffalo

Say Yes Buffalo has implemented support services to address academic, social/emotional and health needs of students at Bennett High School. A Say Yes facilitator has been assigned and will continue to assist Bennett in using a student monitoring system to ensure students are on track to thrive and successfully graduate high school. This facilitator also provides the following support services: tutoring and academic assistance, college coaching, health and wellness supports, and mentoring programs. The Say Yes facilitator also focuses on opportunities to visit colleges, attend college fairs, meet college

recruiters, apply for college scholarships, and the college application process, with the goal of promoting a *college-going culture* throughout Bennett.

Hillside Work-Scholarship Connection (HW-SC)

Hillside Work-Scholarship Connection is a nationally recognized drop-out prevention program that helps at-risk youth who are living in poverty to graduate from high school. HW-SC has mentors in Bennett High School that partner with family members, teachers, school counselors, and other adults to provide a coordinated framework of support for each student. This program will continue for students remaining in the phase out school.

Students who are capable of success but are in danger of dropping out of school are paired with a youth advocate, a professional, full-time mentor. These year round, school based mentors will continue to work with students 24/7 to address their individual needs and the obstacles impeding their success.

In addition to the long-term mentoring, HW-SC will continue to provide after school and full summer enrichment activities, youth employment training and employment opportunities, employment and workplace mentoring, and supplemental education services, tutoring, and access to other support services such as college preparation and application assistance.

Sports and Clubs

The school will continue its long time traditions of football, soccer, basketball, bowling, cross country, baseball, softball, track and field, swimming, and many other sports. In addition to athletics, Bennett will continue to provide clubs for students such as Yearbook, Senior Class, Science Club, and the Gay Straight Alliance.

Leadership Support:

Assistance will be given to the principal and leadership to develop an effective School Comprehensive Education Plan that focuses on meeting established program components, school targets, course requirements and intervention strategies for students to graduate on time from BHS. The Office of School Leadership will supply monthly technical support in the monitoring an implementation of a SCEP that will support increased and sustained student achievement.

School administrators are required to participate in all district professional development activities including how to implement the strategies of a successful Turnaround School Leader specific to increasing graduation rates and college going rates for students continuing to be enrolled at BHS. There are monthly principal professional development meetings offered by the Office of School Leadership in conjunction with support from the Office of Shared Accountability and the Office of Assessment, Curriculum and Instruction.

Instructional Support:

Professional development is aligned with the district's three instructional priorities:

- Visiting classrooms daily and providing teachers with feedback.
- Leading effective grade level/subject common planning meetings
- Using data to drive instructional practices
  (Attachment #13)

The following Professional Development was scheduled and provided based on the needs of the teachers expressed through a survey taken on October 6, 2014.

	Date(s)	Topic	Audience	Facilitator
Principal Support	**August 2014 through October 2014**	• **Onsite daily leadership, coaching, and mentoring support to the principal**	Dr. Stevenson	Dr. Morrell
Needs Assessment	**9/24/14**	• **Planning meeting with Curriculum Lead Teachers (CLTs) to review Learning Walk Notes, SCEP, and PD Survey**	Curriculum Lead Teachers: ELA Math Science Social Studies Business Dr. Stevenson Ms. Velez-Lopez	OSL Coaches: Nicole Buccilli Bonnie Pawlak Lisa Sanders Dr. Morrell
	10/6/14	• **Debrief Learning Walk notes to set purpose for completing the PD Survey** • **Results of PD Survey will determine next steps of support**	Teachers: ELA Math Science Social Studies Business *(Dr. Stevenson will be providing coverage for the Business teachers)*	OSL Coaches: Nicole Buccilli Bonnie Pawlak Lisa Sanders
	12/1/14	• **Analyzing PD survey results to develop PD Calendar of supports**	Curriculum Lead Teachers: ELA Math Science Social Studies Business Ms. Velez-Lopez	OSL Coaches: Nicole Buccilli Bonnie Pawlak Lisa Sanders
Differentiating CCLS ELA Modules	**10/2/14**	• **Support ELA CLT to adapt, differentiate, and implement NYS Modules for ELA grades 9-10**	ELA CLT	OSL Coach: Bonnie Pawlak

	10/7/14	• **Continued support with ELA CLT to adapt, differentiate, and implement NYS Modules for ELA grades 9-10** • **Implementing Close Reading strategies within the NYS Modules for ELA grades 9-10**	ELA CLT	OSL Coach: Bonnie Pawlak
Illuminate	**~~11/20/14~~** **Rescheduled due to snow days** **1/22/15**	• **Illuminate training: Creating assessments, scanning results, and data reports**	Teachers: ELA Math Science Social Studies Non-Core Area Teachers *(Dr. Stevenson will be providing coverage for the Non-Core Teachers)*	OSL Coach: Nicole Buccilli Illuminate Representative: Danyelle Anthon
Ti-Nspire/Navigator	**12/2/14**	• **TI-NSpire needs, Navigators, examine broken equipment, versions, and Press-to-Test**	Teachers: Math	OSL Coach: Lisa Sanders
	12/17/14	• **Link Calculators/Cradles to Navigator** • **Updating TI-NSpire handheld operating system**	Math CLT	OSL Coaches: Lisa Sanders Kristin Connolly
	1/20/15 **1/21/15** **1/22/15** **1/23/15**	• **Link Calculators/Cradles to Navigator** • **Updating TI-NSpire handheld operating system** • **Press-to-Test**	Teachers: Math	OSL Coach: Lisa Sanders

Mastery Objectives	**1/12/15** **1/13/15**	**Mastery Objective Writing** • **Focus on instruction taking place starting the first day of the 2nd Semester** • **Teachers need to bring curriculum materials related to what they are planning to teach the week of February 2-6, 2015**	Teachers: ELA Math Science Social Studies Non-Core Area Teachers *(Dr. Stevenson will be providing coverage for the Non-Core Teachers)*	OSL Coaches: Nicole Buccilli Bonnie Pawlak Lisa Sanders

See section below for the remainder of the school year PD.

Bennett High School
Two-Year Regents Trend Data for ELA & Math

KEY	Level 1	Level 2	Level 3	Level 4	Level 5
Regents %	0-54	55-64	65-84	85-100	
Common Core % ELA	0-54	55-64	65-78	79-84	85-100

REGENTS ELA	Level 1	Level 2	Level 3	Level 4	Level 5	% Proficiency
Jan-13	42%	19%	38%	2%		40%
Jun-13	21%	22%	53%	3%		56%
Aug-13	52%	14%	34%	0%		34%
Jan-14	31%	10%	50%	9%		59%
Jun-14	28%	17%	50%	6%		56%
Aug-14	55%	19%	26%	0%		26%

Common Core ELA	Level 1	Level 2	Level 3	Level 4	Level 5
Jun-14	35%	19%	32%	7%	7%

KEY	Level 1	Level 2	Level 3	Level 4	Level 5
Regents %	0-54	55-64	65-84	85-100	
Common Core % MATH	0-54	55-64	65-73	74-84	85-100

REGENTS Integrated Alg	Level 1	Level 2	Level 3	Level 4	Level 5	% Proficiency
Jan-13	29%	29%	42%	0%		42%
Jun-13	32%	21%	46%	1%		47%
Aug-13	26%	28%	46%	0%		46%
Jan-14	39%	35%	26%	0%		26%
Jun-14	33%	29%	38%	0%		38%

Aug-14	52%	16%	32%	0%		32%

Common Core Alg	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Jun-14	57%	36%	7%	0%	0%

REGENTS Geometry	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**% Proficiency**
Jan-13	50%	42%	8%	0%		8%
Jun-13	57%	25%	16%	1%		17%
Aug-13	59%	26%	15%	0%		15%
Jan-14	83%	17%	0%	0%		0%
Jun-14	83%	8%	6%	2%		8%
Aug-14	100%	0%	0%	0%		0%

REGENTS Algebra2/Trig	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**% Proficiency**
Jun-13	100%	0%	0%	0%		0%
Jun-14	100%	0%	0%	0%		0%
Aug-14	0%	0%	100%	0%		100%

Based on the results of the two-year Math and ELA trend data and the 2013-2014 DTSDE Review, Bennett High School has expanded upon the above mentioned professional development. Professional Development action steps for the remainder of this year have been mapped out for implementation and progress monitoring.

2013-2014 DTSDE Review	Findings	2014-2015 Action Steps	Ensure Fidelity
Instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	The review team found that there was no evidence of short and long-term goal planning for learning progressions based on individual student data. There was no evidence of co-planning or co-teaching in any classroom.	All core area teachers have received professional development on Mastery Objective Writing in their CPT (week of January 12, 2015). The mastery objective is to be used to introduce each lesson and will be referred to at the end of the lesson to ensure that the objective was met. Teachers will be provided with professional development on CCLS lesson planning and implementation on the evidence collection tool. Teachers will use revised district lesson plans that align with the CCLS, NYS	Administrators will ensure that each teacher is writing and speaking to their Mastery Objectives through daily walkthroughs. Lesson plans will state the Mastery Objective and will indicate how the teacher will know it was met. All teachers' lesson plans will explicitly reflect the implementation of CCLS, text selection,

		instructional modules, resources from EngageNY and will utilize best practices that align with CCLS. The PD will focus on task centered lessons. Special education teachers will be scheduled in the appropriate CPT meetings and will be trained on implementing the Common Core curriculum modules. CTE teachers will be given CPT once every six days to enable them to receive the same trainings as the core area teachers. This will allow the CTE teachers the opportunity to share with academic teachers progress or concerns about shared students.	text based questions, and differentiated instruction strategies. GLM /CPT minutes Administrator Walkthroughs Lesson plans will show evidence of co-planning. Special education teachers will be active participants in delivering and differentiating lessons. Fidelity will be observed through daily administrator walkthroughs, lesson plans, and CPT minutes. CPT minutes Administrator Walkthroughs
Instruction aligned to the Common Core Learning Standards (CCLS).	The review team found that the teachers did not consistently use instructional practices that were aligned to the CCLS, and that the present practices delivered do not result in increased student achievement.	All Teachers will be given professional development on the CCLS and their instructional shifts. The PD will include several dates focusing on: • Student engagement • Bloom's Taxonomy and higher order questioning • Close reading • Differentiating instruction based on student data All core teachers will be provided with training every week after school for 2- 2.5 hours starting February 2015. This training will focus on instructional strategies and best practices related to Common Core, cooperative learning strategies, DDI, mastery objective writing, backwards planning, and using illuminate to create	Lesson plans will be task centered and aligned to the CCLS. GLM /CPT minutes Administrator Walkthroughs

		assessments and data collection. This after school PD will be funded by Title I.	
Lessons are responsive to students' varied experiences that lead to high levels of student engagement and inquiry.	The review team found that instruction was not guided by data, and students' academic needs were not being met. The instructional opportunities do not cultivate collaborative or independent thinkers/learners with a sense of voice.	Teachers will share reading activities during common planning time and types of text-based questions to ensure students are using critical and analytical thinking skills. In CPT meetings teachers will rely on CCLS, data, and best practices to revise and implement strategies that ultimately lead to student involvement and achievement in their own learning.	Administrator participation in CPT meetings. GLM /CPT minutes Administrator Walkthroughs
Use of data to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	The review team found that teachers are not using the regularly administered assessments to adjust and differentiate instruction. The students are not given regular, accurate and relevant feedback that fosters their participation in the monitoring and assessing of their learning.	Teachers will be provided with professional development on using data to inform lesson planning. Teachers will collaboratively develop lesson units and plans that are based upon data and address differentiated needs of students. Teachers will be trained on the Data Driven Instruction (DDI) process. Discussion of data and specific student work at both vertical and horizontal team planning meetings.	Lesson plans will show evidence of data that drills down to the individual student level. CPT and GLM minutes Administrator's daily walkthroughs.

Job embedded training will be provided for assistant principals on conducting observations, reviewing student work, and accountability tools.

Job embedded training for the school leadership team on implementing instructional learning walks will be provided to help teachers learn from each other and to determine the school wide professional development needs to increase student learning. A Supervising Principal who is a certified NYS DTSDE Lead Reviewer will work monthly with the leadership team at Bennett to develop learning walk protocols and assist in refining the leadership teams observation and evaluation skill set.

District level support from the Office of Curriculum, Assessment and Instruction will be provided to support the school in aligning and compacting the Common Core curriculum across grade levels and subject areas.

Job embedded professional development on the use of data to improve instruction for English language learners, special education students, and students performing below grade level will be provided to

support students in meeting graduation requirements. For example, in addition to core area assessments, teachers of ELLs would need to examine and analyze the data from the NYSITELL and NYSESLAT. These two assessments would provide information on the ELLs proficiency levels which may affect how teachers would approach content area instruction such as vocabulary development.

Operational Support:

Job embedded professional development provided by the Budget Office for leadership staff on budgeting, human resources, and compliance issues will be provided to staff in the implementation of the phase-out process. Personnel from various departments i.e. Human Resources, Office of Shared Accountability and the Office of School Leadership will meet with the staff on a quarterly basis to clarify questions provide technical support and answer inquires about the progression of the Phase-Out plans.

Student Support:

Job embedded professional development for guidance counselors, offered on a quarterly basis from the Department of Counseling, will be provided on how to use scholarship reports and graduation tracking systems to ensure on-time graduation, credit recovery options and transfer options.

Counselors were trained and in-serviced through the districts' Guidance Department and Hobsons' consultants on how to use various tools such as Hobsons Naviance Program to support students and parents on the research of scholarships. Also the Guidance Department is linked with New York States HESC FAFSA Completion Project which also identifies students that have not completed TAP applications and PELL grants which would allow them additional dollars for college scholarships. BPS is partnered with The University of Buffalo Graduate School of Education which has FAFSA teams in every high school assisting students complete the FAFSA application. Training is provided through this organization to school counselors.

Counselors are trained by the BPS Guidance Department on how to identify students on track by credits assigned. Counselors use the Senior Credit Review Form which every student is required to have annually to see where their high school credits are to ensure on time graduation. Counselors also use the Data Dashboard to identify credits assigned to ensure that students are on track or if they need additional courses. The Data Dashboard training was given by the Office of Shared Accountability and is done annually for updates and revisions.

Students who are in need of additional credits are given the option of attending the McKinley High School Credit Accrual Program or can avail themselves to Grad Point for credit recovery to make up additional credits they are in need of.

Job embedded professional development, during after-school faculty meetings by the PBIS committee and school leadership team on a quarterly basis, will be provided on how to create a school learning environment that encourages improved student attendance and a reduction in suspensions.

Bennett High School counselors along with the SST members have been trained on PBIS and Safe and Civil Schools which helps to create a school learning environment that is safe and conducive to learning. It also tracks students' attendance and suspension rates. These programs help the counselors to identify students that are at risk and may need to be supported by strategies such as Check In/Check Out. Counselors have also been trained in Dignity for All Students Act (DASA) which gives them the insight into some of the reasons students may not attend and enable them the opportunity to support those students.

1.8 Leadership and Staff

Describe the process the district will follow to downsize the existing leadership and staff.

The Collective Bargaining Agreement with the administrators' union allows the Superintendent to reassign administrators. Those moves are not impacted by seniority or other contractual limitations. There will be a newly assigned administrator in the Phase-In school at Bennett and a reduction in the overall administrators in the Phase-Out of the current Bennett High School.

As the students graduate from the Phase-Out school, administrative assignments will be adjusted. This same process will be used for teachers in the Phase-out school with special consideration given to allowing students to complete their program requirements, requirements for graduation, and program requirements to support student success.

The teachers who are impacted by the Phase-Out plan are considered "Reductions in Force." The Collective Bargaining Agreement process begins by asking for volunteers in all the areas needed to be downsized. If there are no teachers who volunteer to transfer, transfers are based on the least seniority. These teachers will receive preference over the voluntary transfer candidates. ***(Attachment #14)***

1.9 Community Support

Describe how the district will provide support for the schools receiving additional students as a result of the school's Closure/Phase-Out.

The Phase-Out process for Bennett High School allows all 10th, 11th, and 12th grade students to remain in the school until graduation. If students choose to transfer to other high schools in the district, the per pupil expenditure allocations will follow the student and staffing formulas will be applied to the receiving schools. The School Based Budget Process outlines how funds are allocated to schools.

An increase in any high school enrollment as a result of the Phase-Out of Bennett High School will be monitored by Human Resources and the Budget Office to ensure appropriate staffing is immediately allocated.

SECTION 3. APPLICABLE CHARTS

Note: This section must be completed for all Closure/Phase-Out and phase-in schools, including those with SED approved SIG Model Implementation Plans.

3.1 Student Enrollment for the Closure/Phase-Out School

Provide student enrollment information for the Closure/Phase-Out school in the table below. Indicate the current student enrollment, as well as tentative student enrollment for the three (3) upcoming school years.

GRADE	CURRENT ENROLLMENT	TENTATIVE ENROLLMENT School Year 1	TENTATIVE ENROLLMENT School Year 2	TENTATIVE ENROLLMENT School Year 3
Pre-K				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10	101			
11	108	101		
12	169	108	101	

SWD	76(included in the numbers above)	41(included in the numbers above)	18(included in the number above)	
ELL	13(included in the numbers above)	11(included in the numbers above)	9(included in the number above)	
TOTALS	378	209	101	

3.3 Parent/Guardian Transfer Choice

Indicate the number of students whose parents/guardians have been informed of the transfer requirement, as well as the number of responses the school has received. Please identify the number who has requested to remain in the Closure/Phase-Out school, the number who has requested to be reassigned to a different school and the number who did not indicate a preference.

2013 – 2014
(July 1, 2013 - June 30, 2014)

Number of students requesting to be reassigned to a different school	**62**
Number of transfer requests honored	**21**
Number of transfer requests not honored	**41**

2014 – 2015
(July 1, 2014 – March 12, 2015)

Status	**Number**
Number of students for whom transfer choice letters have been sent	**378**
Number of students requesting to remain in the Closure/Phase-Out school	**359**
Number of students requesting to be reassigned to a different school	**18**
Number of students indicating no preference	**0** *All students indicated from one to three school choices on the original application*
Number of transfer requests honored	**0**
Number of transfer requests not honored	**18**
Number of students – no response	**0**

The 18 students that requested a transfer were not re-assigned to another school because a seat was not available in a School in Good Standing through the NCLB Public School Choice transfer process.

3.4 Closure/Phase-Out School Staffing

Indicate the current status of the Closure/Phase-Out school's staff. Specify how many are currently employed at the Closure/Phase-Out school, and how many will be assigned to the Closure/Phase-Out school, new school, and other schools.

POSITION	CURRENT NUMBER	RE-ASSIGNED TO CLOSURE/ PHASE-OUT SCHOOL	RE-ASSIGNED TO THE NEW SCHOOL	RE-ASSIGNED TO ANOTHER SCHOOL(S)	OTHER
Principal	1	1	0	0	
Assistant Principal(s)	2	1	0	1	
Supervisor of Special Ed.	0	0	0	0	
Classroom Teachers	63	48	0	15	

Other Pedagogical Personnel	5	2.5	0	2.5	
Non-Pedagogical Personnel	6	4	0	2	

SECTION 4. DOCUMENTATION

Note: These documents must be submitted for every Closure/Phase-Out/Phase-in school, including those with SED approved SIG Model Implementation Plans.

- **4.1 Copy of Public Meeting Notice**
- **4.2 Sample Parent Transfer Option Letter**
- **4.3 New Zoning Plan, if applicable**