



# 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](mailto:BPSgrants@buffaloschools.org).

Thank you for your continued support.

Sincerely,

Danielle Schwanekamp  
Project Administrator for Grants Development

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



# 2016 SIG 7 Application Cover Page

Last updated: 07/19/2016

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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)

140600010108 RIVERSIDE INSTITUTE OF TECHNOLOGY

### **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](mailto:BPSGrants@buffaloschools.org)

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

9-12

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

640

**School Address (Street, City, Zip Code):**

51 Ontario Street, Buffalo, NY 14207

**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.

Turnaround

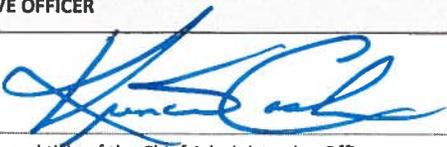
New York State Education Department  
Application Cover Sheet  
School Improvement Grant (SIG) 1003[g]

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		
Riverside Institute of Technology #205			140600 01 0108		
Grade Levels Served by the Priority School Identified in this Application			School NCES #		
9-12			3605850 00375		
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)		
640			51 Ontario Street, Buffalo, NY 14207		
School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input checked="" type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation and Reform Framework <input type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input type="checkbox"/>	Family and Community <input type="checkbox"/>	Individualized Learning <input type="checkbox"/>

**Certification and Approval**

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

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

## **I. District-level Plan – Buffalo City School District**

### **A. District Overview**

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

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

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

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

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

#### **ii. District Approach**

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

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

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

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

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

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

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

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

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

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

### **iii. District Readiness**

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

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

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

## **B. Operational Autonomies**

### **i. Operational Autonomies**

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

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

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

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

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

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

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

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

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

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

## ii. Adopted BOE Policies

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

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

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

**Attachment E – Supporting Labor Management Document**



# **Buffalo Public Schools**

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

## **Supporting Labor Management Document**

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

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

## **C. District Accountability and Support**

### **i. Meeting Federal Requirements**

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

### **ii Senior Leadership**

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

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

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

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

### **iii. Accountability and Support**

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

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

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

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

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

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

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

**Buffalo Board of Education**

**Dr. Kriner Cash**  
Superintendent

**Darren Brown**  
Chief of Staff

**Anne Botticelli**  
Chief Academic Officer

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

**David Mauricio**  
Chief of Strategic Alignment & Innovation

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

**Genelle Morris**  
Chief Accountability Officer

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

Special Asst. for Communications  
**Elena Cala**

Associate Supt for School Leadership (High School)  
**Sabatino Cimato**

Associate Supt for School Leadership (Elementary)  
**Cassandra Wright**

Associate Supt for School Leadership (Elementary)  
**Mary Jo Conrad**

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

Communications Plan  
Electronic and Print Media  
Community Outreach  
District Webmaster

Associate Supt for School Leadership (High School)  
**James Weimer**

Associate Supt for School Leadership (Elementary)  
**Margaret Boorady**

**Edward Betz**  
General Counsel

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

**Geoff Pritchard**  
Chief Financial Officer

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

Associate Supt. For Human Resources  
**Brian Lorentz**

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

**Kevin Eberle**  
Chief Operating Officer

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

**Sanjay Gilani**  
Chief Technology Officer

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

**D. District Teacher Leader Pipeline**

**i. Recruitment**

**ii. Hiring Procedures**

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

**Recruitment Goals and Strategies**

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

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

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

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

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

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

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

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

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

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

emphasis on the required instructional shifts.

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

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

**Appendix H - District-wide Training Programs – Teacher Capacity**

**July 1, 2016 – June 30, 2017**

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

## **E. District External Partner Recruitment, Screening, and Matching**

### **i. Selection Process**

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

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

### **ii. Procurement and Budget Timelines**

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

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

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

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

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

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

**School Enrollment Characteristics**

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

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

	K-8 Below Proficiency	9-12 Below Proficiency
<b>ELA</b>	86.2%	55.1%
<b>Math</b>	82.7%	79.7%

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

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

### **ii. Policies and Practices Ensuring School Access**

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

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

### **iii. Strategies to Address Disproportionality**

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

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

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

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

The process begins with the review of the following data:

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

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

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

**G. District Level Labor and Management Consultation and Collaboration**  
**i. Consultation and Collaboration**

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

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

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

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

**Meeting Schedule for Review of School Plans**

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

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

Attachment A  
Consultation and Collaboration Documentation Form  
Riverside Institute of Technology - #205

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)

## **A. Assessing the Needs of the School Systems, Structures, Policies, and Students**

### **i. Student Population**

Riverside Institute of Technology (RHS) is a public high school located in the northwest corner of Buffalo, New York. It serves grades 9-12 and teaches according to the NYS Board of Regents. The current Principal is Ella Dunne. Riverside High School was founded in 1930. Presently, the school serves a diverse population with a growing population of second language learners to include 27 different languages. In 2015-2016, RHS enrolled grades 9-12 and had a total enrollment of 718 students: 34.4% are black or African American, 34.1% are Hispanic or Latino, 18.4% are Asian or Native Hawaiian/Pacific Islanders, 11.1% are white, 1% are American Indian and 1% is Multiracial. There are 542 students (75.5%) who are Economically Disadvantaged, 230 (32%) students who are English Language Learners (ELLs), and 137 (19.1%) are students with disabilities.

There are numerous languages spoken at RHS. The top six languages are: Spanish, Karen, Burmese, Arabic, Nepali, and Karenni. Using the data for the 2015-2016 school year, 41% of the students were in a stand-alone English as a new language (ENL), 32% were students with a limited/interrupted formal education (SIFE), and 16% were enrolled as English/Spanish students.

Riverside High School has begun its phase-out process. In the 2016 school year, 9<sup>th</sup> grade students will not be accepted at the school as part of the phase-out process. The name Riverside Academy will be used as a place holder allowing time for the involvement of the community to participate in the selection of the new name for the school.

### **ii. Diagnostic School Review Process**

In 2014-2015, an in-depth diagnostic school review of RHS was conducted using the Diagnostic Tool for School and District Effectiveness (DTSDE). The review was co-lead by an Outside Education Expert (OEE) and a representative from the New York State Education Department. At the time of the review, Denise Clarke was the principal. The review team looked at 5 tenets: school leader practices, curriculum development and support, teacher practices and decisions, student social and emotional developmental health, and family and community engagement. In the previous school year, all of the areas were scored ineffective except for the area of student social and emotional developmental health in which a score of developing was achieved. The data was used to develop their Enhanced School Comprehensive Educational Plan (ESCEP). The findings from this review was shared with the staff and community at Common Planning Time (CPT), faculty meetings, parent nights, and Site-Based Management Team meetings. Teams were developed to focus on and create Specific, Measurable, Attainable, Realistic, and Timely (SMART) goals.

In 2015-2016, a District led DTSDE was conducted by a trained district-level reviewer and an Outside Educational Expert. At the time of this review, Ella Dunne was the principal. The DTSDE review team used the same tool as the one from 2014-2015. (See appendix A comparison chart)

As indicated by the DTSDE review team, the parents met as a focus group and had a conversation with the review team regarding Tenet 6: Family and Community Engagement. The following recommendations were made: The school leadership and guidance team should include parents and families in the development of individualized learning goals and graduation

plans for each student. The leadership team must provide a next-step exit strategy for graduation to include: summer school, school credit recovery, credit accrual, or graduation equivalency programming. The leadership team needs to ensure that all important school documents intended to engage families in the school are translated into families' native languages.

### **iii. Community and Family Input**

Throughout the 2015-2016 school year, Riverside High School has worked to open the doors to collaboration with parents and the community. The following events have taken place at Riverside in the hopes of remaining transparent and to elicit parent and community involvement:

- ELA and Math informational sessions for parents
- Strategies for English Native Learners Night
- Math Night to review Common Core learning standards and introduce the new assessment to parents of freshmen
- Parent Portal training to assist parents in navigating through the data system to track student success
- Multi-cultural week focusing on different cultures in the community and family night which showcased student achievement in the content areas
- Community Engagement Team (CET) meetings were held regularly to involve the community in school-wide decision-making and to track student achievement towards school-wide goals
- PTO and school-based management team meetings were held monthly
- A community meeting was held on July 5, 2016 in order to involve all stakeholders in the plans to apply for the SIG 7 grant and to elicit feedback.

### **iv. Results of Systemic School Review**

The DTSDE illustrated the following strengths and needs for Riverside High School.

#### **Tenet 2**

##### **Strengths:**

- The school leader has shaped a mission, to foster a challenging learning environment by encouraging high expectations for success through literacy.
- The school leaders and teachers are beginning the process of aligning the mission to the planning and school-wide practices.
- The school leader used the district's "Receivership Powers" to require that teachers be present daily for common planning.
- The school leader attempted to use these powers to retain teachers who were lower in seniority but a great "fit" for the school.
- Frequent observations with timely feedback to improve instruction.

##### **Needs:**

- The school leader admits that they are struggling with the effective use of data to drive instructional planning, decision-making and implementation of rigorous lessons.
- The re-focusing of the instructional vision, the school is in the beginning stages of laying a foundation that is aligned to student needs with hopes of spurring student achievement.

- School leaders should align the professional development plan to the mission to ensure staff has the capacity to work jointly toward full implementation of the vision.
- Schools leaders should ensure teachers use the data to target the academic needs of individual students and align student needs to specific programs within the school day and in the extended day programs.
- The school leadership team should align the student support team protocols with the instructional protocols to create connections for all students, with specific attention to the needs of the English Language Learners.

### Tenet 3

#### *Strengths:*

- During the vertical teacher focus group, teachers reported that they feel comfortable modifying their curriculum but that they were in the early stages of this.
- The teachers credit the recently refocused instructional vision and plan that provides daily common planning for the early successes of this work.
- Teachers feel they are not only getting the time to plan collaboratively but they are getting access to training in the effective use of data and instructional strategies that will engage learners with varying abilities and language proficiencies.

#### *Needs:*

- In order to differentiate the curriculum to meet the needs of students, teacher leaders and teachers should develop concise and common unit-based assessments that are aligned to the school's literacy focus.
- In order to ensure that students are able to successfully engage with and learn from the complex materials and texts being used in their classes, teacher leaders and teachers should develop plans that include scaffolded instructional materials that address the various needs of all students.
- The school leaders should structure content-level planning meetings to include formal partnerships across the disciplines.

### Tenet 4

#### *Strengths:*

- Teachers indicate they are beginning to more frequently use real-time student data generated from “quick writes” and comprehension checks to determine how to re-teach, substitute, or replace content and/or skills that students need to know and be able to in order successfully complete required course work.
- In order to ensure the physical and intellectual safety of the classroom, teachers indicated that have tried to establish a common language around what is expected school-wide of students, both academically and behaviorally.
- Teachers also have begun to leverage parent conferences differently in order to maximize student success.

#### *Needs:*

- Teachers should continue to use and expand the school's focus on increasing student talking time, student writing across the curriculum, and teachers using open-ended questions to engage students.

- In order to ensure that students own their learning, all teachers should work with each student to develop personal learning goals that are revisited quarterly.
- School leaders and teachers should establish school-wide acceptable behavior standards that are consistently applied throughout the school and classrooms.

#### Tenet 5

##### *Strengths:*

- The SST reported that when new students come in they have a protocol whereby they conference with the student and their parent/guardian as well as communicate with the previous school. The conference and communication with the previous school results in the creation of an academic and/or behavioral plan for the student.
- The SST members reported that they prioritize behavioral interventions over academics for many of their students and they do this by analyzing data, accessing the SST database that details all of the services provided to students and making sure that special education servicing is compliant with state and district regulations.
- The SST also analyzes data that is generated by a referral form developed by Say Yes!, and their attendance referral form.
- The SST members reported that they are beginning to use these data to conference with students and their parents earlier in their high school career.
- Seniors get a transcript review to ensure they are on track to graduate.
- The SST members attend all core content common planning period at least once per six-day cycle to discuss needs of students.

##### *Needs:*

- The school guidance team should develop individualized graduation plans for each student, beginning in their freshman year, 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, school credit recovery, credit accrual or graduation equivalency programming.
- In addition to the SST focusing on Tier III needs, the SST should re-define their responsibilities to meet the needs of all students.
- The school leadership and SST teams should develop and provide a comprehensive classroom curriculum and skills for teachers in support of the social and emotional needs of students.

#### Tenet 6

##### *Strengths:*

- Parents say they feel comfortable with calling and emailing teachers and “the ones who really care” will return their calls or emails quickly.
- The parents acknowledge that the school uses the automated calling system.
- When asked to describe their involvement in the school-based decision making process, the parents responded, “The new administrative team is very welcoming and allows us to voice our opinion.”
- New staff are open to new ideas and are especially responsive when parents call with safety concerns.

- The parents reported that their children feel physically safe in the school and that some staff are trying to help with issues that happen when students travel to and from school.
- The parents reported that school security team is very helpful in deescalating problems.
- Parents indicated that they were aware that Medaille College provides tutoring and that the afterschool program is administered by the Northwest Community Center (NWCC).

Needs:

- The school leadership and guidance teams should include parents and families in the development of individualized learning goals and graduation plans for each student, beginning in their freshman year, 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, school credit recovery, credit accrual, or graduation equivalency programming.
- The school leadership team should ensure that all important school documents intended to engage families in the school are translated to the families' native language.

*Existing Capacity:*

- The staff has participated in Sheltered Instruction training and Step up To Writing in-services. The staff has had an introduction workshop to understanding diversity provided by the district Multilingual Department.
- The leadership team has developed the RHS Writing Initiative in conjunction with the principal's mentor (Donna Burrill) and teachers in order to increase all students' levels of proficiency and literacy skills.
- During and after school tutoring, in partnership with Medaille College, offered students additional academic support.
- RHS has a partnership with Northwest Community Center providing afterschool social/emotional and academic needs.

**v. How the School and District will Prioritize Identified Needs during Implementation**

Riverside HS (phase-out)

In September 2015, the RHS leadership team used the results of the 2014-2015 DTSDE review as a guide to the School Comprehensive Education Plan (SCEP). The DTSDE review was shared with the teachers on the first day of school as well as the rest of the stakeholders at the Community Engagement Team (CET) initial meeting. This review was used to focus and guide all decision making in each of the following six tenet areas: School Leadership Practices and Decisions, Curriculum Development and Support, Teacher Practices and Decisions, Student Social and Emotional Developmental Health, Family and Community Engagement.

In September 2016, the RHS leadership team will use the results of the 2015-2016 DTSDE review to guide and implement the SIG model. Targets will be established to demonstrate continued growth.

Our DTSDE review stated we were developing in our teachers' ability to use data to drive instruction. To improve in this area Riverside teachers will be given professional development during common planning time and paid after school and Saturday workshops. Riverside was deemed ineffective for Tenet 3.2 in implementing a systematic plan of rigorous and coherent curricula appropriately aligned to the CCLS that is monitored and adapted to meet

the needs of the students. Riverside will implement project-based learning across all curricula. In order to accomplish this, teachers will need training on how to successfully implement the initiative.

Riverside has a large number of office discipline referrals. Teacher surveys have stated a need to have a more consistent system when dealing with unacceptable behavior. During year one, Riverside teachers will be trained on restorative justice practices. Restorative practices allow for a shift in practice which results in a shift of culture which is inclusive, builds fair process in decision making, and facilitates student learning to address the impact of their actions.

Riverside received an ineffective rating in student social and emotional health, particularly in the area of articulating and promoting a vision for social and emotional developmental health that is aligned to a curriculum that provides a learning experience in a safe and healthy environment.

Administrative staff and SST will meet and discuss how the team operates throughout the year. This must include a bi-weekly log that has details on student contact, parent contact and communication with staff and outside agencies.

Also rated ineffective was Tenet 6.4, partnering with families and community agencies to promote and provide training across all areas to support student success. Riverside HS will continue to offer opportunities to parents to become active members of the school community.

Riverside is moving Lakeshore Mental Health to an area of the school where they will be in close proximity to the SST team and Say Yes staff. This team will be required to meet weekly with one another and with administration bi-weekly to share updates.

Riverside HS (phase-in):

In September 2016, RHS will no longer accept 9<sup>th</sup> grader students as it begins its Phase-Out process. The 2015-2016 Enhanced School Comprehensive Education Plan (ESCEP) will be the guide outlining the priorities of the RHS Leadership Team. Based on the School's third Receivership Quarterly Report and Continuation Plan (2016-2017), RHS has prioritized distinct areas of improvement. A leadership team has been developed and has attended monthly Leveraged Leadership trainings with the goal of norming our teacher calibrations and assessing our coaching of both teachers and school teams. Through these meetings, the school leadership team has had the opportunity to practice strategies and debrief with colleagues.

- The academic variance and cultural diversity of the students will be addressed through the development and implementation of lesson/unit plans aligned to CCLS, based on relevant and varied data sources.
- Teachers will consistently use data to appropriately differentiate instruction in alignment with CCLS to engage students in activating higher-order thinking skills and collaborative learning.
- The building staff will collaborate to improve the school climate through the use of Universal Tier 1 interventions.
- The school climate will be created on mutual respect, trust and validation. On pages 14 and 15 of the ESCEP, Tenet 5 and 6 articulates, in detail, how the priorities will be carried out in the school.

Riverside HS (phase-in school):

The needs of the phase-in school will be similar to the needs of the phase-out school: curriculum development, pedagogy, scaffolding instruction to meet diversified learners, socio-emotional growth.

The district has seen a steady increase in enrollment of English language learners (ELLs) and there are ENL teachers in every grade level. However, the data on achievement of this subgroup has made it clear that there is a significant gap between teaching and learning. Based on quantifiable evidence (e.g. state assessments, dropout rates, retention, etc.), the district is electing to create a school to address the critical achievement learning needs of secondary ELLs.

Due to the unique ELL enrollment, the school, both at the classroom level and building-wide, will have a climate of collaboration and responsibility where everyone is a valuable contributing member to create an optimal learning environment for students where their native fluency in English and in a second language are valuable resources. Through project-based learning (PBL), ELLs will have varied opportunities to learn content and 21<sup>st</sup> century skills that will prepare them for college and career readiness, and enhances their capacity to successfully participate in their communities. The instructional tools provided will enable all teachers to facilitate the learning of English while teaching academic content and skills. The school will have a systematic and consistent structure for teaching and learning. How these priorities will be carried out in the school is articulated in detail in the ESCEP document in Tenets 4 and 5 (pages 14-15).

## **B. School Model Selection and Rationale**

### **i. Turnaround Model**

In September 2015, RHS submitted an approved phase-out plan which will begin September 2016. The Board of Education selected the Turnaround Model option in response to the “out-of-time” designation. There are numerous reasons that support the Turnaround Model including that it is least disruptive to the education of the current students of RHS. These students and their families deserve to have the continuity of completing high school at a school where they began 9<sup>th</sup> grade. Secondly, if RHS were to close, the absorption of all the students into other district schools would run the risk of compromising the educational needs of those students. More than 31.4% of the students currently enrolled at RHS are ELLs with the 9<sup>th</sup> grade class at 40%.

The RHS leadership team will continue to ensure that the instruction of the students in the phasing out school remains rigorous. The SIG model will concentrate on effective instruction and support to raise the achievement of students on the state assessments and Regents exams as well as increasing the high school graduation rate.

### **ii. Key Design Elements of the Turnaround Model at Riverside High School**

Riverside High School will follow the following Federal requirements for the Turnaround Model:

- Replace the principal; identify and reward school leaders and teachers who improve student achievement outcomes and remove those who do not; and implement strategies to recruit and retain high-quality staff;
- Provide additional time for students to learn core academic content by extending the school day, week and/or year; provide more time for teachers to collaborate;
- Provide Riverside with sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes.

### **iii. Process by Which Model Was Chosen**

The school building is located in the northwest corner of the city of Buffalo, New York. It is less than a mile from the city line. The Riverside neighborhood is a diverse community with rapidly changing demographics. Because Buffalo is a federally-designated refugee resettlement center, hundreds of students have been arriving at Buffalo City School District schools every year. They are often placed at Riverside due to the school’s available seats, proximity to students’ homes, and the absence of entrance criteria. There are several agencies that work with families who have been resettled in Buffalo.

In the last several years, the school has faced a series of challenges. Riverside has gone through leadership changes, at the district and building levels, loss of educational partnerships, funding, and various designations. Given these challenges and the significant refugee/immigrant population of the neighborhood, the new educational plan will focus on the unique needs of English Language Learners (ELLs). Key elements of the new school design include language and content development for students, literacy across the curriculum, and integrated co-teaching in the four content-areas classes: ELA, Math, Science, and Social Studies.

The Turnaround Model was chosen by the Board of Education in order to better meet the needs of the student population of Riverside. This framework includes recruiting and retaining high quality staff, providing additional time for students to learn as well as the operating flexibility that will help support student achievement. Connect-Ed calls and emails were sent to all Riverside stakeholders in order to invite them to a community meeting on July 5, 2016 where all information regarding the SIG application was shared.

### **C. Determining Goals and Objectives**

#### **i. English Language Arts Goals and Objectives**

##### Riverside HS (phase-out school):

Riverside High School has made demonstrable improvement in ELA through focused professional development that has impacted student learning. The professional development included objective writing, student engagement, classroom management through PBIS and DDI, and teaching strategies which include sheltered instruction, close reading, vocabulary, scaffolding, and backwards planning. ELA teachers have been observed regularly and have received immediate feedback to guide instruction. Additionally, teachers have regularly participated in learning walks and observed teachers' classrooms in a non-evaluative capacity during common planning time.

According to the Receivership Indicators for Demonstrable Improvement for 2015-2016 Riverside High School has shown growth. Riverside's baseline was 44% and there was an increase of 7%. The goal is to continue to show measurable academic growth in the area of ELA. Our goal will be to increase our ELA Common Core passing rate from 51% to 56%. The goals will be monitored quarterly through student work, progress reports, district-based assessments, Regents examinations, and report cards.

##### Riverside (phase-in school):

The goal is to create an optimal learning environment for all students while ensuring that the English language learners (ELLs) feel that their cultural and linguistic backgrounds are valued as assets, and to prepare them all to be successful in college and in their chosen careers. In order to achieve this goal, the objectives focus on Common Core based instruction.

**\*\* Note:** This goal is set for 2017 as the school will not be enrolling 9<sup>th</sup> graders in September 2016.

#### **ii. Mathematics Goals and Objectives**

##### Riverside HS (phase-out school):

Riverside High School has made demonstrable improvement in Math through focused professional development that has impacted student learning. The professional development has included SUTW strategies that include annotating, classroom visits observing best practices, prioritizing curriculum, analyzing student work, and weekly DDI.

The end of year Regents' exam pass rate increased from 14% to 31%, a 17% gain. The goal is to continue to show measurable academic growth in the area of Mathematics. Our goal will be to increase our Math Common Core passing rate from 31% to 37%. The goals will be monitored quarterly through student work, progress reports, district based assessments, Regents examinations and report cards.

##### Riverside (phase-in school):

The goal is to create an optimal learning environment for all students while ensuring that the English Language Learners (ELLs) feel that their cultural and linguistic backgrounds are valued as assets, and to prepare all students to be successful in college and in their chosen careers. To achieve this goal, the objectives will focus on Common Core-based Mathematics instruction.

**\*\* Note:** This goal is set for 2017 as the school will not be enrolling 9<sup>th</sup> grade students in September 2016.

#### **iii. Not Applicable**

**iv. School-level Baseline Data and Target-Setting Chart***(See Appendix B-Attachment B)*

Riverside School #205 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
<b>I. Leading Indicators</b>									
a. Number of minutes in the school year	min	69,000	82,800	82,800	82,800	82,800	82,800	82,800	82,800
b. Student participation in State ELA assessment	%	99%	98%	TBD	98%	98%	98%	98%	98%
c. Student participation in State Math assessment	%	99%	100%	TBD	98%	98%	98%	98%	98%
d. Drop-out rate	%	19%	34%	TBD	31%	28%	25%	22%	19%
e. Student average daily attendance	%	87.6%	70.6%	72.3%	74.3%	76.3%	78.3%	80.3%	82.3%
f. Student completion of advanced coursework	%	11%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Suspension rate	%	14%	21.9%	26.8%	24.8%	22.8%	20.8%	18.8%	16.8%
h. Number of discipline referrals	num	917	1658	2566	2366	2166	1966	1766	1566
i. Chronic absenteeism rate	%	46%	80%	81%	76%	71%	66%	61%	56%
j. Teacher attendance rate	%	91%	89.4%	90.7%	92%	93%	94%	95%	96%
k. Teachers rated as "effective" and "highly effective"	%	83%	90%	TBD	92%	93%	94%	95%	96%
l. Hours of professional development to improve teacher performance	num	1279	4445	2940	2763	2256	1804	2763	TBD
m. Hours of professional development to improve leadership and governance	num	146	815	1492	750	600	300	245	TBD
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	123	450	6825	5880	4560	3648	2818	TBD
<b>II. Academic Indicators</b>									

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

a. ELA performance index	PI	124.0	87.2	TBD	98.5	109.8	121.1	132.4	143.7
b. Math performance index	PI	104.9	75.0	TBD	87.5	100.0	112.5	125.0	137.5
c. Student scoring "proficient" or higher on ELA assessment	%	45%	26%	TBD	33.4	40.8	48.2	55.6	63.0
d. Students scoring "proficient" or higher on Math assessment	%	20%	4.1%	TBD	13.7	23.3	32.9	42.5	52.1
e. Average SAT score	score	1194	964	TBD	989	1014	1039	1064	1089
f. Students taking PSAT	%	66.7%	49.9%	TBD					
g. Students receiving Regents diploma with advanced designation	%	8%	1%	TBD	2%	2%	2%	2%	2%
h. High school graduation rate	%	60.7%	34.6%	TBD	41.1	47.6	54.1	60.6	67.1
i. Ninth graders being retained	%	8.2%	5.4%	TBD	N/A	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	70.9%^	70.9%^	TBD	72%	74%	76%	78%	79%

*\*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.*

## **D. School Leadership**

### **i. Characteristics and Core Competencies of the School Principal**

It is essential that both the phase-out and the phase-in schools are led by principals who are qualified to take on the challenges unique to each school. The principal that will preside over Riverside High School as it phases out will be someone who is prepared to motivate staff to continually improve their practice through the transitional period while keeping acute focus on improving student outcomes. The core competencies necessary in a leader to meet the needs of the school and produce gains include an ability to create systems and structure for staff and leadership to engage in collaborative work, which will support overall student achievement. The principal will plan for a comprehensive approach to professional support that is focused on capacity building for a group of experienced teachers. This professional support, derived from real-time student data and teacher observations, will provide intentional focus on teachers' delivery of robust instruction to students in the phase-out school. Given the diverse student population the principal will support teachers in planning effective instruction. This instruction will include multiple access points that allow all students but specifically ELLs to hear, see, and experience engagement that nurtures oral language development, vocabulary acquisition, and curricular content.

For Riverside Academy, the new school that will replace Riverside High School, the leader will clearly articulate the vision and mission of the school to the faculty, staff, students and community. The leader will be able to motivate the school community, ensure quality instruction is taking place, create and maintain a positive school environment and put systems and structures in place that will allow the school to grow and be successful. The new leader must also be able to build relationships and grow capacity of the staff.

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

1. *Driving for results*: This cluster of competencies is concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:
  - Achievement
  - Initiative and persistence
  - Monitoring and directiveness
  - Planning ahead
2. *Influencing for results*: This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone but instead must rely on the work of others. Competencies in this cluster include:
  - Impact and influence
  - Team leadership
  - Developing others
3. *Problem – solving*: This cluster of competencies is concerned with turnaround leader's thinking applied to organizational goals and challenges. It includes data analysis to inform decisions,

making clear logical plans that people can follow, and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include:

- Analytical thinking
- Conceptual thinking

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

- Self-confidence

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

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

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

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

- i. **N.A. The new principal has not been named.** *See Appendix C: Principal Posting*
- ii. **Leadership Recruitment and Selection**

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

- iii. **Supporting Leadership Positions—Job Descriptions and Duties**

*See Appendix D: Assistant Principal Job Description and Duties*

- v. **Current Supporting Leadership Profile**

The leadership team has the capacity to implement the educational plan for Riverside High School (RHS). The principal, Ella Dunne, has 16 years of experience as a teacher and administrator

in the Buffalo Public Schools with certification in the area of deaf/hearing impaired education and educational leadership. Mrs. Dunne worked as an assistant principal at Middle Early College High School for six years and was the lead transition facilitator for Bennett High School writing their phase-out plan for one year. Mrs. Dunne has worked with at-risk populations and is passionately committed to the redesign process.

The leadership team also consists of two assistant principals, Mrs. Aarin Pellitieri and Mr. Patrick Doyle, and a lead transition facilitator, Dr. Wanda Schoenfeld. Mrs. Aarin Pellitieri has 9 years of experience as an assistant principal and Mr. Patrick Doyle has two years of experience. Dr. Wanda Schoenfeld has a Master's degree in Bilingual and Bicultural studies, a Master's in Educational Leadership and a Doctorate in Educational Leadership and Education. The lead transition facilitator was a Buffalo principal for 17 years in high ELL schools.

Other members of the team include the instructional coach, ENL instructional coach, and teacher leaders with varying backgrounds. The collective knowledge base and skills of these members allowed them to assist the building leaders to address the needs of the unique population of the school. Their credentials include (but are not limited to):

- over 100 years of teaching
- teaching experience nationally and internationally
- teaching experience with diverse populations
- teaching experience in Social Studies, English Language Arts (ELA), English as a new language (ENL), alternative education, and special education
- experience in mentoring and coaching
- curriculum development in the a variety of subject areas (listed above)

***NOT APPLICABLE***

## E. Instructional Staff

### i. Effectiveness Ratings of Staff

During the 2015-2016 school year, there was an enrollment of 718 students. RHS employed 89.85 FTE staff members: 31.4 FTE content area teachers (ELA, math, science, and social studies (including 5 social studies teachers on Administrative leave)); 15 FTE special education teachers; 8.0 FTE ENL teachers; 7.4 FTE career and technical education teachers; 3.0 FTE Instructional Coaches and Coordinator; 2.4 FTE physical education teachers; 1.2 FTE teachers of languages of other than English; 3.0 guidance counselors; and 3.4 FTE special area teachers (art, music, library). The Student Support Team consisted of 4.25 FTE and 5.0 FTE administration.

Number of Instructional Staff identified as <i>Highly Effective</i>	16 (29%)
Number of Instructional Staff identified as <i>Effective</i>	32 (58%)
Number of Instructional Staff identified as <i>Developing</i>	4 (7%)
Number of Instructional Staff identified as <i>Ineffective</i>	1 (2%)
<b>Total Number of Instructional Staff with an Overall Composite Effectiveness Score</b> (* 4% were not scored)	<b>55 (96%)*</b>

### ii. Current School Staffing Profile

#### Riverside HS (phase-out school):

Based on the 2016–17 enrollment of 480 students, there are 63.55 FTE instructional staff members: 16.8 FTE content area teachers (ELA, math, science, and social studies); 12.0 FTE special education teachers; 8.0 FTE ENL teachers; 6 FTE career and technical education teachers; 1.6 FTE physical education teachers; 0.6 FTE teachers of languages of other than English; 1.5 FTE guidance counselors; and 1.5 FTE special area teachers (art, music, library). The Student Support Team consisted of 3.25 FTE and 3.0 FTE administrative. This represents a 26% reduction in instructional staff for the 2016-17 school year. The number of staff assigned to the phase-out school will decrease throughout the phase-out period. The current staff and faculty has had extensive experience working with English language learners (ELLs). They consistently seek ways of providing effective instruction for all students.

#### Riverside HS (phase-in school):

In seeking teacher candidates for the new school, the district will look for teaching qualities that best suit the needs of ELLs. The qualities and/or experience in which teacher candidates must demonstrate may include but are not limited to: dual certification, teaching ELLs, co-teaching, understanding of sheltered instruction, and success with differentiating curriculum.

### iii. Characteristics and Core Competencies of Key Instructional Staff

Individual teachers have the largest single effect on student performance. Documented experience also indicates that individual teachers can affect rapid and dramatic student learning improvements within their own classrooms. As the BCSD transfers, recruits, and hires teachers, the district will search for and develop teachers with unique characteristics and competencies identified by Public Impact’s *School Turnaround Teacher: Competencies for Success* (Public Impact, 2008).

The four competency clusters represent a consistent pattern of thinking, feeling, acting, and speaking that are essential to teachers’ success in the phasing-out of RHS and phasing in the new school program.

1. *Driving for Results.* This competency cluster is concerned with the teacher’s strong desire to achieve outstanding student learning results and the task-oriented actions required for success. Major actions include setting high goals for oneself and one’s students; making persistent, well-planned efforts to achieve these goals despite barriers and resistance; holding others accountable for doing their part to achieve success; and putting in extra effort to ensure success when others fall short.
2. *Influencing for Results.* This cluster is concerned with motivating others – students, other school staff, and parents – and influencing their thinking and behavior to obtain student learning results. Teachers in school improvement environments will use a variety of influencing tactics – such as inspiring students who have become resistant and apathetic from repeated failure, grasping and responding to unspoken student needs and motivations, and simultaneously supporting and prodding colleagues to collaborate on the path to school-wide success – as the situation requires. The relationships teachers form are for the purpose of influencing others to enhance student learning, not for the purpose of personal bonding.
3. *Problem Solving.* This cluster is concerned with a teacher’s approach to planning, organizing, and delivering instruction. It includes analyzing data to determine student learning needs and next steps; considering alternatives for materials, methods, and levels of instruction; making clear, logical, step-by-step plans that both the teacher and students can follow; and clarifying the connection between school learning goals and classroom activity.
4. *Personal Effectiveness.* This cluster is concerned with the teacher’s self-management of emotions and personal beliefs that affect student learning. Major elements include exhibiting self-control when faced with stressful, uncomfortable, and unfamiliar situations; maintaining confidence in oneself and a willingness to keep improving despite the many small failures that are likely to accompany such a challenging role; actively embracing the constant changes needed to ensure student learning in a high-challenge, high-change situation; and holding and maintaining a strong belief in the human potential for learning and improvement, despite significant pressure to settle for less.

**iv. Process for Hiring and Placing New Staff**  
Riverside HS (phase-out school)

As the school phases out the following process must be followed:

- Principal asks for volunteers, in the subject area, that would be interested in a transfer 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 placed on the Reduction in Force (RIF) list and given preference for open positions during the teacher transfer/staffing process for 2016-2017.

**Buffalo Teacher Federation Collective Bargaining Agreement** pg. 32, line 24:

*In case of a reduction-in-force, the building committee members and up to two additional delegates (the two with the most seniority in District service) in office at the time the transfer is to take effect shall be the last persons considered for an involuntary transfer regardless of their seniority. The teacher must have been in the position during the most recent school year.*

\* Reminder: If a position in a school is reinstated within six (6) weeks after it was abolished, the teacher involuntarily transferred from that position shall have priority to fill it. This will occur each year of the phase-out. 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. For example, if the number of teachers necessary for Mathematics is 5 and the school currently has 7, there will need to be a reduction in force of 2 FTE.

Riverside HS (phase-in school)

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

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

## **F. Partnerships**

### **i. Implementation Partners and Their Roles**

Riverside HS (Phase-out school):

#### **Say Yes Buffalo**

Say Yes Buffalo has implemented support services to address academic, social/emotional and health needs of students at Riverside High School. A Say Yes facilitator has been assigned and will continue to assist Riverside 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 will also provide family support and intervention to empower student growth. 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 Riverside.

#### **Medaille College**

The Medaille College-Riverside High School Partnership was implemented during the 2010-2011 academic year designed to assist in bridging the gap between high school and college through targeted assistance provided by Medaille College to Riverside High School. In an effort to build “human capital” Medaille College proposed and delivered some significant contributions to the high school, achieved in part through structured support to the Riverside High School community. The program ended at the end of the 2015-2016 school year.

#### **Northwest Buffalo Community Center**

Northwest Buffalo Community Centers will continue our great partnership with Riverside Institute of Technology for the 2016-17 school year. Our relationship with the administrators, teachers, and associate staff at this excellent school has truly helped the programs flourish, as we focus on supporting the work those individuals do during the regular school day, by offering intense ELA and math programming, homework assistance, and help with various projects after school. Our hard work and success has been recognized by the New York State Education Department officials who control how the 21st Century federal funds are distributed. The fact that they have selected us as a model on how to operate afterschool programming is a testament to the dedication and professionalism of all staff associated with our 21st Century Community Learning Centers. Our programs have attained consistent, successful outcomes by focusing on literacy and reaching out to students with engaging, interesting, and educational recreational activities. Targeting not only the academic aspect of afterschool, but also focusing on career building, personal and social development skills, and other essential, non-academic activities, NWBCC’s 21st Century Community Learning Center programs have been able to further sharpen the tools that our children need to find success not only in school, but throughout all areas of their lives.

#### **Lake Shore Behavioral Health, Inc.**

Lake Shore Behavioral Health, Inc. offers a full continuum of comprehensive mental health and substance abuse treatment and rehabilitation services. LSBH espouses an individualized approach to treatment, incorporates principles of person-centered planning and believes that each person has the potential for recovery and an improved quality of life. LSBH utilizes treatment approaches which are proven effective, many of which are also evidence-based. Individuals

participating in treatment and services at Lake Shore Behavioral Health can be assured that they are receiving treatment from professional staff who have been trained in the most current, proven approaches to mental health and substance abuse treatment. Lake Shore Behavioral health teamed up with Riverside High School and opened an office located in the school for the 2015-2016 school year. They will be offering services for the 2016-2017 school year as well. They are expanding hours for the coming year and offer student and family services right in the school during school hours and after school as well. This unique opportunity gives our students and families access to services immediately and conveniently without interrupting important instructional time.

#### **National Federation for Just Communities**

The National Federation for Just Communities of Western New York (NFJC) is a human relations organization dedicated to overcoming racism, bias, and bigotry by building a just and inclusive community through education, advocacy and engagement. The NFJC has collaborated with Riverside starting in the 2013-2014 school year.

#### **Buffalo Maritime Center**

The Buffalo Maritime Center is a 501(c)3 non-profit educational institution devoted to wooden boats and boatbuilding. The Maritime Center functions as an inter-generational community center where volunteers of all ages are trained to mentor young people in practical life skills during the regular work week, after school and on weekends. Using boats and boatbuilding as the lure, the Center is a safe place for kids and adults where the traditional values of self-discipline, self-sufficiency, and a craftsman-like attitude are intrinsic to the work of building a wooden boat.

#### **People Inc.**

People Inc. is Western New York's leading non-profit human services agency. Through a variety of services including residential, employment, community outreach, health care and recreation programs, we help seniors, families, and people with disabilities live more healthy, independent, and productive lives.

#### **Business and Finance Programs**

Our partnership provides internships, field trips, job shadowing for our students, and assists them in receiving their CDOS certificate. The following partners support our Business and Finance programs and provide work-based learning experiences and credentials through a variety of opportunities:

**Computers for Children** – partners with us to support our work-based learning programs, virtual learning and credit recovery programs

**American Red Cross** – partners with us to provide community service hours for our students

**Sam Leone Consulting** – partners with us to provide community service hours for our students

**Molly McGowan Inc.** – partners with us to provide guest speakers, mentorships and job shadowing

**Junior Achievement** – partners with us to provide career exploration opportunities

**ii. Evidence of Partner Effectiveness** See Attachment E: Evidence of Partner Effectiveness Chart)

#### **iii. How External Partners Will Be Held Accountable for Performance**

Through the hiring of an internal program evaluator, a vendor evaluation system will be created to include a monitoring and evaluation plan to ensure that external partners, the school, and the

district implement the key design elements of the turnaround plan with fidelity, work together, contribute equally to the partnership, meet the identified goals, and build capacity. The primary goal of the program evaluator and evaluation system is to foster an environment of continuous improvement. The data made available through evaluation will be used by the school, district, and providers to review and renew—on an ongoing basis—the approaches used to improve student learning. The primary question of the evaluation will be the following: Is adopting this provider’s services helping the school make progress toward its goals, especially regarding student learning outcomes? The following formal and structured processes will be used:

**Project Plan.** The school, district leadership, and partner(s) will work together to ensure that the contractual agreements serve as effective vehicles to purchase and anchor partner services. This process will focus on ensuring that the school’s needs are clearly articulated and that the services requested from the provider are clearly defined. The school will also work with the district representative and the partner to create a project plan that outlines the following: *goals and objectives, expected outcomes, activities, roles and responsibilities, timeline, and budget.*

**Measurable Outcomes.** The accountability of our external partners is based on measurable outcomes that lead to early indicators of success and student achievement. The evaluation of the success of a provider’s services will be embedded in, or aligned with, the accountability targets set forth in Attachment B. Together, the school and partners will identify measurable outcomes that define success. These will be *the events, occurrences, or changes in conditions, behavior, or attitudes that indicate progress toward intended goals.* Outcomes are not activity-based (for example, “conduct five training workshops”). In order to develop outcomes, the school and partner will work together to identify the results expected from partner activities.

**Monitoring Meetings/Reports.** Evaluation of a provider’s services should be *ongoing*, not simply a once-a-year assessment of measurable outcomes. Ongoing evaluation and ongoing communication regarding this evaluation are vital to ensuring that implementation and outcomes are kept on track. This ongoing approach will prevent the school, the district, and our provider(s) from potentially being surprised by a final evaluation that denotes unmet goals or unsatisfactory services. Regular monitoring meetings and reports provide an opportunity for all parties to do the following:

- Document and discuss the degree to which the planned services were delivered and assess any variation to the implementation timeline, activities, and budget.
- Reflect on implementation successes and challenges, upcoming priorities, and impact.
- Conduct an analysis of relevant leading and lagging indicators from Attachment B that the services were intended to impact.
- Review supporting documentation to show additional evidence of progress.
- Determine course corrections if necessary.

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

give the provider feedback throughout the period of performance so that minor issues can be resolved and the risk of significant issues can be minimized.

**District Contract Management and Oversight.** Additional contract management and oversight will be provided by the district. The district will designate one representative, from the Office of School Leadership, who will act as the primary contact for this project. The representative will be responsible for ensuring clear and effective communication among all parties, creating and managing contract documentation, collaborating with the district Finance Office, and ensuring that all procurement rules and regulations are followed. Throughout the course of the contract, the district representative will also be responsible for conferring with any and all parties, as necessary, to resolve unanticipated issues or requirements that might occur during the course of the RFP. Each district-level representative will create an end-of-year report that summarizes the provider's performance and documents any issues or areas for improvement. District and school leadership will review these end-of-year reports and use this information to make decisions about extending provider contract services, and helping the school make progress toward its goals, especially regarding student learning outcomes.

In addition to these formal and structured processes for ensuring effective management of provider services, the school will use informal and organic methods to ensure effective oversight of provider services. School-based oversight may include assessing the timeliness and accuracy of verbal and written communications from the provider, observing provider service delivery techniques, and assessing the effectiveness and efficiency of work sessions and meetings held with the provider. The school leader will also solicit informal feedback from teachers, students, and families who have received services from the provider. The school will make every effort to give the provider feedback throughout the period of performance so that minor issues can be resolved and the risk of significant issues can be minimized.

Attachment C  
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>Buffalo Maritime Center 90 Arthur Street Buffalo, NY 14207 716-881-0111</p> <p>A non-profit educational institution devoted to wooden boats and boatbuilding. They are trained to mentor young people in practical life skills.</p>	<ol style="list-style-type: none"> <li>1. Buffalo Public Schools</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ella Dunne, Principal</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
<p><b>Partner Organization Name and Contact Information and description of type of service provided.</b></p>	<p><b>Schools the partner has successfully supported in the last three years</b> (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p>	<p><b>References / Contacts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p>
<p>National Federation for Just Communities of Western New York. 360 Delaware Avenue Suite 106 Buffalo, NY 14202 716-853-9596</p> <p>All programs promote understanding and respect among people of all races, religions, and cultures through advocacy, conflict resolution, and education.</p>	<ul style="list-style-type: none"> <li>• Buffalo Public Schools</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ol style="list-style-type: none"> <li>1. Ella Dunne, Principal</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>

<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	<b>References / Contacts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>Lake Shore Behavioral Health, Inc. 255 Delaware Avenue Suite 300 Buffalo, NY. 14202 716-842-0440</p> <p>Provides a comprehensive array of treatment and rehabilitation services to promote self-sufficiency, wellness and recovery, and enhanced quality of life for individuals with mental health and additive disorders.</p>	<ul style="list-style-type: none"> <li>• Buffalo Public Schools</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>11. Ella Dunne Principal</p> <p>12.</p> <p>13.</p> <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p> <p>18.</p> <p>19.</p> <p>20.</p>

<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	<b>References / Contacts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified school.)
<p>Say Yes Buffalo 712 Main Street Buffalo, NY. 14202 716-247-5310</p> <p>They organize people, time, money, and resources to provide holistic, year-round support to Buffalo Public Schools. The partnership combines a comprehensive support system with the incentive of locally funded postsecondary Tuition Scholarships removing barriers to college access.</p>	<ul style="list-style-type: none"> <li>• Buffalo Public Schools</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>21. Ella Dunne Principal</p> <p>22.</p> <p>23.</p> <p>24.</p> <p>25.</p> <p>26.</p> <p>27.</p> <p>28.</p> <p>29.</p> <p>30.</p>

<p><b>Partner Organization Name and Contact Information and description of type of service provided.</b></p>	<p><b>Schools the partner has successfully supported in the last three years</b> (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p>	<p><b>References / Contacts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p>
<p>Medaille College Kristen Venturoli  Project Manager/College Liaison Email: kav28@medaille.edu Office: (716) 816-4379 Center for Entrepreneurship and Change- provides support related services for classes, experiential opportunities and college applications. On- demand or referral-based one-on-one and group tutoring by Medaille trained students.</p>	<p>1. 110 students attended tutoring over the school year for a total of 1,178 tutoring sessions held. 2. 3. 4. 5. 6. 7. 8. 9. 10.</p>	<p>1. Martin S. Buchnowski Assistant Principal 716-816-4360 or email msbuchnowski@buffalaloschools.org 2. 3. 4. 5. 6. 7. 8. 9. 10.</p>
<p><b>Partner Organization Name and Contact Information and description of type of service provided.</b></p> <p>People Inc. 1219 North Forrest Road Po Box 9033 Williamsville, NY. 14231 716-817-7400</p> <p>They provide human services including community outreach, health care, leading to a more productive lives.</p>	<p><b>Schools the partner has successfully supported in the last three years</b> (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p> <p>1. Buffalo Public Schools 2. 3. 4. 5. 6. 7. 8. 9. 10.</p>	<p><b>References / Contacts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p> <p>1. Ella Dunne, Principal 2. 3. 4. 5. 6. 7. 8. 9. 10.</p>

Memorandum of Understanding (only if proposing a Restart or Innovation and Reform Framework)

**Buffalo City School District**

**Riverside Institute of Technology #205**

**NOT APPLICABLE**

## **G. Organizational Plan**

- i. Management and Team Structures** -Please see Appendix F: Organizational Chart
- ii. Day-to-Day Operations under the school structure**

The Associate Superintendent of School Leadership, James Weimer, will oversee the principals of both the phase-out school, Riverside High School, and the phase-in school, Riverside Academy.

### Riverside HS (phase-out school):

As evidenced by the school level organization chart, RHS leadership team consists of the principal and assistant principals who organize and lead four teams, including the School Based Management Team, Parent Involvement, Student Support Team and the Safe and Civil Schools Team. Committees will consist of faculty members from RHS. Special attention will be paid to ensure that faculty is not serving on more than two teams. The principal will meet weekly with members of each team to provide individual feedback to support their work. The Lead Transition Facilitator will assist the principal with implementing the phase-out plan and ensuring that teachers and students receive the necessary supports to increase student achievement.

Teacher teams have daily common planning meetings facilitated by a member of the leadership team. Lead teachers also assist with facilitating common planning meetings. They work to develop collaborative efficiency of teams as well as to inform the leadership teams about teacher professional development needs. This information is used to monitor and revise the Enhanced Comprehensive Professional Education Plan (ESCEP).

### **iii. APPR Plan**

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

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

No later than 10 days after the start of the school year, any teacher who received a composite effectiveness score that results in a rating of Developing or Ineffective will be placed on a Teacher Improvement Plan (TIP). The TIP is used to assist teachers in meeting district expectations in one, but no more than three, of the APPR criteria, which are aligned with the NYSUT Teacher Practice Rubric. The teacher and principal jointly develop the plan.

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

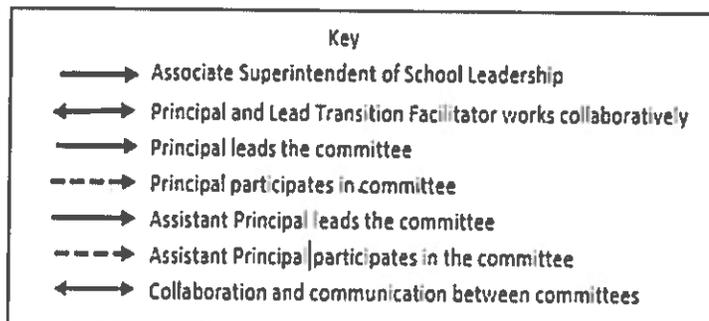
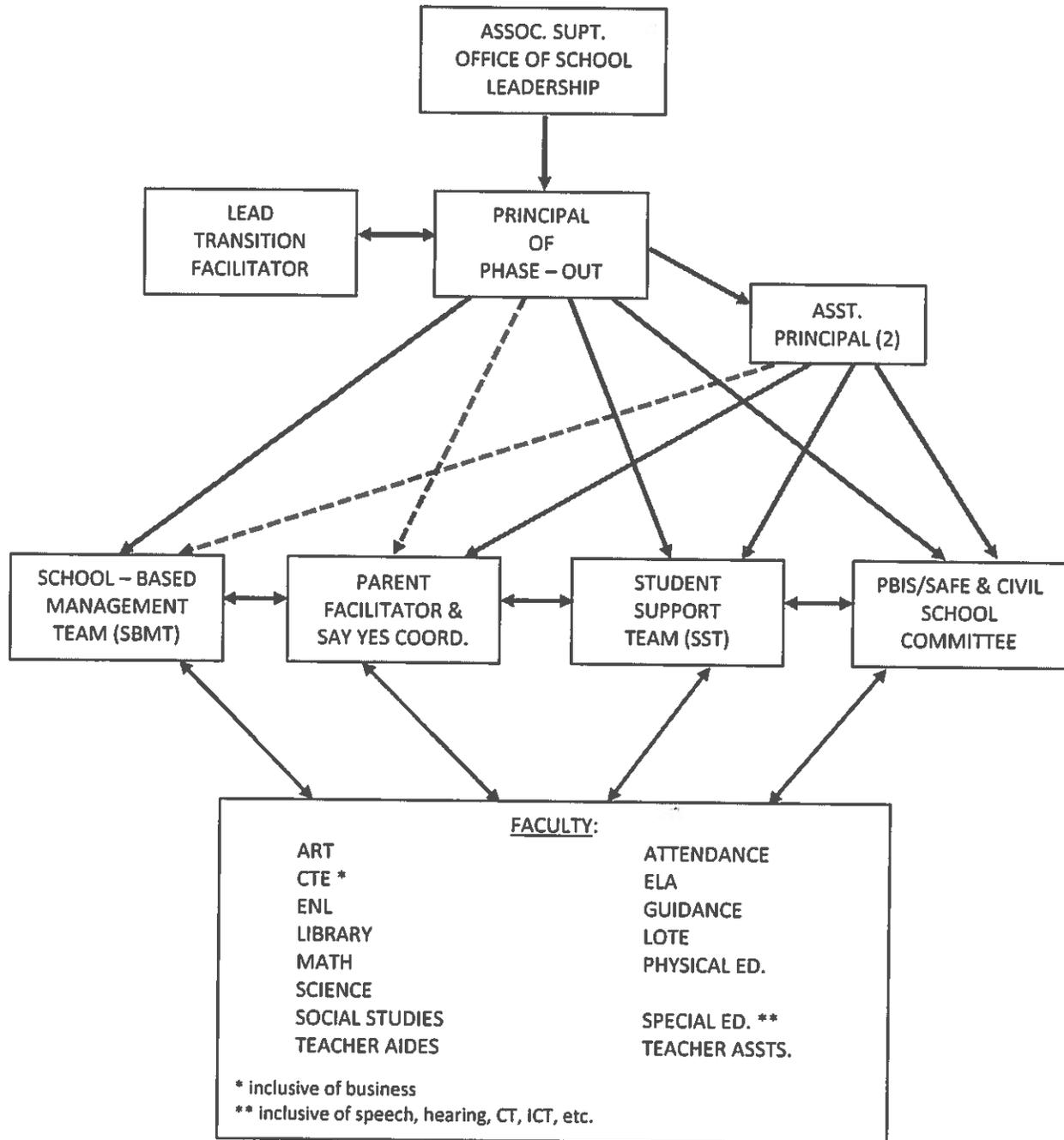
All teacher observations, student learning objectives approvals, and teacher improvement plans will be housed in BCSD's Professional Growth Data System. Teachers and building administrators use this collection of data as another platform for communication and feedback between face-to-face sessions.

All principal observations and 60 points of other measures are based on the Interstate School Leaders Licensure Consortium standards through multiple school visits by the Associate Superintendents for School Leadership, who have been certified in accordance with Commissioner Regulation 30-2.9. The visits will include a structured review process of school documents and classroom visits. One of the visits will be unannounced. The Associate Superintendents of School Leadership, also will keep a weekly-monthly- yearly observation calendar, using a process similar to the principal's calendar. The district will review and revise the APPR process based on 3012-d.

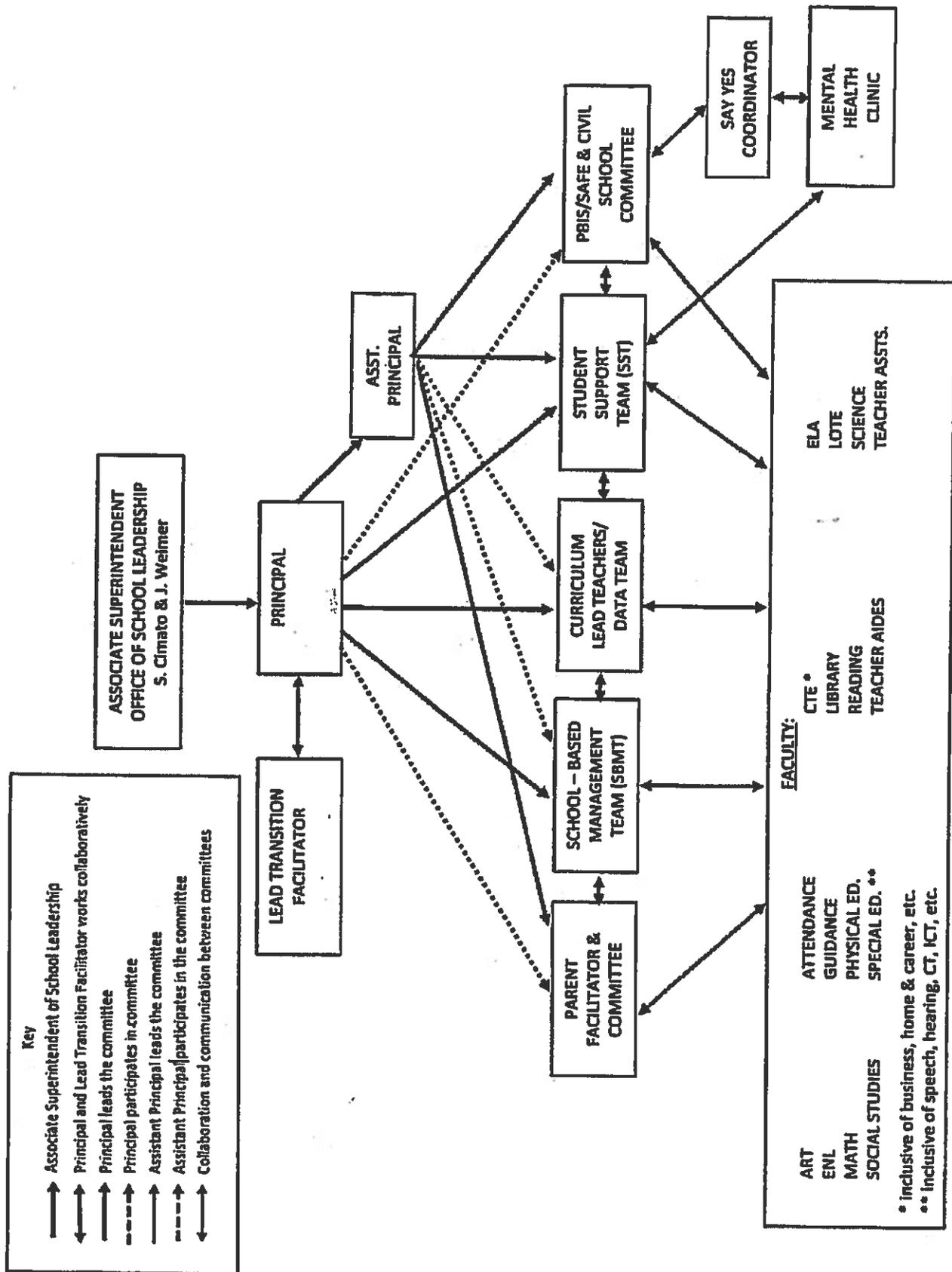
**iv. Calendar of Events to Support APPR Implementation**

*(See Appendix H: APPR Timeline)*

**ORGANIZATION CHART**  
**Riverside High School (Phase - out)**



**ORGANIZATION CHART**  
 . (phase - In)



## 2016-2017 APPR Time Line

### July 2016

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

### August 2016

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

### September 2016

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

### October 2016

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

### November 2016

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

### December 2016

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

### January 2017

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

### February 2017

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

### March 2017

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

#### **April 2017**

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

#### **May 2017**

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

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

## **H. Educational Plan**

### **i. Curriculum**

Both the phase-out and phase-in schools will provide educationally sound programs for all students. The educational plans described below illustrate how the phase-out school will ensure that it continues to strengthen its programs and offerings to students each year until the phase-out is complete, and how the phase-in school will launch a new, comprehensive program focused on the needs of the students.

#### Riverside HS (phase-out school):

Career & Technical Education (CTE) – The district will continue to support the NYSED CTE certified business & personal training programs 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 and in addition students will be able to access the 4+1 CDOS option. All curricula are cross-walked with Common Core math and English standards as well as the NYSED CDOS and industry standards. District – wide professional development offered by the CTE department will be available to all CTE teachers. These include, but are not limited to: Industry & SLO assessment review & evaluation of data, Common Core Technical Area, Math/ELA integration, Work-based Learning & Youth organizations, Guidance Counselor Informational Careers Fairs, and High Impact Learning Strategies. The differentiated business program will be offered and provide designated students a skill based CDOS credential co-taught by a CTE business teacher and a special education teacher.

Mathematics – A full NYS approved Common Core aligned math curriculum will be in place for grades 10, 11, 12. AIS will be provided to students who do not pass the Regents exam. These courses will be taught by certified math teachers. Depending on a student’s individual academic status and needs, the amount of AIS will vary but s/he will receive a minimum of one period a day, three times in a six day cycle. The class will focus on review of content, test-taking skills, and writing (e.g. word problems and explanations of computations).

English language arts (ELA) – A full NYS-approved Common Core aligned ELA curriculum will be in place for grades 10, 11, 12. AIS will be provided to students who do not pass the Regents exam. These courses will be taught by certified ELA teachers. Depending on a student’s individual academic status and needs, the amount of AIS will vary but s/he will receive a minimum of one period a day, three times in a six day cycle. The class will focus on review of content, test taking skills, and writing skills (e.g. narrative versus expository).

English language learners (ELLs) – ENL services will be provided in compliance with Part 154 regulations. ENL instruction will be aligned with the Common Core, ELA and mathematics with appropriate modifications and supports. ENL 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. Building level ENL coaches currently providing training and support will continue to do so during the phase-out period. Other

supports in the school include multilingual teacher aides proficient in the top languages spoken by the students. Title III LEP and Immigrant funding will continue to support after-school programs, professional development, parental involvement initiatives, and the summer learning program (Jump Start). It will also partially fund the ENL program coordinator. ELLs are eligible to attend the after school program that is offered in conjunction with 21<sup>st</sup> Century program is provided by Northwest Community Center. This program gives students the opportunity to get help with homework as well as tutoring in various subject areas.

Special Education – RHS will continue to serve classes of

- 15:1 students in grades 10, 11, and 12
- 8:1:1 students in grades 10, 11, and 12

The curriculum will be aligned to the Common Core. Students who require resource room, consultant teacher, or integrated co-teaching will receive services based on IEP recommendations. Teachers will receive any staff development provided to all special ed. teachers in the district. These trainings include, but are not limited to: IEP writing, integrated co – teaching, classroom management, FBAs & BIPs, and SDI.

Riverside HS (phase-in):

Career & Technical Education (CTE) – The CTE areas for Riverside will be based off the new “Blue Economy” movement whose three fundamental components include; Sustainable Commercial and recreational fisheries, Tourism & recreation, and Coastal restoration . Currently, Buffalo is going through a major resurgence of its water front and Riverside High School is uniquely situated at the foot of Ontario Street walking distance to the Niagara River which flows into Lake Erie one the Great Lakes which form the largest group of freshwater lakes on Earth, containing 21% of the world's surface fresh water by volume. Additionally, the Great Lakes adds \$13.6 Billion to the gross domestic product (GDP) to the US Economy. Working with partners that include but are not limited to the Buffalo Maritime Center (located adjacent to the school), Buffalo River Keepers, The Great Lakes Experience and the US Fish & Wildlife Service, CTE programs will be developed that will provide students the knowledge and the skills necessary to be employable in this new “Blue Economy”. The CTE programs to be offered will be: **Aquaculture**- students who chose this major will work directly with our partners to monitor both the water quality and the wildlife in and around the WNY region. Students will be involved with trout release programs, turtle surveys and in addition will maintain and grow the district own fish farm which will be located within the school. The second program would involve the **Business of the “Blue economy”** will include economic activity such as trade, travel, and tourism. Students in this program will work in conjunction with local travel destinations, such as Canalside, SiloCity, Larkinville, and Niagara Falls) to develop the skills necessary making sure that visitors have everything they need and advising them on what to do in an area, it can be the perfect field for somebody who is both enthusiastic and articulate with a strong attention to detail. Lastly, **Health & Wellness**, with the current buzzword in employer circles being *wellness*. Companies now more than ever are offering employees various options for preventive health care and maintenance in order to keep them healthy and to motivate workers. Students who chose this profession will be taught the skills necessary to help their client’s lead healthy lives by educating their clients about the locally sourced food choices and proper physical activities; certification in personal training, dietary and CPR will increase their value in this growing business.

The district will support the development of the 3 new “Blue Economy programs” **Aquaculture**, the **Business of the “Blue economy”** and **Health & Wellness** and ensure that they meet the requirements for NYSED CTE certification. The programs will be hands on programs offered over 4 years with a minimum of 810 hours of instruction. Working with our partners; supplies, equipment will be purchased and industry level assessments and work-based experiences developed. Additionally, all programs will include integrated academic credit, college articulation agreements, and advanced study credit toward their CTE endorsement. Additionally, the students will be eligible for the 4+1 CDOS option for graduation. Where possible stackable credentials will be available to CTE students to increase their employability. All curricula are cross-walked with Common Core math and English standards as well as the NYSED CDOS and industry standards. District-wide professional development offered by the CTE department will be available to all CTE teachers. These include, but are not limited to: Industry & SLO assessment review & evaluation of data, Common Core Technical Area, Math/ELA integration, Work-based Learning & Youth organizations, Guidance Counselor Informational Careers Fairs, and High-Impact Learning Strategies. A differentiated program will be offered in the **Business of the “Blue economy”** and provide designated students a skill-based CDOS credential co-taught by a CTE teacher and a special education teacher.

Riverside HS (phase-in school):

The enrollment for Riverside Academy will be primarily English language learners (ELLs). The curriculum for all subjects to be used will align with the New York State (NYS) Common Core learning standards (CCLS) and NYS Common Core testing. For math and ELA, the NYS modules will be implemented. In order to serve this unique population effectively, Riverside Academy will emulate the diverse model from the International Network of Public Schools. This model removes the stigma of being a non-English speaker and highlights the students’ languages and cultures as assets. It takes the students’ linguistic and cultural heterogeneity to create a school community that supports high academic achievement.

Riverside Academy will adopt project-based learning (PBL) as a framework. In contrast to the traditional paper-based, rote memorization and teacher-led classrooms, PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Although PBL is a relatively new term, it is grounded in the work of John Dewey. In his book, Pedagogical Creed (1987), Dewey posited his idea of students “learning by doing.” He believed that teachers are not the holder of knowledge but that they, along with other community members, can influence and shape the students’ learning experiences with constructive activities as the center of the learning experiences. Due to the students’ linguistic and cultural needs, PBL is particularly important as allows for the use of a variety of resources (e.g. visuals, guest speakers, movies, etc.) to provide multiple access points to content material. This framework has been proven effective for ELLs with International Network’s track record of success in implementing PBL. Two examples of its success are Manhattan International High School and International High School at LaGuardia. According to the High School Quality Snapshot, both schools reported that over 90% of their ninth graders are on track for graduation.

The school will implement a transitional bilingual education (TBE) model in grades 9-12 in accordance with the units of study required by Commissioner’s Regulations Part 154. TBE is a model of instruction utilized to enable English language learners students to enter into the

linguistic and cultural mainstream as quickly as possible while supporting ongoing content attainment and literacy through the use of the home language. A student in the TBE program at Riverside Academy will follow a course sequence determined by his/her proficiency in English and the home language (Spanish and possibly other languages, depending on population shifts). In the TBE program, students will receive instruction in English as a new language (ENL) in both a stand-alone and integrated setting. Home language arts (HLA) will be provided for one period per day, regardless of English proficiency, and bilingual content classes will be provided for one or two periods, depending on the student's proficiency level. Students who arrive with low literacy in the home language will receive literacy intervention services.

Bilingual education is important because it builds upon the skills and strengths of the English language learners. The ELLs receiving instruction in their home language progress in concept attainment while simultaneously learning the English language. The objective is for the ELL students to maintain high levels of literacy and content knowledge in the home language and experience a seamless transition to independence in a classroom where English is used as the language of instruction. It is theorized that this transition may take place within a three-year period, although the time frame will vary depending on the students' home language literacy levels, English proficiency, and content knowledge across subjects upon arrival. It is the goal of the TBE program that students will achieve high levels of literacy and content in both languages through a rigorous, common core aligned course of study, and that they will be awarded the New York State Seal of Biliteracy. Another goal is that teachers and staff members in the school are involved in comprehensive professional development in biliteracy and translanguaging strategies to build on the strengths the students bring while addressing areas of need in both languages. A third goal is that parents, teachers, and community members are involved in the ongoing development, implementation and evaluation of the program.

The City of Buffalo is currently going through a major resurgence of its waterfront due to its fortuitous geographical location near Lake Erie; one of the Great Lakes that form the largest group of freshwater lakes on earth which, collectively, contain 21% of the world's surface fresh water by volume. Additionally, the Great Lakes add \$13.6 billion to the gross domestic product (GDP) to the US economy. Based on these factors and the diverse student population, Riverside Academy will offer a career and technical education (CTE) program that will harness the value of the existing natural resources and the vast potential for students to develop careers in "Blue Economy." This new movement is based on three fundamental components include which includes sustainable, commercial and recreational fisheries, tourism & recreation, and coastal restoration. To meet these components, the CTE program will encompass three unique strands: 1) aquaculture, 2) business of "Blue Economy," and 3) health and wellness. Working with partners that include but are not limited to the Buffalo Maritime Center (located adjacent to the school), Buffalo Riverkeepers, the Great Lakes Experience and the US Fish & Wildlife Service, these three strands will provide students the knowledge and the skills necessary to be employable in this "Blue Economy".

## **ii. Instruction**

### **Riverside HS (phase-out school):**

The instruction for all subjects to be aligned with the New York State (NYS) Common Core learning standards (CCLS) and NYS Common Core testing. The meet the rigor of the CCLS, math instruction will focus on the 6 instructional shifts which are: focus, coherence, fluency, deep understanding, application, and dual intensity. ELA instruction will focus on the instructional

shifts which are knowledge of the disciplines, staircase of complexity, text-based answers, writing from sources, and academic vocabulary.

The students who need additional math support will receive math instruction but will also be given an AIS math class, as well as extended learning time after school. These students will also receive math instruction in an after school program by a certified teacher.

Riverside HS (phase-in school):

As it was stated in the curriculum section above, Riverside Academy will adopt a project-based framework that is embodied in the International Network's five principles which are: heterogeneity and collaboration, experiential learning, language and content integration, localized autonomy and responsibility, and one learning model for all. In order to execute this framework effectively, teachers will use a number of instructional strategies that are widely recognized to benefit English language learners. These strategies and frameworks include 5E, Sheltered Instruction, Step Up to Writing (SUTW), Understand by Design (UbD), integrated co-teaching, and translanguaging. At the conclusion of funding, students will be in a learning environment where they are learning content and developing 21<sup>st</sup> century skills.

The 5E instructional model to design and create learning environments that will engage and optimize student learning. It was created in 1987 through a grant by the National Science Foundation (NSF) to the Biology Science Curriculum Study (BSCS) which is a sub-committee of the American Institute of Biological Sciences (AIBS). The 5E model will complement the PBL framework because both are based on a constructivist approach to teaching and learning that highlight hands-on and inquiry activities that engage all students. It is important to note that although the model was born from the sciences, it is vertically and horizontally aligned across all curricular areas.

The 5E model consists of the following phases of instruction: 1) engagement, 2) exploration, 3) explanation, 4) elaboration, and 5) evaluation.

**Engagement:** This first phase engages students in the learning task. The students mentally focus on an object, problem, situation, or event. This activities within this phases make connections to past learning experiences. Asking questions, defining problems, and acting out situations are all ways to engage students and focus them on the instructional task.

**Exploration:** The second phase allows the students to explore the ideas. Exploration activities are designed so that the students in the class have common, concrete experiences upon which they continue formulating concepts, processes, and skills. The aim of exploration activities is to establish experiences that teachers and students can later use to formally introduce and discuss concepts, processes, or skills. As a result of their mental and physical involvement in the activity, the students establish relationships, observe patterns, identify variables, and question events.

**Explanation:** The process of explanation provides the students and teachers with a common use of terms relative to the learning task. In this phase, the teacher directs students' attention to specific aspects of the engagement and exploration experiences to explicitly connect to new concepts and skills.

**Elaboration:** This phase facilitates the transfer of the students' schema to new concepts and skills. It is important during this time to involve students in further experiences that extend the concepts, processes, and skills. Activities that promote elaboration include small group discussions and other cooperative learning experiences that allow them the opportunity to

express their understanding of the subject and receive feedback from others who are close to their own level of understanding.

**Evaluation:** This phase provides an important opportunity for students to self – evaluate their learning and show evidence of accomplishments. Students also receive feedback from the teachers. Although formative assessments and evaluations can and should take place throughout the phases, teachers must assess educational outcomes in this phase.

The second essential framework is sheltered instruction. This instructional framework encompasses all aspects of good teaching that will complement 5E yet provides teachers with a foundational understanding of ELLs. It was designed by three researchers, J. Echevarria, D. Short, and M. Vogt, from the Center for Applied Linguistics (CAL) through a meta-analysis of existing research in the field on second language acquisition and second language instruction. Sheltered instruction is designed to address the needs of English language learners (ELLs) to develop language- and content-learning simultaneously. This model is well-documented in improving student achievement (Echevarría, Richards-Tutor, Chinn, & Ratleff, 2011). It consists of eight components: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. Each of these components, and their features, are organized in a way to help teachers structure and organize their teaching in a comprehensive manner. One important stage of planning is “lesson preparation.” This component of sheltered instruction requires teachers to not only write lesson objectives but to delineate content and language objectives. The premise behind this is for teachers to think about both the content that they will teach as well as the language that is required associated with the content. This is particularly important for ELLs because they, by definition, do not yet have the language skills needed to function as their native English-speaking peers. As this school will only enroll ELLs, every teacher is a language teacher as well as a teacher of academic content and skills. However, sheltered instruction is very clear in emphasizing that the language of a domain is not simply the content specific vocabulary but also the process/function words that often impede ELLs from learning the content materials or completing learning tasks. Another component in sheltered instruction that exemplifies the importance of thoughtful planning for purposeful language and content instruction is “interaction.” This component helps teachers to be more strategic when planning cooperative learning groups. One element of cooperative learning is homogeneous or heterogeneous grouping. Although the school will enroll primarily ELLs (homogeneous), there is heterogeneity within this population such as students who are at differing English and home language proficiencies, those who speak different languages, and those who are from various cultural and ethnic backgrounds. So, when placing students into groups, teachers must consider what type of grouping will maximize the time students interacting with each other and with the teachers for oral language development. Second language acquisition research has clearly proven that oral language development is the first step to language learning and a gateway to literacy.

Another instructional tool that teachers will have is Step Up to Writing (SUTW). SUTW is an organizational program that provide teachers with explicit writing strategies in order to help students organize their thinking and their writing within the writing process. Teachers will use key strategies and resources from this program to teach students how to write within their subject areas. Some of the key strategies include, but are not limited to: how to write strong and effective topic and concluding sentences, how to write position statements, how to transition between

ideas, and how to write strong and effective paragraphs with supporting details. All teachers will be expected to infuse writing into all lessons using SUTW strategies and resources.

Translanguaging by City University of NY–NYS Initiative for Emergent Bilinguals (CUNY–NYSIEB). CUNY–NYSIEB is a collaborative project of the Research Institute for the Study of Language in Urban Society (RISLUS) and the doctoral program in urban education. The main focus of the initiative consists of professional development to principals and school/district personnel in support of practices that view bilingualism as a dynamic practice and as a resource to be used in classrooms as well as the whole school. Participants will be given materials developed throughout the initiative, receive training on historical and current practices to support emergent bilinguals, and implementation of the bilingual common core initiative. CUNY–NYSIEB has a successful track record in working with the district, specifically at School #45 and the district’s Model Induction mentoring program. Because translanguaging is not a program, it can be implemented building – wide by all teachers. Teachers who use English as the medium for instruction as well as bilingual teachers can use translanguaging practices in order to leverage the students’ home languages as a tool to teach language and content.

The students who need additional support will be given academic intervention services. For math support, students will be given AIS math class as well as extended learning time after school. In the AIS math classes, Math 180 will be used as a supplement to the instruction that teachers will provide. For ELA support, student will receive AIS ELA instruction and extended learning time after school. The after school program for both math and ELA will be taught by certified teachers and will be offered four times per week in order to give students as many opportunities as possible to attend.

Riverside Academy will provide a wide spectrum of special education services that are rooted deeply in an inclusive model, which embraces the idea that students will be appropriately supported in the least restrictive environment. These services include consultation, resource, and co-teaching, as well as a work study/vocational program. In addition, an exemplary community-based program that will provide specialized support for students that have more substantial needs. The students who need accelerated instruction will be provided enrichment such as honors and Advanced Placement (AP) classes. And, with each phase-in year, the students will be closely monitored and provided with core and elective courses that will give them the required credits to graduate on time with their cohort peers.

A comprehensible instructional toolkit for teachers must include a systematic method for planning. Understanding by Design (UbD) was created by McTighe and Wiggins in 1998. It is centered on “teaching for understanding” through backwards design which requires teachers to analyze and determine the desired outcomes before developing the learning objectives and activities in order to reach the desired outcomes or results. With the end in mind, teachers are able to avoid the common pitfall of planning forward from activity to activity, only to find that some students are prepared for the final assessment while others are not. It is based on the concept that teachers will have a much firmer and clearer grasp of where the learning is going if the goal or summative assessment is clearly articulated right from the beginning. Teachers focus on the enduring understandings that students must learn and apply, then they develop the process of what students will know and how and when they have reached that understanding. UbD will not only help teachers in planning their daily lessons but to also be able to map their subject area curriculum with the student project as desired outcome.

Below is an example of how all the components complement each other to create an experiential learning environment where academic excellence and 21<sup>st</sup> century skills are the foci. Teachers will use the Understand by Design (UbD) model to plan for the year – long cross – curricular project. The first step of UbD is to determine the desired result. For the purpose of this plan, the result is a standards – based cross curricular project that each student must create. Teachers, from all subject areas, will discuss and come to consensus on a theme and a driving question which is a requirement for project – based learning (PBL). Once the theme and driving question are established, teachers will create the structure by which students must comply. Continuing with UbD, teachers would then gather within their subject areas to design two mini projects (one per semester). The mini projects must meet the criteria of PBL which are 21<sup>st</sup> century skills, structured collaboration, student voice and choice, and inquiry and innovation. Students will select one project from each class to contribute to the larger final project. Teachers must be given the autonomy to collectively determine how they wish to structure their mini projects as they need to address the curriculum and standards of their respective subjects. It is important to note that every teacher will be expected work with their students to create mini projects (e.g. math, science, social studies, ELA, music, art, business, ENL, LOTE, etc.) and one of the two must be a writing project. Once the desired result and project structure have been determine, the next step will be for teachers to use CCLS curriculum to plan instruction. The end result (i.e. project) will be the driving force in keeping teachers focused on designing their lesson activities and learning experiences that will lead students to complete their mini projects. The supports available for teachers to provide effective instruction, from planning to delivery, will include:

- *Sheltered Instruction* – As noted earlier, sheltered instruction is an instructional framework that encompasses aspects of good teaching. It is not an added curriculum that teachers “must get through.” Sheltered i helps teachers think about ELLs and how they learn in order to make instruction meaningful to them.
- *Step Up to Writing (SUTW)* – SUTW is an organizational program that teaches explicit writing strategies within the writing process to help students organize their thinking and their writing. Teachers will use key strategies and resources from this framework to teach students how to write their mini projects. Some of the key strategies include, but are not limited to: how to write strong and effective topic and concluding sentences, how to write position statements, how to transition between ideas, and how to write strong and effective paragraphs with supporting details. This program has been adopted as a district – wide initiative.
- *Translanguaging* – The translanguaging practices will be particularly important in PBL as many students may have not yet acquired sufficient amount of language to complete the project in English. As such, students will collaborate with their peers to create multilingual projects. And, teachers will make use of these practices to help students to harness their linguistic strengths in order acquire English and learn content.

At the end of the school year, students will present their projects at the “Riverside Academy Showcase”. The showcase will be open to the public. Students will have the opportunity to present their projects, answer questions, and learn about other projects. In addition, specialists and experts from the community will be invited to select two to three projects that they will review and provide feedback to the students.

The CTE program will encompass three strands: 1) aquaculture, 2) business of “Blue Economy,” and 3) health and wellness. Students who chose aquaculture will work directly with local partners to monitor both the water quality and the wildlife in and around the WNY region. Students will be involved with trout release programs, turtle surveys and in addition will maintain and grow the district own fish farm which will be located within the school. The second strand involves the business of the “Blue Economy” which will include economic activity such as trade, travel & tourism. Students in this program will work in conjunction with local travel destinations, such as Canalside, SiloCity, Larkinville, and Niagara Falls, to develop the skills necessary making sure that visitors have everything they need and advising them on what to do in an area, it can be the perfect field for somebody who is both enthusiastic and articulate with a strong attention to detail. The third strand is health and wellness. With society’s shift to maintaining health, companies now more than ever are offering employees various options for preventive care and maintenance in order to keep them healthy and to motivate workers. Students who chose this profession will be taught the skills necessary to help their clients lead healthy lives by educating them about the locally sourced food choices and proper physical activities; certification in personal training, dietary, and CPR will increase their value in this growing business.

All three will be hands-on programs that will be offered over 4 years with a minimum of 810 hours of instruction and will meet the requirements for NYSED CTE certification. Working with our partners; supplies, equipment will be purchased and industry level assessments and work based experiences developed. They will include integrated academic credit, college articulation agreements, and advanced study credit toward their CTE endorsements. Additionally, the students will be eligible for the 4+1 CDOS option for graduation. Where possible stackable credentials will be available to CTE students to increase their employability. All curricula are cross – walked with Common Core math and English standards as well as the NYSED CDOS and industry standards. District-wide professional development offered by the CTE department will be available to all CTE teachers. These include, but are not limited to: industry and SLO assessment review, evaluation of data, Common Core technical area, math/ELA integration, work-based Learning & youth organizations, guidance counselor informational careers fairs, and high impact learning strategies. A differentiated program will be offered in the business of the “Blue Economy” and provide designated students a skill based CDOS credential co-taught by a CTE teacher and a special education teacher.

### **iii. Use of Time**

The 2016–17 school year will begin on 1 September for staff and faculty. There will be two days of professional development for teachers. The first day of class for students will be September 6, 2016. The total number of teacher days will be 186 and 171 for students in grades nine through twelve. (*Please see Appendix G: School Calendar*)

### **Riverside HS (phase-out school):**

In 2016–17, RHS will enroll students in grades 10, 11, and 12 because it will be the first year of the phase-out. The leadership team will ensure that the counselors closely monitor students to ensure that they are scheduled for the classes that are required for graduation, including appropriate classes such as AIS classes for students who need additional academic support. In addition, an after school instructional program will be implemented for students who have struggled with passing the Regents exams due to their linguistic needs.

Riverside HS (phase-in school):

The district will post and hire the school leader who will use the 2016–17 school year for planning year a comprehensive educational program for Riverside Academy. The school leader will: 1) work with the Human Resource Department to recruit and hire staff, 2) work with the Office of Registration and Student Placement to recruit eighth grade students within the district, 3) collaborate with department heads to ensure the implementation of the curriculum, 4) create a master schedule, 5) reach out and communicate to the community stakeholders, 6) reach out and communicate with partners, and 7) work with various district departments for ensure implementation of the SIG plan.

Riverside Academy will enroll its first ninth grade cohort in 2017–18. With a focus on literacy across the curriculum, the school will provide CCLS-aligned curriculum and instruction, and providing academic interventions for students who are in need of additional support. Students will be scheduled in a manner that will best suit their needs.

**iv. Data-Driven Instruction/Inquiry (DDI)**

(See Appendix H: Schedule for Administering Common Interim Assessments)

**v. Student Support**

Riverside HS (phase-out school):

RHS will continue to implement Response to Intervention (RtI) for students. Within the RtI model, the Safe & Civil Schools/Positive Behavior Interventions and Supports (PBIS) program will be used. PBIS is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. The goals of PBIS are to: A) Increase data-based decision-making on behavior and academic instruction and reinforce across all school settings, B) increase consistent use and effect of research-based behavioral and academic instructional strategies among all school staff at school-wide, classroom, and individual student levels, C) reduce use of reactive discipline measures in schools (e.g., office discipline referrals, detentions, suspensions, expulsions) for all students, D) Implement effective intervention plans for students with the most comprehensive behavioral and emotional needs that support and evaluate their success across home, school, and community, E) increase capacity of general education settings to successfully educate students with disabilities and prevent academic and/or social failures of all students, F) increase capacity of schools and districts to address over- and under-representation of students by ethnicity relative to discipline, disability status, and academic achievement with access to data on these outcomes, G) improving attendance by establishing a culture of attendance, acknowledging outstanding attendance and supporting students at-risk for chronic absenteeism, H) increase academic achievement levels of all students. PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students. The three tiers are:

**Tier 1 Interventions** – Universal interventions are offered to all students. Examples are school-wide behavior exceptions (Respect Yourself, Respect the School Community, Respect Each Other), student mentors, extracurricular activities, and school-wide positive discipline events (dance, movies).

**Tier 2 Interventions** – Selected interventions are aimed at students who are identified as being at risk of failure and/or dropout. Examples are mentoring/advisory period, Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP), check in/check out (CICO), anger management, Social Academic Intervention Groups (SAGS) etc.

**Tier 3 Interventions** – Targeted interventions are aimed at students exhibiting clear signs of early school leaving. Examples are alternative or non-traditional programs, intensive wrap-around services, individualized behavior plans, etc.

In addition, guidance counselors will continue to apply the training they received on how to use scholarship reports and graduation tracking systems to ensure on-time graduation and credit recovery options. Counselors were trained and in-serviced through the district's Guidance Department and consultants on how to use various tools such as Hobson's Naviance Program to support students and parents on the research of scholarships. Additionally, the Guidance Department is linked with the state's HESC FAFSA Completion Project which also identifies students that have not completed TAP applications and PELL grants which would allow them additional funds 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 to complete the FAFSA application. Counselors were also trained on how to identify on-track students by credits assigned. Counselors also 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 are in need of 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.

Riverside HS (phase-in school):

Riverside Academy will implement the district-wide initiative Safe & Civil Schools/Positive Behavior Interventions and Supports (PBIS), which is a program within the Response to Intervention (RtI) model. PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students. The three tiers are: **Tier 1 Interventions** – Universal interventions are offered to all students. Examples are school wide behavior expectations (Respect Yourself, Respect the School Community, Respect Each Other), student mentors, extracurricular activities, and school-wide positive discipline events (dance, movies).

**Tier 2 Interventions** – Selected interventions are aimed at students who are identified as being at risk of failure and/or dropout. Examples are a mentoring/advisory period, Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP), check in/check out (CICO), anger management, Social Academic Intervention Groups (SAGS) etc.

**Tier 3 Interventions** – Targeted interventions are aimed at students exhibiting clear signs of early school leaving. Examples are alternative or non-traditional programs, intensive wrap-around services, individualized behavior plans, etc.

As the new school is phasing in, the guidance counselors will apply the training they received on how to use scholarship reports and graduation tracking systems to ensure on-time graduation and credit recovery options. Counselors were trained and in-serviced through the district's Guidance Department and consultants on how to use various tools such as Hobson's Naviance Program to support students and parents on the research of scholarships. Additionally, the Guidance Department is linked with the state's HESC FAFSA Completion Project that 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 that has FAFSA teams in every high school assisting students to complete the FAFSA application. This is particularly important for students at Riverside Academy as many of the students' parents/guardians are also English language learners (ELLs) and find it extremely challenging to complete necessary documentations required by colleges.

Counselors were also trained on how to identify on-track students by credits assigned. Counselors also use the Senior Credit Review Form that 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 are in need of additional courses. The Data Dashboard training was given by the Office of Shared Accountability and is done annually for updates and revisions. Students who need 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.

In addition, there will be a mental health clinic at Riverside Academy provided by Say Yes to Education, a district and school partner. The existence of the clinic will provide mental health services to any student who is in need mental health services. The onsite clinic will allow students to easily access the services in their own school building without the need to regularly travel to an outside clinic located somewhere in the community. The clinic will be coordinated by Say Yes support specialist and operated by a community mental health agency. It will be available before, during, or after the school day.

#### **vi. School Climate and Discipline**

##### Riverside HS (phase – out school):

As the old school phases out and the new school phases in, both schools will implement the district-wide initiative Safe & Civil Schools/Positive Behavior Interventions and Supports (PBIS) which is a program within the Response to Intervention (RtI) model. PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students. The three tiers are:

**Tier 1 Interventions** – Universal interventions are offered to all students. Examples are school wide behavior expectations (Respect Yourself, Respect the School Community, Respect Each Other), student mentors, extracurricular activities, and school-wide positive discipline events (dance, movies).

**Tier 2 Interventions** – Selected interventions are aimed at students who are identified as being at risk of failure and/or dropout. Examples are mentoring/advisory period, Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP), check in check out (CICO), anger management, Social Academic Intervention Groups (SAGS), etc.

**Tier 3 Interventions** – Targeted interventions are aimed at students exhibiting clear signs of early school leaving. Examples are alternative or non-traditional programs, intensive wrap-around services, individualized behavior plans, etc.

Each respective student support team (SST) will meet monthly to collaborate with the PBIS committee, and the Say Yes support specialist to review student intervention plans in order to make necessary adjustments that will benefit students.

##### Riverside HS (phase-in school):

In addition to PBIS, Riverside Academy will institute Restorative Justice practices. Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making, and facilitates student learning to address the impact of their

actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding. Through restorative practices, members of the school community will:

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

#### **vii. Parent and Community Engagement**

##### Riverside HS (phase-out school):

The district and the school has shared information regarding the status of the school to parents, community members, the Alumni Association, external partners, and other educational stakeholders. Upon being notified of the Riverside's designation as an "out-of-time" school in the fall of 2015, the superintendent notified the Chief Academic Officer and the Associate Superintendent of School Leadership who in turn notified the principal and the faculty and staff.

The principal sent letters home to parents notifying them of the school's status. These letters were translated into six of the top languages represented in the school. In addition to letters being sent home, public meetings were held to ensure that the information was shared with as many constituency groups as possible. In addition to the presentations to the community regarding the phase-out/phase-in plans, four parent meetings were held by the principal, lead transition facilitator, and parent facilitator.

Quarterly public meetings will continue to be held until the completion of the phase-out. These meetings will be coordinated and lead by the associate superintendent, principal, lead transition facilitator, and the parent facilitator. The purpose of the meetings will be: a) to provide an update on the phase-out process, b) parents' rights to transfer their child to other schools, and c) eighth grade students' high school application process. Letters will be sent home to families, along with Connect-Ed calls, to notify them of the meetings. Both letters and phone calls will be in translated into the top six languages represented in the school. For the convenience of parents, guidance counselors and central registration staff will be available at the school should parents wish to consider a transfer. The on-site parent facilitator will be trained, by the Placement Office, in the transfer/enrollment process to support parents and students.

##### Riverside Academy (phase-in school):

A public meeting regarding the new school and the implementation of the school improvement grant (SIG) will be held in September 2016. Key stakeholders will be invited to ensure transparency. The principal, along with the lead facilitator and parent facilitator, will present the plan for Riverside Academy. One key element that relates to communication and parent engagement, in the new school, is the establishment of a community center that will be led by the parent facilitator. The facilitator, who will be multilingual, and committee will be charged with not only increasing parent involvement but also to develop a streamlined system that will allow school staff and families to establish collaborative partnerships that support students' academic success. The system will a) foster collaborative decision-making that includes participation from principals, parents, teachers, school staff, and community leaders around the

school plan, and b) create a school as a hub of family and community activities and building family-school partnerships around student learning. In addition, information regarding the new school will be updated on the school website on a bi-weekly basis, or more often if warranted, and the parent facilitator will run monthly parent meetings.

## **I. Training, Support, and Professional Development**

### **i. School Involvement in Development of Plan**

#### Riverside HS (phase-out school):

The leadership team collectively contributed to the vision on the professional development plan. As 2016–17 will be year one of the phase-out process, the school will focus on enhancing instructional practices that will meet the diverse needs of students, increase student achievement on state assessments and the graduation rate, and focus on literacy and numeracy. One of the challenges that RHS faced in the past was uncoordinated efforts with regards to teacher development. Beginning this school year, the principal and the leadership team will create key systems and structures that will coordinate communication, building level trainings with those offered by the district, and services provided by community partners.

At the building level, the professional development plan will be aligned with the school comprehensive education plan (SCEP) and the phase-out plan. These trainings include Sheltered Instruction, *What's Different about Teaching Reading to English Language Learners (ELLs)*, *Research-Based Vocabulary Instruction for ELLs* and Step Up to Writing. Sheltered Instruction will be differentiated for teachers who have had training and those who have no or limited knowledge of the model. There will be one day of an overview for all teachers. Then each group of teachers will receive four days of training. Teachers with no or limited knowledge of the model will receive Sheltered Instruction Level I training. This training will be an introduction to the model where teachers will gain knowledge of the element of each component practical skills to incorporate them into lesson plans. Teachers who have had training will receive Sheltered Instruction Level II. This training will give teachers an in-depth understanding of the components and how to apply multiple components into their lessons. Teachers will be expected to implement sheltered instruction in their classroom and administrators will be able to identify observable evidences and instructional practices through walkthroughs, informal, and formal observations.

In addition to the trainings listed in schedule of trainings, there are numerous teacher leaders who have advanced degrees and/or received extensive training in a variety of topic. These teacher leaders can provide expertise in cultural and linguistic diversity, needs of students with disabilities (SWDs), parent engagement, etc.

#### Riverside HS (phase-in school):

Research is clear that traditional professional development in a workshop format (short and one-time training) do not change teacher practices and have no effect on student achievement (Yoon et al, 2007; Bush, 1984). The reason it is ineffective is that it doesn't provide support in implementation, which is an essential stage of learning, of the learned instructional skills. As any teacher knows, employing a newly-learned strategy is more difficult than learning what a strategy is; even experienced teachers will struggle with a new instructional technique in the beginning (Ermeling, 2010; Joyce and Showers, 1982). When training merely describes a skill to teachers, only 10% are able to transfer it into their practice. But, when teachers are coached through the beginning stage of implementation, 95% are able to transfer the skill. In order for professional development to be effective, there must be anywhere from 50 to 80 hours of instruction, practice, and coaching before teachers arrive at mastery (French, 1997; Banilower, 2002; Yoon et al., 2007).

Based on the abundance of research in this area, the professional development plan for Riverside will: A) be on-going throughout the school year, B) be infused into all curricular areas, and C) include in-depth coaching. For the implementation year, professional development will be planned that will clearly stipulate that A) teachers will receive active and engaging trainings in order to get a solid foundation of knowledge about the instructional strategies, B) teachers will see a model of implementation, and C) teachers will receive coaching as they attempt to apply what they have learned.

The professional development plan will be implemented by district and building level individuals. All trainings will be aligned with the school comprehensive education plan (SCEP). For example, at the district level, the Office of School Leadership will offer trainings on data driven instruction (DDI), the Department of Multilingual Education will offer training on native language arts (NLA) and Step Up to Writing (SUTW), Sheltered Instruction coaching, and the Teacher Center offer a multitude of trainings across all curricular areas. At the building level, there are numerous teacher leaders who have advanced degrees and/or received extensive training in a variety of topic. These teacher leaders can provide expertise in cultural and linguistic diversity, needs of students with disabilities (SWD), parent engagement, etc.

The trainings will be robust and comprehensive in order to address the priorities identified in section A. Aside from those already listed, teachers will receive trainings on Understand by Design (UbD) and project-based learning (PBL) through the partnership with a local college or university. Please refer to section F for detailed information on the training topics. However, it is essential to state that the school leadership team must have flexibility to modify the types of training that will occur based on the periodical evaluations of their effectiveness. These ongoing and in-depth sessions will occur through the school year.

In addition to the trainings that will be offered in the school, Riverside teachers will have opportunities to attend trainings offered by the district. For example, the Office of School Leadership will offer trainings on data driven instruction (DDI), the Department of Multilingual Education offer training on native language arts (NLA), and both the Professional Development Department and the Teacher Center will offer a multitude of trainings across all curricular areas.

## **ii. Implementation Period**

*(See Appendix J: Implementation Period Chart)*

## **iii. Evaluation Plan**

Evaluation planning will be an integral part of professional development planning. In collaboration with BCSD staff, school leaders, and professional development providers, the principal will ensure that professional development, training, and support are closely aligned to the school improvement goals and strategies. Specific professional learning outcomes and related indicators, along with the expected outcomes in student learning and related indicators, will be identified prior to each professional learning activity. Interim outcomes, indicators, and benchmarks include the following: teacher perception, new knowledge and skills, changes in school organization and culture, and changes in student learning. Evaluations of training, support, and professional development will focus on the following three questions:

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

Riverside High School (phase-out and phase-in) will analyze professional development outcome data, reflect on implementation fidelity, and determining necessary midcourse corrections to

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

- Sign-in sheets to track teacher participation
- Activity logs to track follow-up support for individual teachers and groups of teachers
- Activity logs noting the frequency and the duration of weekly instructional visits and feedback on the classroom application of new instructional strategies, as well as their substantive focus
- Surveys and evaluation forms to gauge teacher perception on how well they are able to apply new knowledge and skills in their professional practice
- An analysis of benchmark assessments, common formative assessments, daily formative assessments, and student work
- Summative evaluations (annually) will focus on whether the professional development achieved the intended outcomes as reflected in changes in teachers' practice and changes in student learning

Riverside Academy (phase –in school)

Goals:

- During Year 1 Riverside Academy (RAHS) will complete hiring faculty for the phase-in school. The Principal will work with the human resource department to identify teachers and place by June 2017.
- The Principal of RAHS will work with partners to establish necessary professional development That will be required for the academic year starting July 2017.
- RAHS will have schedules and programs in place to reach the targets identified on Attachment B.

Area of Focus	Strategies	Indicators of Success	Timeline	Responsibility
Hiring	NA	<ul style="list-style-type: none"> <li>• Administrator and teachers with turn around experience will be hired and in place for September 2016</li> </ul>	September 2016- June 2017	Human Resource Department
Professional Development	NA	<ul style="list-style-type: none"> <li>• Having a solid and planned professional development plan to be implemented starting September 2016</li> <li>• Training for the administrators and teachers of the schools.</li> </ul>	September 2016- June 2017	Administrators and partners
Schedules and resources in place	NA	<ul style="list-style-type: none"> <li>• Ensuring that student schedules are in place for the incoming students to ensure academic success</li> </ul>	September 2016- June 2017	Administrators

### Communication and Stakeholder Involvement/Engagement

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

## **J. Communication and Stakeholder Involvement/Engagement**

### **i. Regular and Systematic Updates to Stakeholders**

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

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

The school leadership team will serve as the primary mechanism for regularly and systematically updating parents, families, and other stakeholders on the implementation of the SIG plan. A communication plan will be developed to include systems and structures to achieve the following:

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

## **K. Project Plan and Timeline**

### **i. Year 1 Implementation Period—Goals and Key Strategies**

*(See Appendix J : Implementation Period Chart)*

#### **ii. Early Wins**

##### Riverside HS (phase-out school):

The data from the DTSDE report show a gap between curriculum and instruction. District and school leaders have identified a few high-priority goals that will yield visible results and serve to motivate and engage all stakeholders in the change process. These early wins must be targeted, based on a review of data, and directly impact student learning outcomes. The early wins for RHS include the following:

- Content and language objectives are clearly written in lesson plans.
- Lesson plans delineate varying instructional strategies to differentiate for student needs.
- Teachers regularly analyze data and keep record of student information via a data binder.
- Increase students passing the Common Core ELA assessment to 56% from 51% by June 2017
- Increase students passing the Common Core Algebra assessment to 36% from 31% by June 2017

##### Riverside HS (phase-in school):

The 2017-18 will be year one of implementation for Riverside Academy. The early wins include:

- Faculty and staff will be completely hired.
- Partnerships will be in place to ensure professional development can begin.
- Schedules and programs will be in place to achieve targets.
- A new mission and vision statement has been created by all stakeholders.
- A new school climate and culture will be established.

#### **iii. Leading Indicators**

Adapted from other school districts' "charting the course" monthly meetings, Riverside High School will conduct regular performance management (PM) meetings designed to ensure that schools and district staff work in concert to meet the needs of all students in a deliberate and impactful manner. At least monthly, school leadership teams will follow a systematic meeting process to efficiently and effectively use their limited time to gain an understanding of current performance (what the data show), to uncover root causes (why the data show it), as well as to create action items to address issues or concerns. In addition, the principal will meet with their chief of school leadership to discuss school strategies, implementation, and key metrics as well as to problem-solve common challenges. These meetings focused on core strategies for improving student outcomes as indicated in the SIG application.

During each meeting, action steps or new ideas for how to better implement the strategy and commitment to action items will be discussed and agreed upon. Action items should be done in stages, with a combination of short-term and long-term actions. Recognizing quick successes on the short-term items will create momentum for longer-term actions. Once an action item has been implemented, it is important to evaluate ongoing progress to continuous improvement. Schools should look at both short- and long-term indicators to gauge effectiveness.

= Required Field

Local Agency Information		
Funding Source:	SIG Cohort 7 - Riverside #205	
Report Prepared By:	Danielle Schwanekamp	
Agency Name:	Buffalo City School District	
Mailing Address:	419 City Hall	
	<i>Street</i>	
	Buffalo	NY 14202
	<i>City</i>	<i>State</i> <i>Zip Code</i>
Telephone # of	<input type="text"/>	<input type="text"/>
Report Preparer:	(716) 816-3625	County: Erie
E-mail Address:	bpsgrants@buffaloschools.org	
Project Funding Dates:	9/1/2016	6/30/2017
	Start	End
REVIEWED / RECOMMENDED		

2016 JUN 11 11:09:30 AM  
 RECEIVED  
 SPECIAL SERVICES

INSTRUCTIONS
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer of properly authorized designee.</li> <li>• 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.</li> <li>• For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <a href="http://www.oms.nysed.gov/cafe/guidance/">http://www.oms.nysed.gov/cafe/guidance/</a>.</li> </ul>

*Richard Thompson* 7/14/16







SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$10,527
Description of Item	Quantity	Unit Cost	Proposed Expenditure
<i>DISTRICT</i>			
Software - Next Lesson Software Licenses	varies	varies	10,527

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

EMPLOYEE BENEFITS			
		Subtotal - Code 80	\$107,795
Benefit			Proposed Expenditure
Social Security		0.0765	23,130
Retirement	New York State Teachers	0.120	36,205
	New York State Employees	0.155	100
	Other - Pension		
Health Insurance	Admin (0.16 FTE)	16,547	2,648
	Exempt (0.16 FTE)	16,547	2,648
	Teachers (2.00 FTE)	15,532	31,064
	PCTEA	12,578	
	Aides/Assistants	9,385	
Worker's Compensation		0.0315	9,524
Unemployment Insurance		0.004	1,210
Other (Identify)			
Supplemental Benefits	Admin (0.16 FTE)	530	85
	Exempt (0.16 FTE)	530	85
	Teachers (2.00 FTE)	525	1,050
	PCTEA	575	
	Aides/Assistants	540	
	Transp. #264	450	
	ENG/CUST#409	500	
Life Insurance		19.80	46

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	\$461,166
B.	Approved Restricted Indirect Cost Rate	3.00%
C.	Subtotal - Code 90	\$13,834

For your information, maximum direct cost base = \$486,166

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

Indirect cost rate last adjusted on 8/14/15

**PURCHASED SERVICES WITH BOCES**

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

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

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

**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$301,703
Support Staff Salaries	16	\$641
Purchased Services	40	\$65,500
Supplies and Materials	45	\$10,527
Travel Expenses	46	\$0
Employee Benefits	80	\$107,795
Indirect Cost	90	\$13,834
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
<b>Grand Total</b>		<b>\$500,000</b>

REVIEWED / RECOMMENDED

*Richard Thompson* 7/14/16

**CHIEF ADMINISTRATOR'S CERTIFICATION**

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

7/18/16 *[Signature]*

Date Signature

Dr. Kriner Cash, Superintendent

Name and Title of Chief Administrative Officer

Agency Code: 140600010000

Project #: \_\_\_\_\_

Contract #: \_\_\_\_\_

Agency Name: Buffalo City School District

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

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

Finance: Logged \_\_\_\_\_ Approved \_\_\_\_\_ MIR \_\_\_\_\_

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

<b>Agency Code</b>			<b>140600-01-0000</b>					
<b>Agency Name</b>			<b>Buffalo City School District - Riverside Institute of Technology - #205</b>					
Year 1 Implementation Period (September 1, 2016 - June 30, 2017)			Year 2 Implementation Period (July 1, 2017 - June 30, 2018)			Year 3 Implementation Period (July 1, 2018 - June 30, 2019)		
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	\$ 301,703	Professional Salaries	15	\$ 305,638	Professional Salaries	15	\$ 309,692
Support Staff Salaries	16	\$ 641	Support Staff Salaries	16	\$ 641	Support Staff Salaries	16	\$ 641
Purchased Services	40	\$ 65,500	Purchased Services	40	\$ 65,500	Purchased Services	40	\$ 60,500
Supplies and Materials	45	\$ 10,527	Supplies and Materials	45	\$ 4,545	Supplies and Materials	45	\$ 4,043
Travel Expenses	46	\$ -	Travel Expenses	46	\$ -	Travel Expenses	46	\$ -
Employee Benefits	80	\$ 107,795	Employee Benefits	80	\$ 109,113	Employee Benefits	80	\$ 110,561
Indirect Cost (IC)	90	\$ 13,834	Indirect Cost (IC)	90	\$ 14,563	Indirect Cost (IC)	90	\$ 14,563
BOCES Service	49	\$ -	BOCES Service	49	\$ -	BOCES Service	49	\$ -
Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -
Equipment	20	\$ -	Equipment	20	\$ -	Equipment	20	\$ -
<b>Total</b>		<b>\$ 500,000</b>	<b>Total</b>		<b>\$ 500,000</b>	<b>Total</b>		<b>\$ 500,000</b>

Year 4 Implementation Period (July 1, 2019 - June 30, 2020)			Year 5 Implementation Period (July 1, 2020 - June 30, 2021)			TOTAL Project Period (September 1, 2016 - June 30, 2021)		
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	\$ 313,865	Professional Salaries	15	\$ 318,164	Professional Salaries	15	\$ 1,549,062
Support Staff Salaries	16	\$ 641	Support Staff Salaries	16	\$ 641	Support Staff Salaries	16	\$ 3,205
Purchased Services	40	\$ 55,500	Purchased Services	40	\$ 50,500	Purchased Services	40	\$ 297,500
Supplies and Materials	45	\$ 3,381	Supplies and Materials	45	\$ 2,547	Supplies and Materials	45	\$ 25,043
Travel Expenses	46	\$ -	Travel Expenses	46	\$ -	Travel Expenses	46	\$ -
Employee Benefits	80	\$ 112,050	Employee Benefits	80	\$ 113,585	Employee Benefits	80	\$ 553,104
Indirect Cost (IC)	90	\$ 14,563	Indirect Cost (IC)	90	\$ 14,563	Indirect Cost (IC)	90	\$ 72,086
BOCES Service	49	\$ -	BOCES Service	49	\$ -	BOCES Service	49	\$ -
Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -
Equipment	20	\$ -	Equipment	20	\$ -	Equipment	20	\$ -
<b>Total</b>		<b>\$ 500,000</b>	<b>Total</b>		<b>\$ 500,000</b>	<b>Total</b>		<b>\$ 2,500,000</b>

**BUDGET NARRATIVE**

**SIG COHORT 7 RFP# GC16-015**

**RIVERSIDE INSTITUTE OF TECHNOLOGY - #205**

<b>District/School</b>	<b>Budget Item</b>	<b>Budget Code</b>	<b>Year 1 2016-17 Amount</b>	<b>Year 2 2017-18 Amount</b>	<b>Year 3 2018-19 Amount</b>	<b>Year 4 2019-20 Amount</b>	<b>Year 5 2020-21 Amount</b>	<b>Explanation of Costs</b>	<b>Plan for Sustainability</b>
District	Project Administrator (0.16 FTE)	15	12,816	13,201	13,598	14,006	14,427	District position to assist Grants Department with finance management of grant.	The need for this position will be reevaluated at the conclusion of the grant.
District	Program Evaluator (0.16 FTE)	15	13,600	14,008	14,429	14,862	15,308	District position to evaluate the effectiveness of programming.	The need for this position will be reevaluated at the conclusion of the grant.
School	Data/Curriculum Instructional Coach (1.00 FTE)	15	52,335	53,906	55,524	57,190	58,906	Support of instructional practices in the four content areas. Teachers who need to work on improving instruction in specific areas will receive coaching in those areas. The instructional coach will focus on embedding PD to all staff regarding instructional strategies	Position will be reduced when funding ends.
School	Coordinator (1.00 FTE)	15	52,335	53,906	55,524	57,190	58,906	Program Coordinator position will coordinate all efforts around assessment administration, curriculum support and implementation and the daily operations associated with building level programs. Program coordinator will work closely with administration to coordinate all efforts	The need for this position will be reevaluated at the conclusion of the grant.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
								specific to struggling school's mandates.	
School	Substitutes – Teachers	15	20,160	20,160	20,160	20,160	20,160	Substitute coverage will be provided as necessary to deliver job embedded professional development outside the Common Curriculum Planning Time.	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Substitutes – Admin	15	1,750	1,750	1,750	1,750	1,750	Substitute coverage will be provided as necessary to deliver job embedded professional development outside the Common Curriculum Planning Time.	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Teacher Ancillary – PD – Daily Rate	15	45,000	45,000	45,000	45,000	45,000	To allow teachers to participate in curriculum development, which includes aligning the curriculum to the CCLS.	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Admin Ancillary – PD – Daily Rate	15	5,250	5,250	5,250	5,250	5,250	To allow administrators to participate in curriculum development, which includes aligning the curriculum to the CCLS	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Teacher Ancillary – hourly – ELT	15	58,464	58,464	58,464	58,464	58,464	To provide students with after school opportunities through extended learning time.	When the grant concludes, the ELT services will be included in the school based budget or funded by alternative sources.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
School	Admin Ancillary – hourly – ELT	15	7,531	7,531	7,531	7,531	7,531	To provide students with after school opportunities through extended learning time.	When the grant concludes, the ELT services will be included in the school based budget or funded by alternative funding sources.
School	Curriculum Committee – Teacher	15	15,606	15,606	15,606	15,606	15,606	To allow administrators to participate in after-hours curriculum development, which includes aligning the curriculum to the CCLS. This can also allow the Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary.	At the conclusion of the grant, teachers will have developed a curriculum library that will be available for long term use.
School	Curriculum Committee – Admin	15	9,677	9,677	9,677	9,677	9,677	To allow teachers to participate in after-hours curriculum development, which includes aligning the curriculum to the CCLS. This can also allow the Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary.	At the conclusion of the grant, teachers will have developed a curriculum library that will be available for long term use.
School	Teacher/Student – PD	15	6,507	6,507	6,507	6,507	6,507	To allow teachers to participate in curriculum development, which includes aligning the curriculum to the CCLS	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Teacher Assistants – PD – hourly	15	672	672	672	672	672	To allow administrators to participate in curriculum development, which includes aligning the	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
								curriculum to the CCLS	meetings will be the vehicle for delivering job embedded professional development.
School	Teacher Aides – PD – hourly	16	641	641	641	641	641	To provide opportunities for professional development	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Contract Services – DTSDE Review – REACH, LLC	40	12,500	12,500	12,500	12,500	12,500	This is a requirement of the grant	As the grant ends, this will not be needed.
School	Contract Services – DTSDE Survey – PLC Associates	40	3,000	3,000	3,000	3,000	3,000	This is a requirement of the grant	As the grant ends, this will not be needed.
School	Contract Services – College Partner	40	50,000	50,000	45,000	40,000	35,000		
District	Software – Next Lesson Software Licenses	45	10,527	4,545	4,043	3,381	2,547	Next Lesson software will be used as a supplemental resource to personalize instruction for students in grades 3-8 at schools currently classified as low-performing. Through implementation of this program, all students in grades 3-8 will have access to this differentiated resource both during and after-school, thereby extending learning opportunities for our students.	The program licenses will be purchased through the school based budget.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
District/School	Employee Benefits	80	107,795	109,113	110,561	112,050	113,585	Employee benefits include: Social Security, Retirement, Workers' Compensation Insurance, Unemployment Benefits, Health Insurance, Supplemental Benefits, and Life Insurance.	As the grant concludes, employee benefits will be covered by the funding source directly related to salary expenses.
District/School	Indirect Cost	90	13,834	14,563	14,563	14,563	14,563	Indirect Cost was calculated at the Approved Restricted Indirect Cost Rate of 3%.	Once the five-year grant period has ended, Indirect will not be necessary.
	<b>GRAND TOTAL</b>		<b>\$500,000</b>	<b>\$500,000</b>	<b>\$500,000</b>	<b>\$500,000</b>	<b>\$500,000</b>		

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

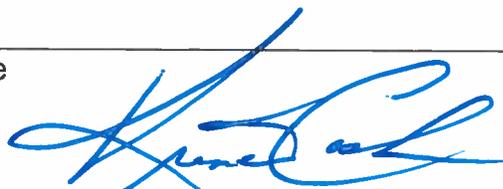
**NAME OF GRANT PROGRAM** RFP# GC16-015 1003(g) SIG - Cohort 7

**NAME OF APPLICANT** Buffalo City School District - Riverside Institute of Technology - #205

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 - Riverside Institute of Technology - #205

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.

	<b>Budget Category</b>	<b>Amount budgeted for items excluded from M/WBE calculation</b>	<b>Totals</b>
1.	<b>Total Budget</b>		\$500,000.00
2.	<b>Professional Salaries</b>	\$301,703.00	
3.	<b>Support Staff Salaries</b>	\$641.00	
4.	<b>Fringe Benefits</b>	\$107,795.00	
5.	<b>Indirect Costs</b>	\$13,834.00	
6.	<b>Rent/Lease/Utilities*</b>	\$0	
7.	<b>Sum of lines 2, 3, 4, 5, and 6</b>		\$423,973.00
8.	<b>Line 1 minus Line 7</b>		\$76,027.00
9.	<b>M/WBE Goal percentage (30%)</b>		<b>0.30</b>
10.	<b>Line 8 multiplied by Line 9 =M/WBE goal amount</b>		\$22,809.00

\*If not included in #5

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

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

Bidder Name: Buffalo City School District Federal ID No.: 16-6001554  
 Address: 419 City Hall Phone No.: 716-816-3625  
 City: Buffalo State: NY Zip Code: 14202-7534 E-mail: BPSGrants@buffaloschools.org  
 Signature of Authorized Representative of Bidder's Firm:  Dr. Kriner Cash, Superintendent  
 Print or Type Name and Title of Authorized Representative of Proposer's Firm: \_\_\_\_\_

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

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

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

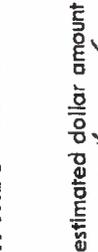
\_\_\_\_\_

DESIGNATION:  MBE Subcontractor  WBE Subcontractor  MBE Supplier  WBE Supplier

**PART C - CERTIFICATION STATUS (CHECK ONE):**

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (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 \$ 3,000.00  
7.16.14 Schedes  
 Signature of Authorized Representative of M/WBE Firm:   
 Printed or Typed Name and Title of Authorized Representative: Prory L. Cidwa

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

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

Bidder Name: Buffalo City School District Federal ID No.: 16-6001554  
 Address: 419 City Hall Phone No.: 716-816-3625  
 City: Buffalo State: NY Zip Code: 14202-7534 E-mail: BPSGrants@buffaloschools.org  
 Signature of Authorized Representative of Bidder's Firm: Dr. Kriner Cash, Superintendent  
 Date: 7/18/16 Print or Type Name and Title of Authorized Representative of Proposer's Firm: \_\_\_\_\_

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

Name of M/WBE: REACH Educational Solutions Federal ID No.: 47-2322388  
 Address: 557 Grand Concourse Suite 3-167 Phone No.: (646) 389-8228  
 City, State, Zip Code: Bronx, NY 10451 E-mail: mgfields@reachedsolutions.com

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

Professional services related to school review .

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 \$ 12,500.00

Signature of Authorized Representative of M/WBE Firm: Monica Greer-Fields  
 Printed or Typed Name and Title of Authorized Representative: Monica Greer-Fields

206

**M/WBE UTILIZATION PLAN**

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

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

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME PLC Associates, Inc. ADDRESS PO Box 130 CITY, ST, ZIP Pittsford, NY 14534 PHONE/E-MAIL 585-264-0886 / pciaburri@plcassociates.com FEDERAL ID No. 16-1474033	NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	Professional Services related to school review at #205.	\$ 3,000.00
NAME REACH Educational Solutions ADDRESS 557 Grand Concourse Suite 3-167 CITY, ST, ZIP Bronx, NY 10451 PHONE/E-MAIL 646-389-8228 / mgfields@reachedsolutions.co FEDERAL ID No. 47-2322388	NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	Professional Services related to school review at #205.	\$ 12,500.00

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

Applicant's total work force  Subcontractor  
 Contractor

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

EEO - Job Categories	Race/Ethnicity - report employees in only one category																										
	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									
<b>Total Work Force</b>	94	3	4	23	7	1	1	36	19	1	1	48	43	2241	340	4	8	1	3	14	3	367	858	2827	45	17	
Executive/Senior Level Officials and Managers	137	4	4	25	13	4	5	2241	340	4	8	1	3	14	3	367	858	2827	45	17							
First/Mid-Level Officials and Managers	31			15	3																						
Professionals																											
Technicians																											
Sales Workers																											
Administrative Support Workers	266	1	23	8	2	1	1	146	81																		
Craft Workers	86	3		64	18			1																			
Operatives																											
Laborers and Helpers	30	1		15	14																						
Service Workers	1004	15	86	69	97			351	367																		
<b>TOTAL</b>	<b>5213</b>	<b>57</b>	<b>913</b>	<b>227</b>		<b>6</b>	<b>8</b>	<b>2827</b>	<b>858</b>	<b>1</b>	<b>3</b>	<b>146</b>	<b>81</b>	<b>2241</b>	<b>340</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>14</b>	<b>3</b>	<b>367</b>	<b>858</b>	<b>2827</b>	<b>45</b>	<b>17</b>	

PREPARED BY (Signature):   
 NAME AND TITLE OF PREPARER: Dr. Kriner Cash, Superintendent

DATE: 7/18/16

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

Print or type)

**REQUEST FOR WAIVER FORM**

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

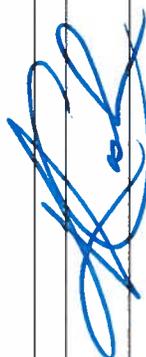
**INSTRUCTIONS:** By submitting this form and the required information, the bidder/applicant certifies that Good Faith Efforts have been taken to promote M/WBE participation pursuant to the M/WBE goals set forth under this RFP/Contract. Please see Page 2 for additional requirements and document submission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

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

<input checked="" type="checkbox"/> <b>MBE Waiver</b> - A waiver of the MBE goal for this procurement is requested.	<input checked="" type="checkbox"/> <b>WBE Waiver</b> - A waiver of the WBE goal for this procurement is requested.
<input type="checkbox"/> Total <input checked="" type="checkbox"/> Partial      32 %	<input type="checkbox"/> Total <input checked="" type="checkbox"/> Partial      32 %

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

Subcontractor/Supplier Name: \_\_\_\_\_ Date of application filing: \_\_\_\_\_

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

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

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

## REQUIREMENTS AND DOCUMENT SUBMISSION INSTRUCTIONS

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

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

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

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

PROJECT/CONTRACT # RFP# GC16-105

I, Dr. Kriner Cash  
(Bidder/Applicant)

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

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

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

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

Submit additional pages as needed.

  
\_\_\_\_\_  
Authorized Representative Signature

7/18/16  
\_\_\_\_\_  
Date

***NOT APPLICABLE***

**COMPARISON OF TWO REVIEWS OF ALL TENETS**

Year	Review Type	2.2	2.3	2.4	2.5	Overall 2	3.2	3.3	3.4	3.5	Overall 3
14-15	NYSED	I	D	I	I	I	I	I	I	I	I
15-16	DL	D	D	I	D	D	I	D	I	D	D
Year	Review Type	4.2	4.3	4.4	4.5	Overall 4	5.2	5.3	5.4	5.5	Overall 5
14-15	NYSED	I	I	D	I	I	D	D	D	D	D
15-16	DL	D	D	D	D	D	D	I	D	D	D
Year	Review Type	6.2	6.3	6.4	6.5	Overall 6					
14-15	NYSED	I	I	D	I	I					
15-16	DL	D	D	I	D	D					

Yellow - Developing

Red - Ineffective

Appendix A - Two Reviews Over All Tenets

Riverside School #205 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
<b>I. Leading Indicators</b>									
a. Number of minutes in the school year	min	69,000	82,800	82,800	82,800	82,800	82,800	82,800	82,800
b. Student participation in State ELA assessment	%	99%	98%	TBD	98%	98%	98%	98%	98%
c. Student participation in State Math assessment	%	99%	100%	TBD	98%	98%	98%	98%	98%
d. Drop-out rate	%	19%	34%	TBD	31%	28%	25%	22%	19%
e. Student average daily attendance	%	87.6%	70.6%	72.3%	74.3%	76.3%	78.3%	80.3%	82.3%
f. Student completion of advanced coursework	%	11%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Suspension rate	%	14%	21.9%	26.8%	24.8%	22.8%	20.8%	18.8%	16.8%
h. Number of discipline referrals	num	917	1658	2566	2366	2166	1966	1766	1566
i. Chronic absenteeism rate	%	46%	80%	81%	76%	71%	66%	61%	56%
j. Teacher attendance rate	%	91%	89.4%	90.7%	92%	93%	94%	95%	96%
k. Teachers rated as "effective" and "highly effective"	%	83%	90%	TBD	92%	93%	94%	95%	96%
l. Hours of professional development to improve teacher performance	num	1279	4445	2940	2763	2256	1804	2763	TBD
m. Hours of professional development to improve leadership and governance	num	146	815	1492	750	600	300	245	TBD
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	123	450	6825	5880	4560	3648	2818	TBD
<b>II. Academic Indicators</b>									

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

a. ELA performance index	PI	124.0	87.2	TBD	98.5	109.8	121.1	132.4	143.7
b. Math performance index	PI	104.9	75.0	TBD	87.5	100.0	112.5	125.0	137.5
c. Student scoring "proficient" or higher on ELA assessment	%	45%	26%	TBD	33.4	40.8	48.2	55.6	63.0
d. Students scoring "proficient" or higher on Math assessment	%	20%	4.1%	TBD	13.7	23.3	32.9	42.5	52.1
e. Average SAT score	score	1194	964	TBD	989	1014	1039	1064	1089
f. Students taking PSAT	%	66.7%	49.9%	TBD					
g. Students receiving Regents diploma with advanced designation	%	8%	1%	TBD	2%	2%	2%	2%	2%
h. High school graduation rate	%	60.7%	34.6%	TBD	41.1	47.6	54.1	60.6	67.1
i. Ninth graders being retained	%	8.2%	5.4%	TBD	N/A	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	70.9% <sup>^</sup>	70.9% <sup>^</sup>	TBD	72%	74%	76%	78%	79%

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

*<sup>^</sup>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.*

RECRUITMENT BULLETIN #15-251  
MAY 13, 2016

## PRINCIPAL

### NOTICE OF POSITION

**POSITION:**

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

## PRINCIPAL

**APPLICATION:**

Candidates must complete an on-line application available at [www.buffaloschools.org/jobs](http://www.buffaloschools.org/jobs) and submit a resumé. **YOUR RESUME MUST BE IN THE BUFFALO FORMAT!** Please click on the tab "Becoming an Administrator" to download the Buffalo Format for your resume. Any questions should be directed to Brian T. Lorentz, Associate Superintendent for Human Resources, (716) 816-3668.

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

**QUALIFICATIONS:**

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

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

**POSITION:**

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

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

The new principal will receive high levels of support in demand for high levels of accountability. This will be provided through the Office of School Leadership. The district will empower school leaders. In exchange, the district holds instructional staff accountable for student learning, their own professional development, and their contributions to the school learning community.

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

**SALARY:** Principal's salary schedule.

**FUNDING:** Pending Funding

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

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

*Appendix 3: Assistant Principal Job Posting*

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

RECRUITMENT BULLETIN #14-241  
JUNE 5, 2015

ASSISTANT PRINCIPAL

**NOTICE OF POSITION**

**POSITION:** The Interim Superintendent of Schools, Mr. Donald A. Ogilvie, is interested in receiving applications from qualified candidates for the position of:

**ASSISTANT PRINCIPAL**  
**(Various Locations)**

**APPLICATION:** Candidates must complete an on-line application available through the Human Resources tab at [www.buffaloschools.org](http://www.buffaloschools.org) and submit a resumé. **YOUR RESUME MUST BE IN THE BUFFALO FORMAT!** Please click on the tab "Becoming an Administrator" to download the Buffalo Format for your resume.

Any questions should be directed to Darren Brown, Associate Superintendent for Human Resources, (716) 816-3591: [dbrown@buffaloschools.org](mailto:dbrown@buffaloschools.org).

Applications successfully received will generate a confirmation email to the account listed on the application. If you do not receive a confirmation email, we cannot guarantee that your application was received. You must submit an application until you receive a confirmation email.

**QUALIFICATIONS:** Candidates must hold a Master's degree, and a New York State School District Administrator (SDA), New York State School Supervisor (SAS), or School Building Leader (SBL) certificate by the time of appointment. Candidates must have a minimum of five years of certificated teaching and/or appropriate and approved supervisory experience. Candidates with prior Assistant Principal or administrative experience in an urban school district or in a district with an urban population are preferred.

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

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

*Appendix 3: Assistant Principal Job Posting*

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

**SELECTION:**

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

**SALARY:**

Assistant Principal's salary schedule.

**FUNDING:**

Pending Funding

**FINAL DATE**

**FOR FILING:**

**June 26, 2015**

**MR. DONALD A. OGILVIE  
INTERIM SUPERINTENDENT OF SCHOOLS**

Attachment C  
Evidence of Partner Effectiveness Chart

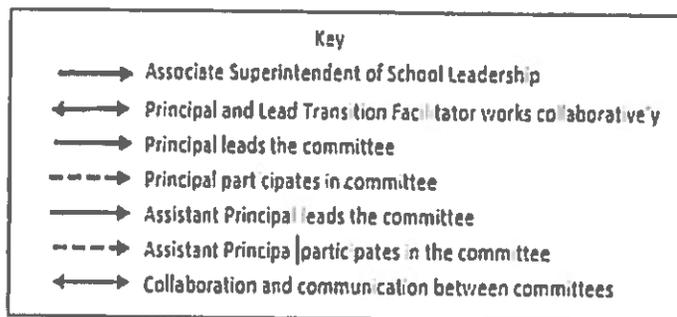
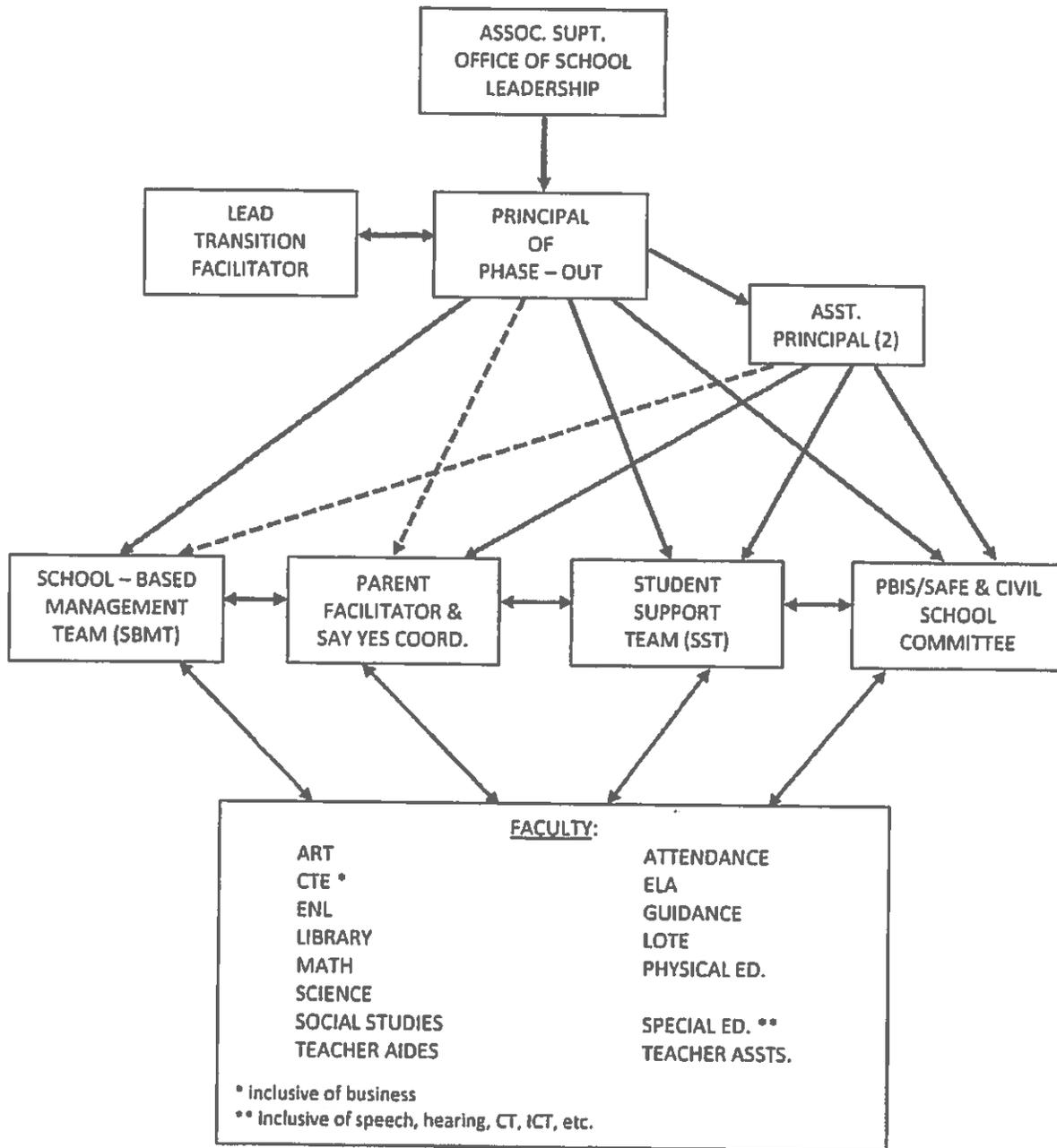
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>Buffalo Maritime Center 90 Arthur Street Buffalo, NY 14207 716-881-0111</p> <p>A non-profit educational institution devoted to wooden boats and boatbuilding. They are trained to mentor young people in practical life skills.</p>	<ol style="list-style-type: none"> <li>1. Buffalo Public Schools</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol> <p>Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p>	<ol style="list-style-type: none"> <li>1. Ella Dunne, Principal</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol> <p>References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p>
<p>National Federation for Just Communities of Western New York. 360 Delaware Avenue Suite 106 Buffalo, NY 14202 716-853-9596</p> <p>All programs promote understanding and respect among people of all races, religions, and cultures through advocacy, conflict resolution, and education.</p>	<ul style="list-style-type: none"> <li>• Buffalo Public Schools</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ol style="list-style-type: none"> <li>1. Ella Dunne, Principal</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>Lake Shore Behavioral Health, Inc. 255 Delaware Avenue Suite 300 Buffalo, NY, 14202 716-842-0440</p> <p>Provides a comprehensive array of treatment and rehabilitation services to promote self-sufficiency, wellness and recovery, and enhanced quality of life for individuals with mental health and additive disorders.</p>	<ul style="list-style-type: none"> <li>• Buffalo Public Schools</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>11. Ella Dunne Principal</p> <p>12.</p> <p>13.</p> <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p> <p>18.</p> <p>19.</p> <p>20.</p>

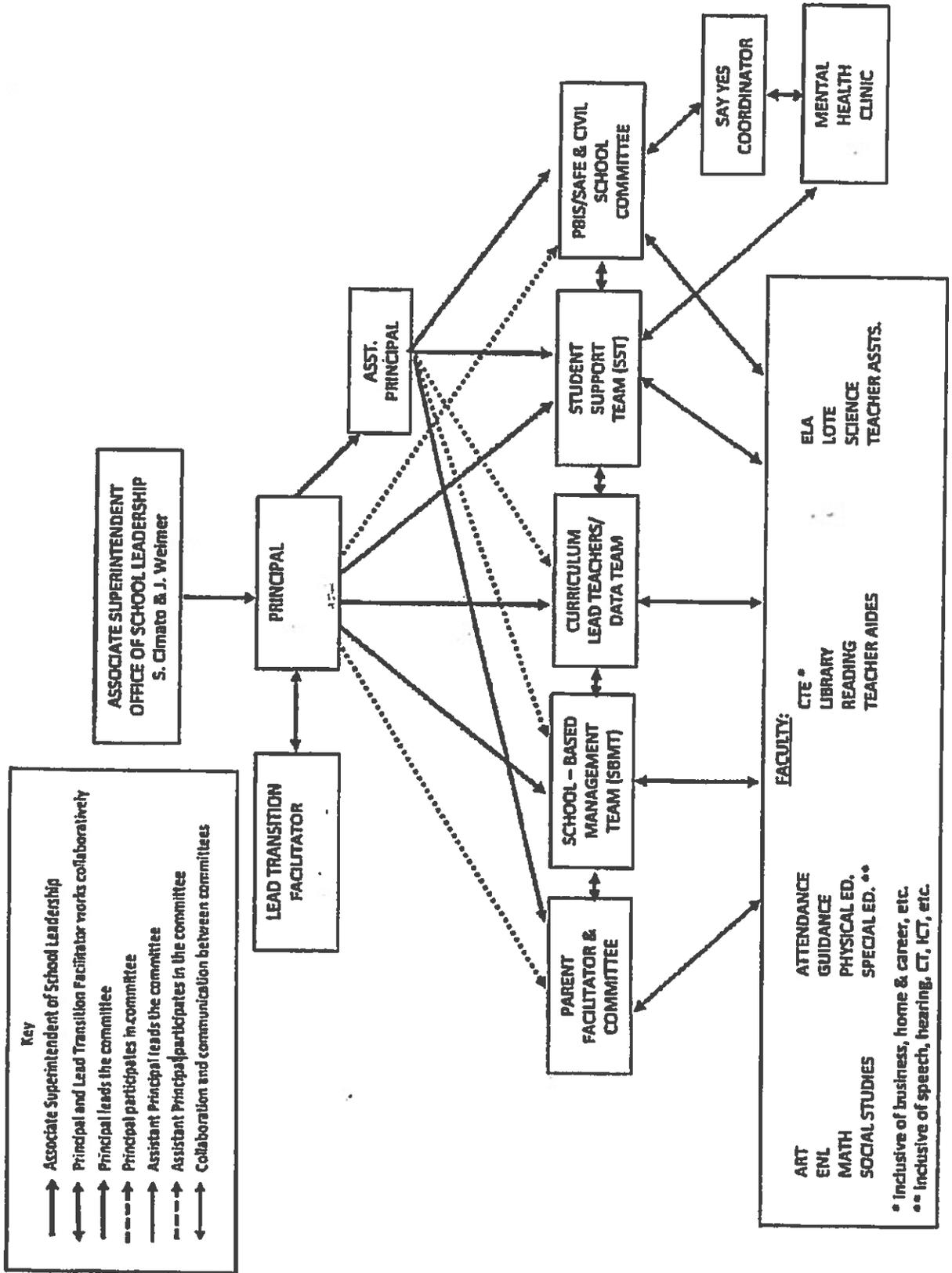
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified school.)
<p>Say Yes Buffalo 712 Main Street Buffalo, NY, 14202 716-247-5310</p> <p>They organize people, time, money, and resources to provide holistic, year-round support to Buffalo Public Schools. The partnership combines a comprehensive support system with the incentive of locally funded postsecondary Tuition Scholarships removing barriers to college access.</p>	<ul style="list-style-type: none"> <li>• Buffalo Public Schools</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>21. Ella Dunne Principal</p> <p>22.</p> <p>23.</p> <p>24.</p> <p>25.</p> <p>26.</p> <p>27.</p> <p>28.</p> <p>29.</p> <p>30.</p>

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>Medaille College                      Kristen Venturoli                      Project Manager/College Liaison                      Email: kav28@medaille.edu                      Office: (716) 816-4379                      Center for Entrepreneurship and Change - provides support related services for classes, experiential opportunities and college applications.                      On- demand or referral-based one-on-one and group tutoring by Medaille trained students.</p>	<p>1. 110 students attended tutoring over the school year for a total of 1,178 tutoring sessions held.                      2.                      3.                      4.                      5.                      6.                      7.                      8.                      9.                      10.</p>	<p>1. Martin S. Buchnowski Assistant Principal                      716-816-4360 or email msbuchnowski@buffaloschools.org                      2.                      3.                      4.                      5.                      6.                      7.                      8.                      9.                      10.</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.                      People Inc.                      1219 North Forrest Road                      Po Box 9033                      Williamsville, NY. 14231                      716-817-7400                      They provide human services including community outreach, health care, leading to a more productive lives.</p>	<p>Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)                      1. Buffalo Public Schools                      2.                      3.                      4.                      5.                      6.                      7.                      8.                      9.                      10.</p>	<p>References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)                      1. Ella Dunne, Principal                      2.                      3.                      4.                      5.                      6.                      7.                      8.                      9.                      10.</p>

**ORGANIZATION CHART**  
**Riverside High School (Phase - out)**



**ORGANIZATION CHART**  
 . (phase - In)



2016-2017 APPR Time Line (Recertification for 17-18)

April 2016

- Principal Evaluation Session –ISLLC Standards/Kim Marshall Rubric; reviewing, rating and Approving Principal SLOs; PIPs; 1, 2, 4 & 5
- Principal Evaluator Session – Reviewing, rating and Approving Principal ALOs; PLE 6

May 2016

- Principal Evaluator Session – NYSED accountability reporting; Principal CES; PLE 7 & 8
- Principal Evaluator Session – special considerations for principals of ELL's and SWDs; PLE 9

July 2016

- Voluntary NYSUT & Marshall Rubric training for teacher and/or principal evaluators
- Principal Evaluator Training – ERIE 1 BOCES

August 2016

- August Leadership Retreat (1 full day) – AM: SLO/LMA and Artifact rating review, TIPS review, Observations (conducting and rating) review: LE 1 – 6 PM: NYSUT & Marshall Rubric training
- August Leadership Retreat (1 full day) – IRR Calibration, LE 1,2,4 & 5
- Initial LE Cert for new administrators (1 full day) – LE 1 – 9

September 2016

- TIP/PIP make up session – LE 3
- TIPS.PIP due by September 2016 (pending approval of District Calendar)
- On September 2016, Instructional Specialists for APPR will verify that all TIPS that were to be created District-wide have been entered into PGS.
- Assistant Superintendent of Shared Accountability/Chief Information Officer will verify that all PPs that were to be created District-wide have been created.

October 2016

- Principal/AP Leadership Development meeting (3 hours) – IRR (NYSUT rubric; SLO/LMA rating) LE 1, 2, 4, 5 & 6
- Principal Evaluator Development Meeting – IRR (Marshall Rubric; SLO/LMA rating) LE 1,2,4,5 & 6
- LE 1,2,4,5 & 6 Make-Up session
- SLO/LMA Due Date October 2016
- Once SLO/LMAs are locked a report will be generated containing errors in the SLO/LMAs. Instructional Specialists for APPR will review the report and contact Principals/Directors regarding revisions needed.

#### November 2016

- Principal/AP Leadership Development meeting (3 hours) – IRR (NYSUT rubric; Observation conducting & rating) LE 1.2.4.5 &6
- Principal Evaluator Development Meeting- IRR (Marshall rubric, Observation conducting & rating) LE 1,2,4, 5 & 6
- LE 1,2,4, 5 & 6 Make-Up session

#### December 2016

- Principal/AP Leadership Development meeting (3 hours) – IRR (NYSUT rubric; Observation conducting & rating) LE 1,2,4,5 &6
- Principal Evaluator Development Meeting – IRR (Marshall rubric, Observation conducting and rating) LE 1.2.4.5 & 6
- LE 1,2,4,5 &6 Make-Up session
- Observation #1 should be in PGS by December2016
- A report detailing which teachers have not yet received an observation for the 2016-2017 school year will be reviewed by the Instructional specialists for APPR. The Assistant Superintendent for Shared Accountability/ Chief Information Officer will be notified of irregularities.

#### January 2017

- Principal/AP Leadership Development meeting (3 hours) – State Reporting & Evaluating teachers of Ells and SWDs LE 7-9
- Principal Evaluator Development – state Reporting and Evaluating teachers of ELLs and SWDs LE 7 – 9
- LE 7 – 9 Make Up Session
- Initial LE Cert for new administrators (1 full day) – LE 1-9 (as an optional/required session on the same day as the meeting; admins assigned as needed)

#### February 2017

- Principal/AP Leadership Development meeting (3 hours) – TIP Monitoring LE3
- Principal Evaluator Development – PIP monitoring LE 3
- LE 1.2.4.5 &6 Make-Up Session

#### March 2017

- Principal/AP Leadership Development meeting (3hours) – IRR (Artifacts rating & NYSUT Rubric) LE 1,2,4 & 5
- Principal Evaluator Development – (Marshall Rubric training) LE 1,2,4 &5
- LE 1-9 Make Up session

#### April 2017

- **Principal/AP Leadership Development meeting (3hours) – observing Effective secondary Instruction, LE 1,2, 4 & 5**
- **LE 1-9 Make Up Session**
- **Artifacts must be submitted in PGS by teachers by April 2017**
- **Once the artifact portal is locked the Instructional Specialists for APPR will generate a report including teachers who did not submit artifacts. The report will be reviewed and Principals/Directors will be contacted regarding irregularities.**

#### May 2017

- **Principal/AP Leadership Development meeting (3 hours) – LE 1-9 make up session ( as an optional required session on the same day as the meeting admins assigned as needed)**
- **Observation #2 should be in PGS no later than May 2017**
- **Artifacts should be rated in PGS no later than May 2017**
- **A report detailing which teachers have not yet received two observations for the 2016-2017 school year will be reviewed by the Instructional Specialist for APPR. The Assistant Superintendent for Shared Accountability/Chief Information Officer will be notified al irregularities.**
- **Teachers' 60 points will be calculated at this time. Irregularities will be review and corrected by the Instructional Specialists for APPR.**

Appendix G: School Calendar

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

**JULY 2016**

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

**AUGUST 2016**

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

**SEPTEMBER 2016**

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

**OCTOBER 2016**

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

**NOVEMBER 2016**

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

**DECEMBER 2016**

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

**JANUARY 2017**

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

**FEBRUARY 2017**

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

**MARCH 2017**

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

**APRIL 2017**

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

**MAY 2017**

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

**JUNE 2017**

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

**Days of Session/Attendance**

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

Total Teacher Days: 186  
Total Student Days: PK-8=182 HS=171

**IMPORTANT DATES**

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

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

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

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

Appendix I: Schedule for Adminstrating Common Core

2015-2016 Benchmark Assessments

Sun	Mon	Tue	Wed	4	5
30	31	1	2	3	4
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30	1	2
					GR2 Math Module 1
					3
					26
					19
					12

2015-2016 Benchmark Assessments

Oct 2015 (Eastern Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	1	2 GR2 Math Module 1	3
4	5	6	7	8	9	10
11	12	13	14	15	16 GR2 Math Module 2 GR5 Math Module 1 GR8 Math Module 1	17
18	19	20	21	22	23 GR3 Math Module 1 GR4 Math Module 1	24
25	26	27	28	29	30 GR 1-6 Unit 1 GR4 Math Module 2 GR7 Math Module 1	31

2015-2016 Benchmark Assessments

Nov 2015 (Eastern Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 GR6 Math Module 1	7
8	9	10	11	12	13 Algebra 1 Module 1 GR 7-12 ELA Module	14
15	16	17	18	19	20 Algebra 2 Module 1 Geometry Module 1 GR1 Math Module 1 GR8 Math Module 2 GRK Math Module 1	21
22	23	24	25 GR K Unit 1	26	27	28
29	30	1	2	3	4 GR2 Math Module 3 GR3 Math Module 2	5

2015-2016 Benchmark Assessments

Dec 2015 (Eastern Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	1	2	3	4 GR2 Math Module 3 GR3 Math Module 2	5
6	7	8	9	10	11 GR5 Math Module 2 GRK Math Module 2	12
13	14	15	16	17	18 Algebra Y2 of 2 GR 3-6 Unit 2 GR6 Math Module 2 GR7 Math Module 2	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

2015-2016 Benchmark Assessments

Jan 2016 (Eastern Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
3	4	5	6	7	8 Algebra 2 Module 2 Algebra 1 Module 2 GR6 Math Module 3	9
10	11	12	13	14	15 Algebra Y1 of 2 GR3 Math Module 3 GR4 Math Module 3	16
17	18	19	20	21	22 GR1 Math Module 2 GR5 Math Module 3	23
24	25	26	27	28	29 GR 7-12 ELA Module GR2 Math Module 4	30
31	1	2	3	4	5 GR6 Math Module 3	6

2015-2016 Benchmark Assessments

Feb 2016 (Eastern Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5 GR6 Math Module 3	6
7	8	9	10	11	12 Geometry Module 2 GR 1-6 Unit 3 GR 3-6 Unit 3 GR1 Math Module 3 GR3 Math Module 4 GR4 Math Module 4 GR7 Math Module 3 GRK Math Module 3	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	1	2	3	4 Algebra I Module 3 Geometry Module 3	5

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	1	2	3	4	5
					Algebra 1 Module 3 Geometry Module 3	
6	7	8	9	10	11	12
					GR2 Math Module 5 GR8 Math Module 4	
13	14	15	16	17	18	19
GR K Unit 3					Algebra 2 Module 3 Algebra Y2 of 2 GR K-2 Writing GR K-2 Writing GR5 Math Module 4	
20	21	22	23	24	25	26
27	28	29	30	31	1	2
					GR7 Math Module 4	

2015-2016 Benchmark Assessments

Apr 2016 (Eastern Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

GR7 Math Module 4

Geometry Module 4

GR 7-12 ELA Module

GR1 Math Module 4

GR2 Math Module 6

Algebra I Module 4

GR8 Math Module 5

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 GR3 Math Module 5	7
8	9	10	11	12	13 GR1 Math Module 5 GR4 Math Module 5 GR6 Math Module 4 GRK Math Module 4	14
15	16	17	18	19	20 GR3 Math Module 6 GR5 Math Module 5	21
22	23	24	25	26	27	28
29	30	31	1	2	3 Algebra 2 Module 4 Algebra 1 Module 5 Geometry Module 5 GR 1-2 Unit 5 GR7 Math Module 5 GR8 Math Module 6	4

2015-2016 Benchmark Assessments

Jun 2016 (Eastern Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	2	3	4
					Algebra 2 Module 4 Algebra 1 Module 5 Geometry Module 5 GR 1-2 Unit 5 GR7 Math Module 5 GR8 Math Module 6	
5	6	7	8	9	10	11
					Algebra Y1 of 2 Algebra Y2 of 2 GR1 Math Module 6 GR2 Math Modules GR3 Math Module 7 GR4 Math Modules GR5 Math Module 6 GR6 Math Modules GR7 Math Module 6 GR8 Math Module 7 GRK Math Modules	
12	13	14	15	16	17	18
					GR K & J-6 Unit 5 GR K & J-6 Unit 5	
19	20	21	22	23	24	25
				GR 7-12 ELA Module		
26	27	28	29	30	1	2

## Riverside Academy (phase –in school)

## Goals:

- During Year 1 Riverside Academy (RAHS) will complete hiring faculty for the phase-in school. The Principal will work with the human resource department to identify teachers and place by June 2017.
- The Principal of RAHS will work with partners to establish necessary professional development That will be required for the academic year starting July 2017.
- RAHS will have schedules and programs in place to reach the targets identified on Attachment B.

Area of Focus	Strategies	Indicators of Success	Timeline	Responsibility
Hiring	NA	<ul style="list-style-type: none"> <li>• Administrator and teachers with turn around experience will be hired and in place for September 2016</li> </ul>	September 2016- June 2017	Human Resource Department
Professional Development	NA	<ul style="list-style-type: none"> <li>• Having a solid and planned professional development plan to be implemented starting September 2016</li> <li>• Training for the administrators and teachers of the schools.</li> </ul>	September 2016- June 2017	Administrators and partners
Schedules and resources in place	NA	<ul style="list-style-type: none"> <li>• Ensuring that student schedules are in place for the incoming students to ensure academic success</li> </ul>	September 2016- June 2017	Administrators

## Communication and Stakeholder Involvement/Engagement

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



# **Buffalo Public Schools**

## **Grants Development Department**

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

## District Attachments

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

Submitted July 20, 2016

Appendix A - New Education Bargain



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

**RIGOROUS EARLY ELEMENTARY EDUCATION**

**STRONG COMMUNITY SCHOOLS**

**NEW INNOVATIVE HIGH SCHOOLS**

**EXTENDED LEARNING EXCELLENCE FOR ALL OUR STUDENTS**

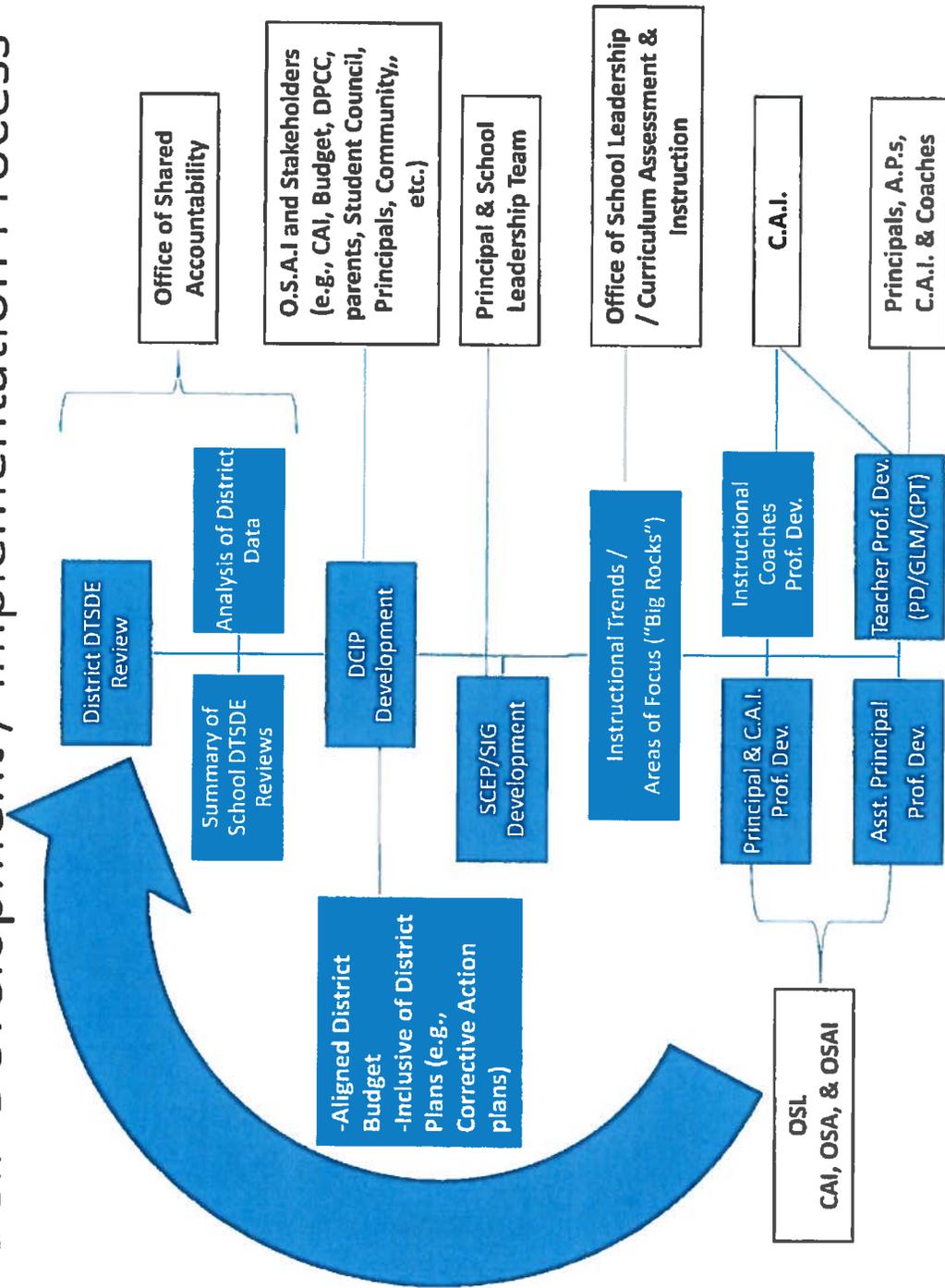
**SERVICES FOR OUR NEEDIEST CHILDREN AND FAMILIES**

**NEW RELATIONSHIP WITH OUR TEACHERS**

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

Appendix B – DCIP Development Implementation Process

# DCIP Development / Implementation Process



**Attachment C – Staffing – School-Based Budget**

**NON-NEGOTIABLE STAFFING LEVELS:**

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

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

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

**6. FLEXIBLE CONTRACT FOR EXCELLENCE FUND BUDGETS**

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

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

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

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

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

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

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

**6B. STATE GUIDELINES FOR CONTRACT FOR EXCELLENCE ALLOCATIONS**

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

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

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

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

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

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

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

**BUFFALO PUBLIC SCHOOLS – OFFICE OF SCHOOL LEADERSHIP**

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

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

- Kim Marshall- September 2013 Principals' Meeting
- Breaking Ranks II: Strategies for Leading High School Reform. National Association of Secondary School Principals (2004)
- Educational Leadership Policy Standards: ISLLC 2008- [http://engageny.org/wp-content/uploads/2012/02/ISLLC-Standards\\_2008.pdf](http://engageny.org/wp-content/uploads/2012/02/ISLLC-Standards_2008.pdf)
- “It’s Being Done” – Academic Success in Unexpected Schools. Karin Chenoweth (2007)
- <http://www.massinsight.org/publications/turnaround/50/file/11/pubs/2010/04/15/TheTurnaroundChallengeExecSumm.pdf>
- Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction. Jim Knight (2011)
- Using Data to Improve Learning for All: A Collaborative Inquiry Approach. Nancy Love (2008)
- Driven By Data, Paul Bambrick-Santoyo

**Attachment E – Supporting Labor Management Document**



# **Buffalo Public Schools**

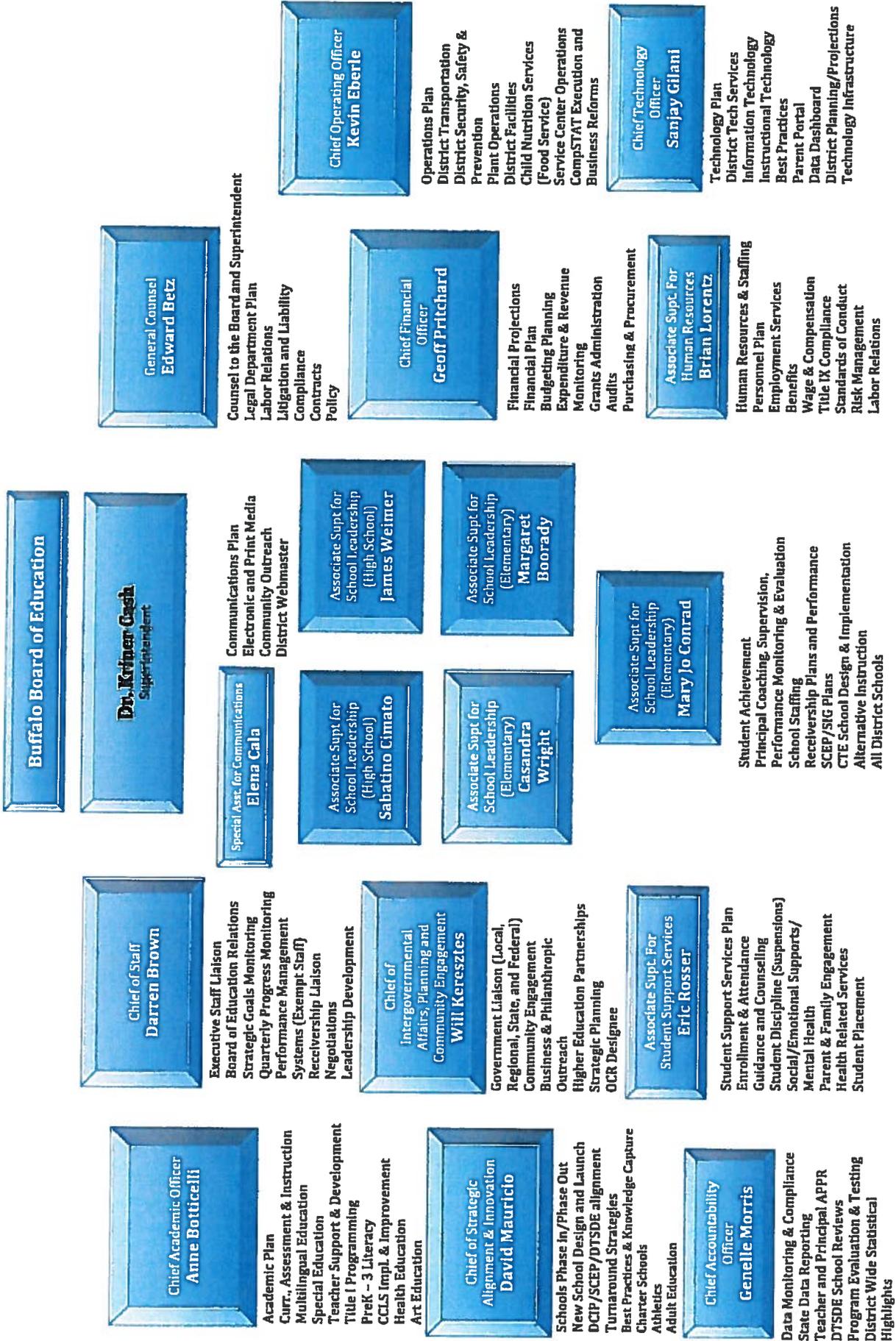
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## **Supporting Labor Management Document**

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

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

APPENDIX F



Appendix G- Support and Accountability for Priority Schools Timeframe

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

Appendix G- Support and Accountability for Priority Schools Timeframe

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

**Appendix H - District-wide Training Programs – Teacher Capacity**

**July 1, 2016 – June 30, 2017**

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