



Buffalo Public Schools

Grants Development Department

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

Dr. Kriner Cash
Superintendent

Assistant Superintendent
Keith Robertson

Project Administrators
Danielle Schwanekamp
Ashley Wakelee
Mary Sellers

Program Support
Anthony Battaglia
Teresa Turpin

June 23, 2016

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

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

To Whom It May Concern:

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

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

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

Thank you for your continued support.

Sincerely,

Danielle Schwanekamp
Project Administrator for Grants Development

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

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)

140600010122 BENNETT PARK MONTESSORI SCHOOL

Lead Contact (First Name, Last name):

Danielle Schwanekamp

Title (for Lead Contact)

Project Administrator for Grants Development

Phone number:

716-816-3625

Fax number:

716-851-3968

Email address:

BPSGrants@buffaloschools.org

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

PK-4

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

429

School Address (Street, City, Zip Code):

342 Clinton Street, Buffalo 14204

Status of School:

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

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

Select the SIG Model for this School Application

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

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

Transformation

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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:		
Buffalo City School District			140600 01 0000		
Lead Contact (First Name, Last Name)					
Danielle Schwanekamp					
Title		Telephone	Fax Number	E-mail Address	
Project Administrator for Grants Development		(716) 816-3625	(716) 851-3968	BPSGrants@buffaloschools.org	
Legal School Name for the Priority School Identified in this Application				School Beds Code	
Bennett Park Montessori #32				140600 01 0122	
Grade Levels Served by the Priority School Identified in this Application				School NCES #	
PK-8				3605850 00316	
Total Number of Students Served by the Priority School Identified in this Application				School Address (Street, City, Zip Code)	
760				342 Clinton Ave, Buffalo, NY 14204	
School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>		Innovation and Reform Framework <input type="checkbox"/>	
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input type="checkbox"/>	Family and Community <input type="checkbox"/>	Individualized Learning <input type="checkbox"/>

Certification and Approval

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

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

I. District-level Plan – Buffalo City School District

A. District Overview

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

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

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

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

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

ii. District Approach

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

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

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

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

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

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

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

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

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

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

iii. District Readiness

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

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

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

B. Operational Autonomies

i. Operational Autonomies

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

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

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

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

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

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

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

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

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

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

ii. Adopted BOE Policies

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

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

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

Attachment E – Supporting Labor Management Document



Buffalo Public Schools

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

Supporting Labor Management Document

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

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

C. District Accountability and Support

i. Meeting Federal Requirements

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

ii Senior Leadership

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

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

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

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

iii. Accountability and Support

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

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

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

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

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

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

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

Buffalo Board of Education

Dr. Kriner Cash
Superintendent

Darren Brown
Chief of Staff

Anne Botticelli
Chief Academic Officer

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

David Mauricio
Chief of Strategic Alignment & Innovation

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

Genelle Morris
Chief Accountability Officer

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

Special Asst. for Communications
Elena Cala

Associate Supt for School Leadership (High School)
Sabatino Cimato

Associate Supt for School Leadership (Elementary)
Cassandra Wright

Associate Supt for School Leadership (Elementary)
Mary Jo Conrad

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

Communications Plan
Electronic and Print Media
Community Outreach
District Webmaster

Associate Supt for School Leadership (High School)
James Weimer

Associate Supt for School Leadership (Elementary)
Margaret Boorady

Edward Betz
General Counsel

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

Geoff Pritchard
Chief Financial Officer

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

Brian Lorentz
Associate Supt. For Human Resources

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

Kevin Eberle
Chief Operating Officer

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

Sanjay Gilani
Chief Technology Officer

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

D. District Teacher Leader Pipeline

i. Recruitment

ii. Hiring Procedures

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

Recruitment Goals and Strategies

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

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

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

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

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

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

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

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

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

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

emphasis on the required instructional shifts.

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

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

Appendix H - District-wide Training Programs – Teacher Capacity

July 1, 2016 – June 30, 2017

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

E. District External Partner Recruitment, Screening, and Matching

i. Selection Process

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

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

ii. Procurement and Budget Timelines

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

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

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

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

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

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

School Enrollment Characteristics

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

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

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

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

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

ii. Policies and Practices Ensuring School Access

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

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

iii. Strategies to Address Disproportionality

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

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

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

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

The process begins with the review of the following data:

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

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

G. District Level Labor and Management Consultation and Collaboration

i. Consultation and Collaboration

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

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

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

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

Meeting Schedule for Review of School Plans

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

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

Attachment A
Consultation and Collaboration Documentation Form
Bennett Park Montessori - #32

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 Need of the School Systems, Structures, Policies, and Students

i. Student Population

In the 2015-2016 school year, the Bennett Park Montessori had 896 students enrolled in grades PS-8th. Demographically, the students were 63 percent African American, 8 percent Latino, 2 percent Asian or Native Hawaiian/Other Pacific Islander, 19 percent White, and 6 percent Multiracial. Approximately 93 percent of the student body was economically disadvantaged and qualified for free and reduced lunch. Students with disabilities constituted for 17 percent of the total population, and were enrolled across twelve self-contained classrooms and integrated co-teaching classrooms. Additionally, .5 percent of the student population was Limited English Proficient.

The student achievement tables below show the achievement scores for the Bennett Park Montessori for the 2014- 2015 school year (2015-2016 data is not yet available). These data indicate that the Bennett Park Montessori has a disproportionate number of students scoring the lower performance levels on local and New York State assessments. The school's staff acknowledges that there are very limited ways to monitor student progress in math, particularly in the lower grades. The school district currently uses the math checkpoints and exit tickets from the engageNY modules and is currently reviewing screening measures for adoption.

Addressing this deficit is an important component of the Bennett Park Montessori. *See appendix 1.*

Analysis of trends in the student data indicate that the number of students scoring in the lower levels of achievement increases from 3rd to 8th grade. This trend, clearly indicates a need for improvement in student achievement at all grade levels.

Attendance The rate of attendance for the 2015-2016 school year was 91.9%. Historically, the Bennett Park Montessori has maintained a student daily attendance rate of between 90- 91% (in 2014-2015 the attendance rate was 90.8%). The Bennett Park Montessori, continues to struggle to meet the district's targeted attendance rate of 92- 94%. Several factors have contributed to the school's historically low attendance rates such as students' illnesses, suspensions, busing, and severe winter weather conditions. In addition, the district's trend in data displays that Pre-Kindergarten and Kindergarten consistently has the lowest average daily attendance rates.

ii. Diagnostic School Review Process

The systemic, in-depth diagnostic school review of Bennett Park Montessori was conducted, in February 2016, using the Diagnostic Tool for School and District Effectiveness (DTSDE). This on-site review compared school and district practices to the optimal conditions of learning, as defined by the DTSDE rubric, and provided an evaluative understanding of how the entire school community functions to address student achievement. The three day DTDSE Review, was District Led and supported with an Outside Educational Expert. The review revealed that a majority of practices at Bennett Park Montessori are at the Developing level due to the fact that most practices are being implemented inconsistently across the school.

As a result of this review, the school has accumulated a great deal of data around the implementation of practices that are aligned to the five tenets in the DTSDE Rubric.

Additionally, all of these tenets have taken a deep look at the implementation of curriculum and instruction. These data sets serve as baseline data for the school to move the school forward. The findings from the review have been discussed with staff, parents, and community stakeholders in various venues including but not limited to faculty meetings, grade level meetings, Site Based Management Team (SBMT) meetings, and parent nights.

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

iii. Evidence of Community and Family Input

- The school leader reported that she communicates regularly with parents to explain Montessori expectations. While some Montessori principles are aligned with CCLS tenets, parents stated that the school leader places less emphasis on communicating her expectations concerning the CCLS. The school leader stated that teachers are struggling to combine CCLS expectations with Montessori principles, and this issue results in lower expectations for student success. She reported she is attempting to reconcile this conflict during meetings with teachers and parents. The school leaders, teachers, and staff noted the school sponsors numerous activities, including family nights and monthly events. During a week-long summer orientation for new students and families, the school leader stated she highlights the school's child-centered school philosophy, expectations, programs, and services. Although the school leader noted that expectations for parental involvement and academics are grounded in Montessori principles, the review team found little evidence of a comprehensive family engagement plan or the explicit communication of the school's expectations for increased achievement for all students.
- The school leader stated that she supports reciprocal communication in numerous ways in accordance with the Montessori philosophy. The school provides "communication reports," which are primarily in narrative form, to parents of children in pre-Kindergarten through grade six three times each year, followed by parent-teacher conferences. In grades seven and eight, the school uses traditional report cards to ease the transition to high school. The school leader noted staff send monthly newsletters to parents. She also stated that the parent-teacher organization maintains a listing of school events and posts information that the school leader shares on its Facebook page. The school offers some events at various times throughout the day to increase parent participation, which is tracked with sign-in sheets. However, it was not clear to the review team if the parents that attended these events were the same group of parents that attended most events. During interviews, the school leader and parents shared their concerns with the review team about declining enrollment as students transfer to higher performing schools. They noted they would like to develop ways to emphasize the benefits of the Montessori program in preparing students to be college and career ready.
- The school leader noted the school has several training opportunities for parents and families. She also noted that some training about sharing information with

parents is included in the broader training for staff. However, teachers reported that staff have not received formal PD on building and sustaining partnerships with families. Staff noted there is a Foster Grandparents program at the school that provides in-service training for grandparents about their roles and responsibilities. The school leader stated the school has provided training for parents on conflict resolution with their children. She also noted that during orientation week for new families, the director of the local Montessori association explains the philosophy of Montessori education and the educational process, including the role of parents.

- The school shares some data to identify and address student and family needs. The school leader noted that the “Say Yes Buffalo” family support specialist shares data with parents about support services and makes connections with families to advocate for services. The school leader reported that parents are invited to meet with staff to learn about their children’s academic and behavioral progress and that teachers formally meet with parents three times each year to discuss students’ academic achievement. She noted that teachers use achievement, behavioral, and attendance data to refer students to the after school program. The student support team, including the parent liaison, reported they work with the “Say Yes Buffalo” family support specialist to identify community agencies, such as Mid-Erie Counseling Services to help provide wrap-around services for families with identified needs.

iv. Existing School Capacity, Strengths, and Needs

Strengths: The school is in the beginning stages of implementing several systems and developing capacity which may address the needs of the student population:

- The school had adequate Common Core Learning Standard~ approved ELA and Math curriculum resources for classrooms.
- The school had implemented Positive Behavior Interventions (PBIS) systems that benefit many, but not all students.
- Our staff is highly dedicated to the Montessori Method of teaching. This shared philosophy is embedded throughout the school community including school partners, parents, and community stakeholders.

Needs:

- While the school has CCLA aligned resources, which incorporate Montessori curricula and materials, they are being inconsistently adapted based on student needs and data.
- There is a lack of consistent data systems and use to drive instruction..
- There is a lack of teachers that have Montessori training/certification at the levels that they are teaching.

B. School Model and Rationale

i. Rationale for Model and Key Design Elements

When selecting a model for Bennett Park Montessori turnaround efforts the District carefully compared the School Improvement Grant (SIG) models to the district's "Three Big Rocks" initiative and the school's needs as evidenced from summative data, the DTSDE Review and the school's implementation of a full arts program as required by the NYSED approved Socio- Economic Integration Grant. The "Three Big Rocks" for school improvement are:

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

As mentioned in the District Overview, these big rocks were adopted to address common needs across the district's lowest performing schools. However, when operationalized at the school level in concert with the key design elements, they will address the specific needs of the students and school community of Bennett Park Montessori, identified during the needs assessment.

Effective visionary leadership from the principal is a critical element of successful school reform. For Bennett Park Montessori, the following are the highest priority activities for bringing all students to high levels of achievement:

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

The "Three Big Rocks" along with the above listed priorities work in concert with the requirements of the Transformation Model, and also meet the specific requirements for the Transformative Model.

The Transformative Model was chosen because of the needs at Bennett Park Montessori, identified through assessment data, District and school level administrator classroom observations and the DTDSE review, all of which strongly indicate that significant and specific deficits.

Student attendance and achievement in ELA and Math, both impacted by lack of consistent data driven instruction has played a role in low performance. By focusing on intervention the staff can begin the process of creating a consistent plan of action for effectively addressing student needs.

ii. Process by Which Model Was Chosen

The District began its model-selection process by developing a school profile that included the characteristics of Bennett Park Montessori, its students, leader background, core competencies, and instructional staff profiles. The District then conducted an assessment of the external partners or providers available to lead the effort. BCSD gave additional consideration to district policies and collective bargaining agreements that currently address, limit, create barriers, and provide support for each of the intervention models. BCSD then sought to identify the improvement strategy that would yield the most immediate, substantial and long term gains in learning and success for Bennett Park Montessori. The evaluation was based on findings of the Diagnostic School Review that was conducted by the district and an Outside Educational Expert (OEE). The following questions guided the selection of the Transformation Model, for this school:

- How will the district support the school leader in making and sustaining strategic staffing in the school?
- What is the district's own capacity to support the early learning intervention, including the implementation of required, recommended, and diagnostically determined strategies?
- What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the early learning intervention?
- How will the district support the school's leader in determining the changes in operational practice (including classroom instruction) that must accompany the early learning intervention, and how will these changes be brought about and sustained?

The Buffalo City School District has developed a district-level comprehensive plan that fully supports the requirements of Transformative Model, as follows:

- Recruiting and hiring school leaders with the experience, training, and skills needed for dramatic school improvement.
- Focusing all work on the Superintendent's six-point "New Education Bargain With Students and Parents" ~ the first facet in this six-point new bargain is Rigorous Early Elementary Education.
- Selecting and implementing an instructional model based on student needs and the maximization of staff strengths.
- Implementing district and school-wide systems to ensure the continuous use of data to inform and differentiate instruction.
- Providing sufficient operational flexibility, including moving toward a decentralized, school-based system of professional development and budgeting.
- Conducting monthly principal meetings for priority school principals in order to build skill and capacity to use data to drive instructional decisions and to create opportunities for schools to break out by level (elementary and high school)
- Building autonomy and authority for principals to make on-site, data-based decisions to accelerate improved student outcomes.
- Reorganizing the district and implementing a district-level systemic supports grant to ensure ongoing technical assistance.

C. Determining Goals and Objectives

i. English Language Arts Goals and Objectives

Goal 1: Increasing student achievement in ELA through a balanced literacy approach and aligned structures of prevention and early intervention of Tier I, Tier II, and Tier III instruction.

Objective 1: Increase student achievement in ELA through a balanced literacy approach resulting in a 6% increase of students in Pk-8th reading scores by the end of the year (June 2017).

Key Strategies:

- Implementation of a coherent balanced literacy backwards mapped curriculum at every grade level with a central focus on PK-8th grades.
- Staff professional development on, and use of, evidence-based best practices to consistently provide instruction to students that promotes higher-order thinking and pushes students to improve toward grade level standards.
- Staff professional development on, and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring and formative assessments.
- Implementation of a school –wide Step Up To Writing initiative that is monitored and assessed with school-wide writing rubrics aligned to the ELA CCLS.
- Offer Extended Learning Time (ELT) for 51% of students 1st-8th to include engaging academic enrichment afterschool.

Assessment: Grade PK-8 CIRCLES, DIBELS BOY, MOY, and EOY scores and school-based interim assessments which focus on reading and writing, as well as Reading curriculum unit assessment scores.

Objective 2: Targeted instruction for Tier II, and Tier III resulting in a 6% increase of students in Pk-2nd grades reading scores by the end of the year.

Key Strategies:

- Literacy Coach and reading teachers to monitor and support progress.
- Implementation of a coherent ELA intervention model at every grade level.
- Maximize staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training.
- Targeted and aligned embedded professional development for teachers and teacher assistants on Montessori Curriculum.
- Staff professional development on, and use of, data driven intervention instruction based on information derived from programmatic monitoring and formative assessments.
- Offer Extended Learning Time (ELT) for 51% of students 1st-8th to include engaging academic enrichment afterschool.

Assessment: Grade PK- 8 CIRCLES, DIBELS BOY, MOY, and EOY scores and school- based interim assessments which focus on reading and writing, as well as Reading curriculum unit assessment scores.

Objective 3: Targeted literacy interventions for all students that result in a yearly 6% increase of students reading scores by the end of the year.

Key Strategies:

- Implementation of a coherent ELA intervention model at every grade
- Staff professional development on, and use of, instructional strategies that focus on student engagement and differentiated instruction such as:
 - Effective use of technology
 - Small group instruction driven by data
 - Programmatic interventions (Journeys, Junior Grade Books, etc.)
 - Project based learning opportunities and peer reading
- Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training.
- Targeted and aligned embedded professional development for teachers and teacher assistants and aides on literacy interventions (use of time, skills, and writing strategies).
- Staff professional development on, and use of, data driven intervention instruction based on information derived from programmatic monitoring and formative assessments.
- Offer Extended Learning Time (ELT) for 51% of students 1st-8th to include engaging academic enrichment afterschool.

Assessment: School created Interim assessments and NYS CCLS assessments in grades 3 and 8.

Objective 4: A strategic and deliberate school-wide focus on developing, constant practicing, and refining students' writing skills across all content areas will result in an increase of student writing scores by 10% per year.

Key Strategies:

- Implementation of a planned, coherent balanced literacy backwards mapped curriculum at every grade level.
- Implementation of the Step Up To Writing curriculum school-wide (PK-8) writing initiative that will be monitored and assessed with teacher developed school-wide cross-disciplinary writing rubrics aligned to the ELA CCLS.
- Providing students with actionable feedback, on writing assignments and projects that will help to inform their writing abilities.

Assessment: School-wide writing assignments/ projects, unit assessments in Journeys, grade level created rubrics and school created interim assessments in all grades PK through 8.

ii. Mathematics Goals and Objectives

Goal 2: Increasing student achievement in Math through the development of a student assessment, data review, and informed instruction process.

Objective 1: Comprehensive Math formative and summative assessment results will be used via the data review process to inform teacher instruction.

Key Strategies:

- The program coordinator will support implementation and help teachers monitor, the implementation.
- Implementation of a coherent backwards mapped math curriculum at every grade level.
- Review of CCLS and Shifts for Math PK- Grade 8 in grade level meetings
- Review of grade level Math Modules and pacing guides to determine grade level benchmarks.
- Detailed review of grades 3-8 NYS Math Assessment data to determine current student achievement.
- Creation of grade leveled student Math interim assessments, school-wide.
- District and building based professional development on, and use of, Data Driven Inquiry.

Assessment: Montessori Math Team's yearly meeting schedule, meeting attendance, and meeting minutes, as well as school wide assessment results and a data review protocol.

Objective 2: Implement of intervention in grades 3 through 8 that results in a 6% increase in student achievement each year.

Key Strategies:

- Staff teaching PS through 8th classroom are certified with appropriate Montessori teacher certifications.
- Implementation of a coherent backwards mapped math curriculum at every grade level with a central focus on PK-8th grades.
- Staff professional development on, and use of, evidence-based best practices to consistently provide instruction to students that promotes higher-order thinking and pushes students to improve toward grade level standards. Staff professional development on, and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from school created interim assessments.
- Implementation of a Montessori Math curriculum that aligns with CCLS.
- Implementation of a coherent Math intervention model at every grade level.
- Targeted and aligned embedded professional development for teachers and teacher assistants on Montessori math materials and lessons.
- Offer Extended Learning Time (ELT) for students to include an engaging academic enrichment afterschool program.

Assessment: Math intervention interim assessments, teachers monitoring where students are in their Montessori math work, and summative NYS assessment data.

iii. Additional Goals and Objectives

Goal 3: Create a sustainable DDI culture with concrete systems that will support instruction and increase student academic achievement.

Objective 1: Increase student achievement using data driven instruction based on the work of Nancy Love that results in a 10% increase in overall student academic achievement in grades PK-8.

Key Strategies:

- Retain, hire, and develop teachers who are committed to rapidly improving student performance through a cycle of continuous improvement and who have a track record of success in improving student achievement based on systematic analysis of relevant data.
- Revise the school schedule to maximize time for targeted data analysis and to plan for re-teaching to address gaps in instruction based on data.
- Ensure that the DDI process has a system in place to develop RtI plans for specific groups of children based on relevant data.
- Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the effective use of the DDI process across all grade levels and disciplines.
- Identify teacher leaders to take on mentoring, turn-key training and school based team member roles in the effective use of the DDI process to improve academic achievement.
- Provide students with feedback based on DDI and help them set goals for their learning.
- Create student work portfolios, and intervention plans for students who are behind academically.
- Offer Extended Learning Time (ELT) for students to include an engaging academic enrichment afterschool program.

Assessment: Local common interim assessments and NYS assessments and year end grade reports, ODRs

Objective 2: Within three years (2016- 2019) 100% of teachers at the Bennett Park Montessori Center #32 will be identified as Effective or Highly Effective.

Key Strategies:

- Retain, hire, and develop teachers who are committed to rapidly improving student performance through a cycle of continuous improvement and who have a track record of success in improving student achievement.
- Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors.
- Revise the school master schedule to provide extended and embedded collaborative professional learning community time.
- Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the effective use of the DDI process across all grade levels and disciplines.
- Identify teacher leaders to take on mentoring, turn-key training and school based team member roles in the effective use of the DDI process to improve academic achievement.

Assessment: Teachers' approved APPR scores.

Montessori #32 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 20115-16 (when available)	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2020-21
I. Leading Indicators									
a. Number of minutes in the school year	min	73,320	77,520	77,520	81,720	81,720	81,720	81,720	81,720
b. Student participation in State ELA assessment	%	89%	83.6%	TBD	95%	95%	95%	95%	95%
c. Student participation in State Math assessment	%	83%	73.5%	TBD	95%	95%	95%	95%	95%
d. Drop-out rate	%	19%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	87.6%	90.8	91.9	92.2	92.5	92.8	93.1	93.4
f. Student completion of advanced coursework	%	66.4%	64%	N/A	TBD	TBD	TBD	TBD	TBD
g. Suspension rate	%	14%	9.2%	8.3%	8.1%	7.9%	7.7%	7.5%	7.3%
h. Number of discipline referrals	num	917	213	168	163	158	153	148	143
i. Chronic absenteeism rate	%	46%	35%	29%	27%	25%	23%	21%	19%
j. Teacher attendance rate	%	91%	88.5%	92.6%	93.1%	93.6%	94.1%	94.6%	95.1%
k. Teachers rated as “effective” and “highly effective”	%	83%	91%	TBD	92%	93%	94%	95%	95%
l. Hours of professional development to improve teacher performance	num	1279	4374	13466	14966	15466	15966	16466	16966
m. Hours of professional development to improve leadership and governance	num	146	156	87	100	113	126	139	152
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	123	1832	2992	3107	3222	3337	3452	3567
II. Academic Indicators									
a. ELA performance index	PI	52.1	44.1	TBD	59.7	75.3	90.9	106.5	122.1
b. Math performance index	PI	59.7	34.6	TBD	51.1	67.6	84.1	100.6	117.1
c. Student scoring “proficient” or higher on ELA assessment	%	14%	10.6%	TBD	19.5%	28.4%	37.3	46.2	55.1
d. Students scoring “proficient” or higher on Math assessment	%	17%	6.6%	TBD	15.9	25.2	34.5	43.8	53.1
e. Average SAT score	score	1194	N/A	N/A	N/A	N/A	N/A	N/A	N/A
f. Students taking PSAT	%	66.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

g. Students receiving Regents diploma with advanced designation	%	8%	N/A						
h. High school graduation rate	%	60.7%	N/A						
i. Ninth graders being retained	%	5.9%/8.5%	N/A						
j. High school graduates accepted into two or four year colleges	%	70.9%	N/A						

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

D. School Leadership

i. Characteristics and Core Competencies of the School Principal

Please See Appendix 1: Checklist for Determining Priority School Leader Qualifications

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

Driving for Results Cluster. This cluster of competencies is concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include: *Achievement, Initiative and Persistence, Monitoring and Directiveness, and Planning Ahead.*

Influencing for results cluster. This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone but instead must rely on the work of others. Competencies in this cluster include: *Impact and Influence, Team Leadership, and Developing Others.*

Problem-solving cluster. This cluster of competencies is concerned with a turnaround leader's thinking applied to organizational goals and challenges. It includes data analysis to inform decisions, making clear logical plans that people can follow, and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include: *Analytical Thinking and Conceptual Thinking.*

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

In addition to the competencies that have been proven to cause principals to be successful, the principal must focus in on the highest-priority learning activities that will 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.*

District's Three Big Rocks:

Instructional Leadership – In order to meet the needs of the school and produce dramatic gains in student achievement, the principal must nurture the best possible teaching in every classroom through a cycle of observation and feedback. The principal must make daily time in classrooms a priority by spending one to three hours per day in classroom collecting evidence and sharing evidence-based feedback to teachers on daily instructional practices to more closely align with the Common Core State Standards, including a close focus on the needs of struggling students.

Data-Driven Instruction/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 re-teach/adjust teaching practice based on analysis of student progress against the Common Core State Standards.

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. This Principal will create and protect time for grade level teams/content areas to ground their work in the anchor standards.

ii. Principal’s Biography

Ms. Pauletta A. Prince-Stines is an African American female born in Buffalo, NY, currently a resident of the City of Buffalo, and was educated in the Buffalo Public School System. She attended elementary schools #74, #80, and graduated with Honors from Kensington High School in 1979. As a student, Ms. Stines maintained honor roll status throughout her years in school from K-12 earning a place in the National Honor Society and in Who's Who in America. She was the recipient of several awards and scholarships to her college of choice. Ms. Stines continued her education at Canisius College earning a Bachelor of Arts Degree and a Master of Science Degree in Secondary Mathematics. Ms. Stines earned a Permanent NYS School District Administrator's Certificate from Canisius College. Ms. Stines completed all coursework requirements for the 2 1/2 to 6 year old Montessori Training Program from 2005-2007. Ms. Stines' professional career spans 32 years with the Buffalo Board of Education as a secondary math teacher, computer teacher, assistant principal (3 years), and principal (6 years). She was recognized in a proclamation from both the Buffalo Board of Education and Mayor of the City of Buffalo for her years of service as an educator. Ms. Stines enjoys leisure time with family and close friends, loves to travel the world especially from a cruise ship, and drives a convertible. She is a member of the African Methodist Episcopal Zion church and is divorced with no children.

See Appendix 3 (Administrator’s Resumes)

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

Not Applicable

iv. Principal Job Description and Duties

See Appendix 4 (Principal posting)

See Appendix 5 (Assistant Principal posting)

v. Current Supporting Leadership

The School Based Leadership Team supports the vision of the leadership at the Bennett Park Montessori. In addition to the Principal and Assistant Principals, members of this team include teachers from each grade level, as well as special education teachers, the Instructional Coach, the Building Reading Teacher, Support Math Teacher, SST Facilitator and the Guidance Counselor.

This team will meet once in a six day cycle during the 2016-17 school year to

address DTSDE recommendations and discuss various instructional and operational issues that arise as part of daily school operations. The School Leadership Team prepares a meeting agenda and discussion topics planned for the coming school year, include the use of curricular resources, instructional practices, Data Driven Inquiry (DDI), the effectiveness of student supports and classroom management. The School Leadership Team will also address issues identified by the principal as well as issues raised at grade level team meetings. Overall, the purpose of this process is to serve as an effective means of facilitating ongoing and open communication across the school staff. The Principal also believes it will increase the school's overall problem solving capacity.

Pauletta A. Stines

14 Elton Place • Buffalo, New York 14208 • Home: (716) 883-8718 • Work: (716) 816-4603
Email: pstines@buffaloschools.org • Cellular: (716) 308-5487

CERTIFICATION

New York State Certified School Administrator/Supervisor
Provisional; Effective September 2007

American Montessori Society
Coursework completed June 2007

New York State Certified School District Administrator
Permanent; Effective September 2005

Certificate of Permanent Appointment
Board of Education, Buffalo, New York 14202
June 10, 1992

New York State Certified Secondary Mathematics Teacher
Effective June 1984

EDUCATION

SDA Certificate Sept. 2005
Graduate Education/Administration Program
Canisius College, Buffalo, NY 14208

Master of Science Degree May 1991
Canisius College, Buffalo, NY 14208

Bachelor of Arts Degree May 1984
Canisius College, Buffalo, NY 14208

**TEACHING
EXPERIENCE**

Technology Integration Specialist
Bennett Park Montessori Center #32, Buffalo, New York 14204
9/04 – 6/07
Area(s) Taught: Computer Instruction Grades K-8/Multi-Ages 5-13
(Macintosh Network)

Westminster Community School, Buffalo, New York 14215
9/03 – 6/04
Area(s) Taught: Computer Instruction Grades K-8 (PC Network)

Hillery Park Academy, Buffalo, New York 14210
1/03 – 6/03
Area(s) Taught: Computer Instruction Grades 3-8 (Macintosh Network)

Stanley M. Makowski Early Childhood Center, Buffalo, New York 14208
9/95 – 1/02
Area(s) Taught: Computer Instruction Grades K-4 (Macintosh Network)

Pauletta A. Stines

14 Elton Place • Buffalo, New York 14208 • Home: (716) 883-8718 • Work: (716) 816-3410
Email: pstines@buffaloschools.org • Cellular: (716) 308-5487

Secondary Mathematics Teacher

Hillery Park Academy, Buffalo, New York 14210
1/02 – 1/03

Area(s) Taught: Grade 8 Mathematics, Grade 7 Mathematics

Academic Challenge Center, Buffalo, New York 14204
9/84 – 6/95

Area(s) Taught: Grade 8 Mathematics (11 yrs.), Course I Regents (8 yrs.)
Grade 8 Social Studies (4 yrs.), Grade 8 Science (1 yr.)

ADMINISTRATIVE EXPERIENCE

Principal

Bennett Park Montessori Center#32, Buffalo, New York
August 2010 – August 2016

Assistant Principal

Bennett Park Montessori Center#32, Buffalo, New York
August 2007 – 2010

Administrative Substitute (Periodically during Administrative Internship)

Bennett Park Montessori Center#32, Buffalo, New York 14204
2005 – 2007

Administrative Intern

Bennett Park Montessori Center#32, Buffalo, New York 14204
2004 – 2005

RELATED TRAINING

RtI District Training	2013 - present
Network Training Institute – Albany, NY	2013 - 2014
Observing and Analyzing Teaching	May 2012
Gang Awareness Seminar	Sep 2008
City of Buffalo Partners	
SIP (School Improvement Plan) Training	Aug 2008
Buffalo School District Initiative	
Montessori Teacher Education Program	2005-2007
630 Youngs Road, Williamsville, New York 14221	
Positive Behavior Interventions & Supports	2006-2007
Buffalo School District Initiative	
eSIS Training	2006-2007
Buffalo School District Initiative	
DIBELS/CIRCLE Assessment Training	2006-2007
Buffalo School District Initiative	
NYSStart Training	2006-2007
Buffalo School District Initiative	

LEADERSHIP EXPERIENCE

Principal	2010 – present
Assistant Principal	2007 – 2010
Buffalo District Principals' Leadership Academy	2009 – 2010

Technology Integration Specialist – DWT Audit Captain	2006 – 2007
C.S.E.P. Committee – Math Leader; CSEP Coordinator	2001 – 2003
	2004 – 2007
Technology Integration Team – Leader	1999 – 2004
Instructional Technology Curriculum Committee - Leader	2002 – 2004

REFERENCES

Ms. Kai Lewis
Director
Buffalo Public Schools
(716) 816-3752

Ms. Casandra Wright
Associate Superintendent OSL
Buffalo Public Schools
(716) 888-2545

Mrs. Cindy Clarke
Assistant Principal
Buffalo Public Schools
Dr. King #39
(716) 816-3130

Eileen Wilms-Buerman, Director
Buffalo Montessori Teacher Education
630 Youngs Road, Unit D
Williamsville, NY 14221

Marianna E. Cecchini

70 Chaumont Drive • Buffalo, New York 14221 • Home: (716) 631-1005 • Work: (716) 816-4603
Email: mcecchini@buffaloschools.org • Cellular: (716) 863-5897

CERTIFICATION

New York State Certified School District Leader
Professional Certificate Effective September 2010

New York State Certified School Building Leader
Professional Certificate Effective April 2015

Center for Montessori Teacher Education-Administrator Training
Courses I,III completed 2011

New York State Certified Pre K-6 Teacher
Permanent Certificate Effective September 2003

New York State Certified Secondary Social Studies Teacher
Permanent Certificate Effective September 2003

EDUCATION

SDL/SBL Certificate May 2010
Graduate Education/Administration Program
University of Buffalo, Buffalo, NY 14260

Master of Science Degree Elementary Education July 2000
D'Youville College, Buffalo, NY 14202

Secondary Teaching Certification Program Dec. 1990
Buffalo State College, Buffalo NY 14222

Bachelor of Arts Degree Political Science May 1987
Fredonia State College, Buffalo, NY 14063

TEACHING
EXPERIENCE

3rd Grade Classroom Teacher
St. Benedict School, Buffalo New York 14216
09/10-06/11

4th Grade Classroom Teacher
Roosevelt Early Childhood Center # 65, Buffalo New York 14207
09/01-06/09

Adjunct Professor-Graduate Education
Medaille College, Buffalo New York 14214
08/06-08/10

Program Coordinator
Bennett Park Montessori School # 32, Buffalo New York 14204
09/09-06/10

Marianna E Cecchini

70 Chaumont Drive • Buffalo, New York 14221 • Home: (716) 631-1005 • Work: (716) 816-4603
Email: mcecchini@buffaloschools.org • Cellular: (716) 863-5897

ADMINISTRATIVE EXPERIENCE

Assistant Principal

Bennett Park Montessori Center #32, Buffalo, New York 14204
08/10-present

Director of Office of School Leadership

District Office- 720 City Hall, Buffalo, New York 14201
11/13-08/14

Administrative Intern

Bennett Park Montessori Center#32, Buffalo, New York 14204
09/09-08/10

Administrative Intern

Williamsville Schools, Williamsville, New York 14221
05/09-07/10

RELATED TRAINING

- **Common Core Implementation-Math and English Language Arts -BUFFALO PUBLIC SCHOOLS**
- **APPR training -NYSUT AND BUFFALO PUBLIC SCHOOLS**
- **Observing and Analyzing Teachers - RESEARCH FOR BETTER TEACHING**
- **SLO and Student Growth Measures - BUFFALO PUBLIC SCHOOLS**
- **DASA Training -ERIE 1 BOCES AND BUFFALO PUBLIC SCHOOLS**
- **Unleashing The Power of Collaborative Inquiry-Data Driven Dialogue /Instruction – N.LOVE**
- **Montessori Administrator Training - CENTER FOR MONTESSORI TEACHER EDUCATION**
- **Leadership Academy - BUFFALO PUBLIC SCHOOLS**
- **Leveraged Leadership- Teacher Practice Observation Coaching by PLC ASSOCIATES**
- **Leading for Change: enabling others to do what they think they can't do- SUE SZACHOWICZ**
- **American Montessori Society Summer Symposium for School Administrators- LOUISVILLE, KY**
- **American Montessori Society Annual Conference- PHILADELPHIA, PA**

LEADERSHIP EXPERIENCE

Assistant Principal	2010 – present
Buffalo District Principals' Leadership Academy	2009 – 2010
Building Leadership Literacy Team BPS # 65	2006 – 2009
Buffalo District Implementation Facilitator-Math Department	2006 - 2007

REFERENCES

Ms. Pauletta Stines
Principal
Buffalo Public Schools
Bennett Park Montessori
(716) 816-4603

Ms. Angela Cullen
Director Office of
School Leadership
Buffalo Public Schools
(716) 816-3703

E. Instructional Staff

i. Effectiveness Ratings of Staff

Bennett Park Montessori is currently staffed with 100% fully certified teachers. Nine percent of the teaching staff has less than three years of experience. For 2015- 16 the school had a total of 77.2 instructional staff members. This includes:

- 14 special education teachers;
 - 8 self-contained in grades K, 1, 4, two grade 5, 6, and a 7/8 classes
 - 6 integrated co-teachers in grades 1 through 8
- 38 general education teachers:
 - PS to K - 16 classrooms
 - K to 2nd - 5 classrooms
 - 1st to 3rd - 7 classrooms
 - 4th to 6th - 6 classrooms
 - 7th to 8th - 4 classrooms
- 3 Building-Wide Instructional positions;
 - 1 Instructional Coach
 - 1 Building Reading
 - 1 Support Math Teacher
- 9.4 Special Area Instructional positions
 - 3.2 Physical Education
 - 2.5 Instrumental and Vocal Music positions
 - 1.5 Art position
 - 1 Home and Careers position
 - 1 Technology
 - 0.2 Foreign Language
- 1 Librarian
- 4 Student Support Team Staff
 - 1 Guidance Counselor
 - 1 School Psychologist
 - 1 Student Support Team Chair
 - 1 Social Worker

The HEDI rating for the 2015-2016 school year have not been released. The rating for the 2014-2015 school year include 22 Highly Effective; 15 Effective; 2 Developing; 0 Ineffective and 2 Unable to Determine.

ii. Current School Staffing Profile

Bennett Park Montessori believes that teachers could benefit from professional development that improves their capacity to deliver differentiated and engaging instruction as well as the use of data to drive instructional decision-making which lead to rigorous instruction in well managed classrooms.

As identified during the systematic in-depth diagnostic school review, tend to deliver lessons planned for whole groups particularly at the 4th – 8th grades, rotating area lessons and lessons that include significant periods of teacher-directed instruction. There are teachers who do not regularly differentiate instruction to meet the individual learning needs of students'. Although staff has participated in training on ways to gather and analyze data for instructional practices, all staff do not regularly engage in strategic

practices to address the gap between what students know and need to learn. As a result, too few students from identified subgroups experience consistent and high levels of engagement and achievement. Also, the instruction several classrooms instruction does not match the rigor needed for CCLS.

In order to meet the high needs of the students at Bennett Park Montessori, and the school improvement grant goals, all teachers must consistently demonstrate knowledge of effective instructional practices and strategies organized around thoughtful, strategically aligned unit and daily lesson plans and promote high levels of student engagement and higher order thinking. Teachers must provide coherent, appropriately aligned CCLS-based instruction that leads to multiple points of access for all students, including those with disabilities.

Students must be provided with adequate supports and extensions to support learning to enable students to achieve targeted goals. Teachers must collaborate with colleagues in grade level/content area meetings to ground their work in the anchor standards of the CCLS. Furthermore, the instructional staff must also use instructional strategies that stimulate deep levels of meta-cognitive thinking and questioning in students through the use of materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning. All staff must be able to use a variety of data sources including screening, interim and progress monitoring to inform lesson planning, develop explicit teacher plans and foster high levels of student participation.

In order to support teachers in meeting the needs of the student population, the school will implement a variety of strategies. These include but are not limited to, maximizing current teacher resources (determining teacher strengths and allowing for collaboration, classroom visits, and mentoring to share their strengths), providing relevant professional development that is Montessori based and targeted with on-going training on data driven instruction, with intervention strategies and literacy development, ensuring that coaching support is present to guide scheduled common planning time, and collaboration between teachers across grade levels and content areas. The school will continue to utilize its school-based Literacy Coach, Program Coordinator, Support Math Teacher and Building Reading Teachers to support the school goals. These coaches will additionally provide teachers with pedagogical support and ongoing training within the Common Core Learning Standards. They will also develop teachers' capacity for data use in order to ensure students reach their academic potential. These initiatives will be monitored by building administrators during walkthroughs, formal and informal classroom observations, lesson plan reviews, instructional conversations with individual teachers and grade level teams, as well as through data analysis and attendance at professional development opportunities.

iii. Characteristics and Core Competencies of Key Instructional Staff

Individual teachers have the largest single impact on student performance. Documented research overwhelmingly indicates that individual teachers can effect rapid and dramatic student learning improvements within their own classrooms. As the Buffalo City School District transfers, recruits, and hires teachers, the district will search for and develop teachers with unique characteristics and competencies identified by Public Impact's *School Turnaround Teacher: Competencies for Success* (Public

Impact, 2008). The four competency clusters represent a consistent pattern of thinking, feeling, acting, and speaking that are essential to teachers' success in turning around the Bennett Park Montessori.

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

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

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

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

iv. Process for Hiring and Placing New Staff

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

Teachers who wish to transfer from another BCSD school to the Bennett Park Montessori will follow BCSD's "Guideline for Teacher Transfer and Staffing." This process is as follows: (1) The teacher submits a letter of voluntary transfer to the chief academic officer, which results in the teacher's name being placed on the seniority list by Human Resources; (2) the teacher is notified by the supervisor or director of the vacancy; (3) the school principal consults the teacher's personnel file (this step is optional); (4) the principal accepts or declines the teacher. After the voluntary transfer

process is complete, the principal will have the ability to hire for positions that are still vacant based on school needs.

BCSD follows established recruitment and hiring guidelines for instructional staff. Opportunities to work with BCSD are posted on the Buffalo Schools 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. Then principal and her school leadership team will 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.

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

F. Partnerships

i. Implementation Partners and Their Roles

The Bennett Park Montessori along with Buffalo Public Schools published a Request for Proposal (RFP), seeking potential partnerships that are critical to the implementation and improvement efforts of the Transformation Model. When researching various potential partners who are: informed and experienced in turnaround public education work with evidenced positive learning results, knowledgeable with the common core learning standards, and who understand project-based learning as it applies to core subject curriculums, a premium potential partner appears to be a leader in this work; Caldwell Collaborative, LLC.

Caldwell Collaborative LLC is an educational consulting firm dedicated to providing high quality service and yielding high levels of accelerated achievement, through their work with schools on implementation of the project based learning approach which is an educational philosophy focused on preschool and primary education.

They boast an expertise in providing instructional coaching, curriculum mapping, and professional development training in implementing the project based learning approach. This pedagogy complements the Montessori philosophy in that it is individually based and encourages a project based instructional approach and will form a foundation for our writing initiative. These philosophies will result in student engagement and increased learning and teaching.

Prior to engaging in a formal partnership, consulting experts from Caldwell Collaborative LLC would do a site visit to the school to meet with the leadership. During the meeting, the leader would share the school's goals, objectives, and vision. The meeting would garner an opportunity for the school and experts in implementing the project based learning approach to discuss protocols, expectations and to ultimately develop a common understanding and language aligned to effective practices and strategies that would become evident in the Bennett Park Montessori.

The five principles that are incorporated in the Montessori philosophy that would be focused on in the implementation of the project based learning approach at Bennett Park Montessori include the following:

Children Will Be Active Participants In Their Learning- In classrooms students will have a voice in choosing methods of study. Students will actively talk, share, play, question and imagine, and then with facilitation of their teacher and teaching assistant the students will engage in projects that incorporate various modes of learning including art, theater, music, literacy, science and social awareness. The projects will challenge student thinking.

Teachers Will Be Facilitators of Learning- Trained teachers are not expected to just hand down knowledge to their students. Rather, they instruct using collaboration with their students, guiding and facilitating students' learning as individuals and as a group. As students grow so do the teachers who view themselves as active researchers and reflective practitioners.

The Physical Environment Will Play an Essential Role in Learning- The

environment is viewed as another teacher, as children learn through their interactions with their surroundings. Classrooms must be inviting, child-friendly spaces that reflect comfort, organization and safety. Classroom materials are often reflective of nature and are selected to stimulate students' senses and imaginations. All materials are deliberately arranged to be orderly and accessible to all students.

Children's Learning Deserves and is Supported by Documentation- A natural environment approach inspired classrooms, document learning in a variety of ways, which will include test scores, grades, reports, as well as students daily thoughts, questions, answers and may documented through photography, video, journals, audio, portfolios and display. These efforts validate children's thought processes as they work and learn, as well as communicates their discoveries with others. Students take pride and satisfaction in seeing their own learning made visible.

Home, School, and Community Work In Partnership to Promote Learning- The student's daily learning experience is a continuum from home to school to home again. This approach recognizes and maximizes this by regularly informing parents of the lived experiences in the classroom and by encouraging students to take part in the greater community.

The school's culture development is at the core of school effectiveness. The development of structures and systems that support collaboration, staff empowerment and shared account-ability are at the forefront of school turnaround. The consultants at Caldwell Collaborative LLC have proven and extensive experience in these areas and are always excited to do this work alongside of school communities.

ii. Evidence of Partner Effectiveness (*See Attachment C.*)

iii. How External Partners will be Held Accountable for Performance

Partner accountability is crucial to the successful implementation of the improvement plan. The District has issued a Request for Proposal (RFP) #15-16-002 to solicit an external evaluator to collaborate with district offices including the Office of School Leadership, Office of Shared Accountability, the Purchase and Audit Departments to design and implement a vendor evaluation system. The vendor evaluation system will include a monitoring and evaluation plan to ensure that external partners, the school, and the district implement the key design elements of the turnaround plan with fidelity, work together, contribute equally to the partnership, meet the identified goals, and build capacity. The primary goal for this evaluation system is to foster an environment of continuous improvement. The data made available through evaluation will be used by the school, district, and providers to review and renew—on an ongoing basis—the approaches used to improve student learning. The primary question of the evaluation will be the following: Is adopting this provider's services helping the school make progress toward its goals, especially regarding student learning outcomes? The following formal and structured processes will be used:

Project Plan. The school, district leadership, and partner(s) will work together to

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

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

Monitoring Meetings/Reports. Evaluation of a provider's services should be ongoing, not simply a once-a-year assessment of measurable outcomes. Ongoing evaluation and ongoing communication regarding this evaluation are vital to ensuring that implementation and outcomes are kept on track. This ongoing approach will prevent the school, the district, and our provider(s) from potentially being surprised by a final evaluation that denotes unmet goals or unsatisfactory services. Regular monitoring meetings and reports provide an opportunity for all parties to do the following: Document and discuss the degree to which the planned services were delivered and assess any variation to the implementation timeline, activities, and budget; Reflect on implementation successes and challenges, upcoming priorities, and impact; Conduct an analysis of relevant leading and lagging indicators from Attachment B that the services were intended to impact; Review supporting documentation to show additional evidence of progress; Determine course corrections if necessary.

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

District Contract Management and Oversight. Additional contract management and oversight will be provided by the district. The district will designate one representative who will act as the primary contact for this project.

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

Attachment C Evidence of Partner Effectiveness Chart

Evidence of Partner Effectiveness Chart		
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
Cadwell Collaborative P.O. Box 962 Middlebury, VT 05753 Ashley Cadwell Providing Project Coaching and Curriculum Mapping	1. School 33 Bilingual Center, Buffalo, NY	1. Mr. Miguel Medina (Principal) 716-816-3842
	2. City Neighbors Charter Schools, Baltimore, MD	2. Nicholas Brown (Principal) 410-325-2627
	3. The Advent School, Boston, MA	3. Nicole DuFauchard (Head of School) 617-742-0520
	4. Opal School of the Portland Children’s Museum Portland, OR	4. Ruth Shelly (Executive Director) 503-223-6500
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
	•	1.
	•	2.
	•	3.
	•	4.
	•	5.
	•	6.
	•	7.
	•	8.

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

Section Not Applicable

G. Organizational Plan

i. Management and Team Structures. See Appendix 6 (Organizational chart)

ii. Day-to-Day Operations

All adults are vital to the academic, personal, and social growth of students at Bennett Park Montessori. All voices should be heard; decisions about policy and practice are most effectively implemented when they are reached by consensus, rather than by authority, compromise. At the same time, it is not efficient for all staff members to discuss every issue. For this reason, governance at school is delegated and distributed. Smaller teams are responsible for different aspects of school operations and improvement.

iii. Annual Professional Performance Review (APPR) Plan. See Appendix 7

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

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

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

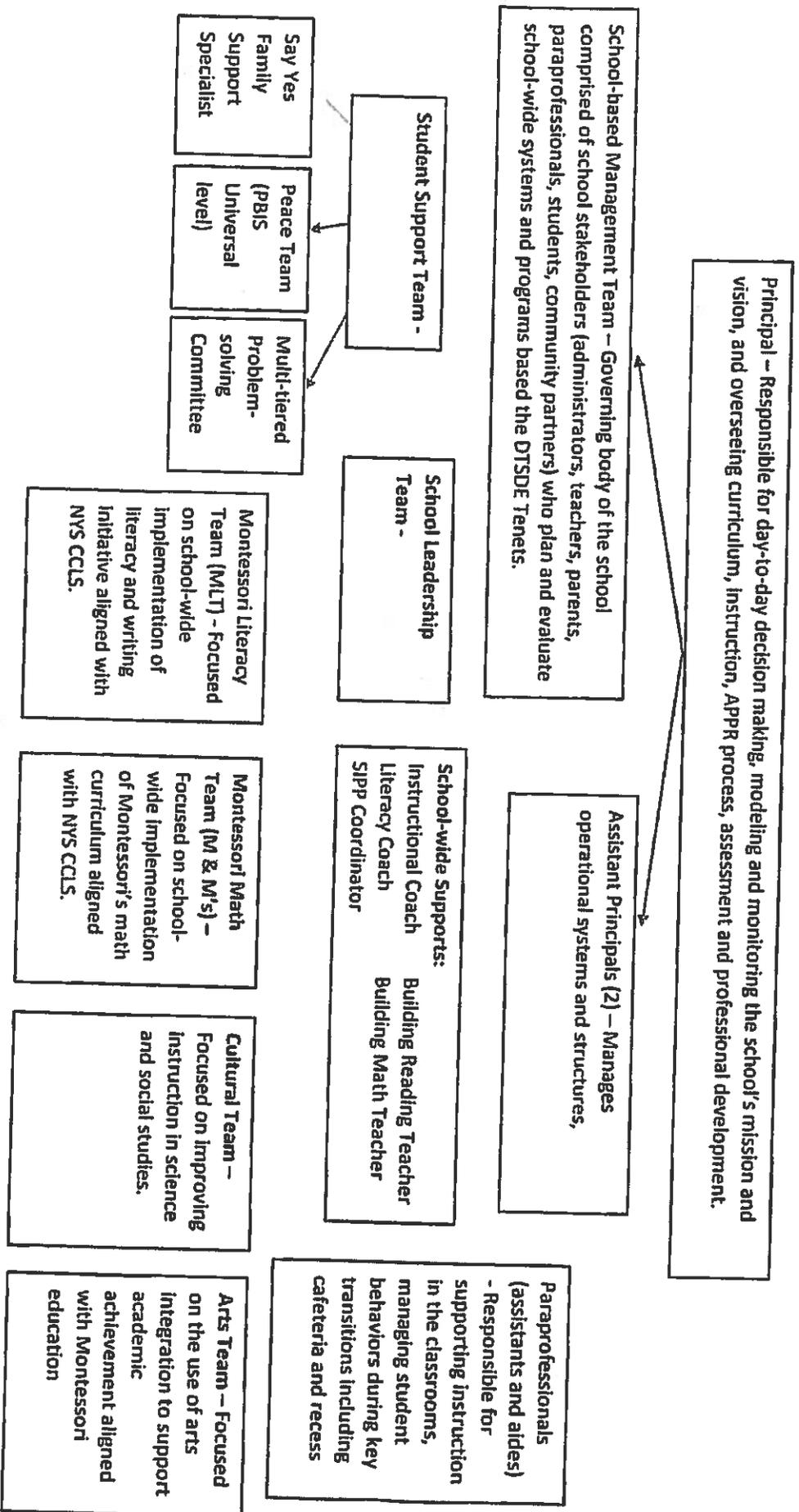
Together, the administrative team will develop a weekly-monthly-yearly observation calendar to guide his or her daily schedule. Administrators will systematically track action steps and hold teachers accountable to implement recommendations. Specific goals for teacher success will be set, and progress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

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

All principal observations on of 60 points of other measure are based on the Interstate School Leaders Licensure Consortium standards through multiple school visits by the chiefs of 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 chiefs of school leadership also will keep a weekly-monthly-yearly observation calendar, using a process similar to the principal's calendar.

The District will review and revise the APPR process based on Education Law 3012-d.

Appendix 6



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

BCSD provides a curriculum plan in each subject area to guide teachers as they plan, prepare, think and reflect on instruction. Curriculum plans are based on the Common Core State Standards (PK-8) and contain Course of Study information as well as instructional frameworks explaining what students need to know and be able to do. Implementation resources are included to support teachers as they execute the curriculum.

Although the district provides the framework, it is understood that school leaders and teachers at Bennett Park Montessori will be engaged in ongoing instructional planning, addressing the intellectual and emotional needs of children at a more developmentally appropriate level from ages 3 to 14. To address the unique academic and social developmental needs of their students, the educational program at Bennett Park Montessori will emphasize literacy and numeracy skills across the curriculum. Content area curriculum will provide explicit instruction in literacy skills in all core content areas and be routinely embedded in modules, units, and lesson plans. Over the course of the grant period, the curriculum will reflect interdependence, emphasizes cross-program connections, promote shared responsibilities and independent, intrinsically-motivated learning. The curriculum will be articulated vertically and horizontally, within and across the various curricular areas, learning standards, and grade levels.

Bennett Park Montessori will take the following steps to ensure that all students have access to a rigorous curriculum, developmentally appropriate Montessori materials, and learning experiences to adequately prepare them for academic success:

- Provide summer professional development for teachers, assistants, and instructional leaders to receive in Montessori instructional training.
- Provide time and support (i.e., materials, training, guidance) for teachers to engage in unit and lesson development aligned with Montessori materials and lessons.
- Determine a common format for guiding curricular documents, and ensure that these documents address the following elements: Scope and sequence, Common Core State Standards (CCSS), content and skills to be addressed and timeframes for instructional delivery; strategies for differentiated instruction to meet all students' learning needs as well as modifications and adaptations used to meet the needs of diverse learners
- Continue our ELA initiative with set of learning skills (e.g., how to study, how to conduct research, how to read for understanding, how to take notes, etc.) that are common across all grades and subject areas and taught and reinforced in each grade and subject area

Literacy/English Language Arts:

The instructional frameworks for ELA provide a developmentally appropriate, sequential progression of skills and concepts to be taught and include components such as suggested instructional timeframes, reading selections, specific skills and concepts to be taught, relevant standards for reading (informational, literature, and foundational skills), writing, listening and speaking and language, and assessment

information. Supplementary documents provide further specificity to the framework, including elements such as supplementary texts (oral and written) of appropriate complexity, text-based questions, additional resources, pertinent modifications, and guidance for flexible grouping and management.

The curriculum for students in Grades K - 6 will be guided by Houghton Mifflin Harcourt's *Journeys Common Core*. This program was selected because it integrates the Common Core State Standards (CCSS) into every lesson, helping educators plan, engage, teach and assess students effectively and efficiently. Furthermore, *Journeys Common Core* was selected for the following key characteristics:

- It's accessible. The program provides the resources needed to plan and assess effectively, as well as teach and engage students. Student text are designed to allow every student access to rigorous content.
- It builds a knowledge base to read complex text. *Journeys Common Core* focuses on repeated reading of complex text, developing academic vocabulary, and close-reading skills.
- It engages 21st-Century Students. Using cutting-edge digital learning tools such as interactive white board lessons, teachers maximize their effectiveness and get students engaged and excited about learning.
- It's alignment to CCSS assessments. Included in the program are comprehensive assessment tools to monitor student progress and provide real-time information on student progress. Students are able to practice their reading skills through a series of daily practice activities and quizzes that will help them prepare for assessments.

Further, the curriculum for the students in Grades PK- 6 will also incorporate for not only intervention but enrichment as well, Montessori grammar materials and lessons such as the Montessori movable alphabet and object boxes, Montessori 3-part nomenclature cards, Montessori functions of words, grammar boxes, Montessori word study materials for vocabulary enrichment, and Montessori sentence analysis.

Finally, Bennett Park Montessori has instituted a Montessori Leadership Team responsible for creating and implementing a school-wide writing initiative based on the work of Dr. Sue Szachowicz at the Brockton High School in Massachusetts. This initiative focuses on developing strategies and routines for children to successfully complete open-ended evidence based writing responses. This initiative has become part of the culture of Bennett Park and will expand across all content areas including Art, Music and Physical Education.

Mathematics: Bennett Park Montessori will execute a math program using the engageNY Common Core Mathematics Modules a standards- based curriculum, supported by Montessori materials and lessons. The engageNY math modules and the Montessori materials has been implemented building wide in all multi-age classrooms, and addresses the learning needs of a wide range of students. The curriculum units and Montessori materials focus on an area of content, in depth, providing for students to develop and practice ideas across a variety of activities and contexts that build on each other. The modules and Montessori materials are designed to support teachers and schools in implementing The Common Core State Standards

for Mathematics (CCSS). The interweaving of the modules and Montessori materials allows for teachers to support the range of learners in his/her classroom. Key characteristics include:

- Support students through the use of hands-on materials to make sense of mathematics and learn that they can be mathematical thinkers
- Focus on computational fluency with whole numbers as a major goal of the elementary grades
- Provide substantive work in important areas of mathematics- rational numbers, geometry, measurement, data, and early algebra- and connections among them
- Emphasize reasoning about mathematical ideas
- Communicate mathematics content and pedagogy to teachers
- Engage the range of learners in understanding mathematics.

ii. Instruction

Teachers will use instructional techniques and processes grounded in the Montessori Method of education that capitalize on the unique developmental characteristics and individual needs of all children. Instructional staff will integrate research-based and proven practices, along with Montessori lessons and materials to increase student achievement of this age group, including but not limited to:

Instruction designed to promote depth of understanding rather than breadth; instruction is strategically implemented and designed to challenge and encourage.

Student-centered teaching and assessment practices and regular and frequent reflection of these practices by examining them in light of students' learning

Application of current technology within instruction is seamless, learner-centered, and applied within the context of regular instruction rather than as a special event.

Flexible instructional groups based on student needs and interests that are productive and fully appropriate to the instructional goals of the lesson.

Involve students in their learning, encouraging them to contribute to their learning experiences, to make choices, to explore, to question, to experience, to learn, to grow, to develop social, interpersonal and leadership skills in addition to academic proficiency.

Vary learning activities to maintain student interest.

Focus instruction on thinking, reasoning, and problem solving, at the same time ensuring that students acquire necessary content and subject matter.

Instructional shifts. The Common Core State Standards require an increased emphasis on discourse and argument in both literacy and mathematics, which has significant implications for the ways teachers engage students in discussion and the kinds of questions about which they ask students to think. As teachers pose more challenging questions to students, engage in text-based discussions, and invite students to critique

the reasoning of others, they will become effective with questioning and discussion techniques. Focus on this competency also ensures that student voice becomes an integral part of every lesson consistent with best-practices in middle-level education. The school will develop, implement, and refine a shared and common set of instructional strategies aligned that support the need for instructional discourse: Inquiry, Socratic Seminars, Dense Questioning, Conversations Across Time, and Question, Answer, and Relationship.

The instructional shifts required for both literacy and numeracy will be strategically incorporated and supported in all common-branch subjects. All classroom teachers emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts and independent research; rather than referring to the text, they are expected to learn from what they read research. These courses will incorporate the instructional shifts in literacy in the following ways:

- Building knowledge through content-rich nonfiction informational text
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Additionally, numeracy shifts will be emphasized in mathematics and other core content areas through the following:

- Focus on concepts prioritized in the standards in order for students to build a strong foundational knowledge and deep conceptual understanding through the use of Montessori materials and are able to transfer mathematical skills across concepts and grades.
- Build coherence by carefully connecting learning within and across grades.
- Teachers will emphasize fluency through Montessori materials and lessons with simple calculations and by applying mathematical concepts to new situations as well as writing and speaking about their understanding.

As identified by our DTSDE, the school leaders and literacy coach will develop a procedure and clear expectations for teachers to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. As a result of the findings, much of our work will focus on ensuring that teachers have appropriate Montessori training for the levels at which they teach. This will support all areas of student achievement in all content areas. Teachers will learn to use specialized concrete materials to support instruction in the Montessori Method. Also recommended is a comment for furthering our writing initiative – “all teachers will begin to use the rubric created as part of the writing initiative. They should ensure that students are taught how to use the rubric to guide their writing and to self-evaluate. School leaders should monitor the use of the rubric during class visits”.

Classroom visits during the DTSDE review revealed that Montessori classrooms varied in degree beyond the early childhood grades. Specifically for grades beyond Grade

2, Montessori instruction varied depending on the Montessori certification of the classroom teacher.

In order to meet the needs of #32's student population and school improvement grant period goals, teachers must demonstrate knowledge of effective instructional practices and strategies organized around annual, unit and daily lesson plans and promote high levels of student engagement and higher order thinking. Teachers must provide coherent, appropriately aligned CCLS-based instruction that leads to multiple points of access, providing supports and extensions for all students to achieve targeted goals. Teachers must collaborate with colleagues in grade level/content area meetings to ground their work in the anchor standards of the CCLS. Bennet Park Montessori Center's teachers must also use instructional strategies that stimulate deep levels of thinking and questioning in students through the use and adaptation of materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning. Our teachers must be able to conduct in-depth data analysis of formative assessment and create a plan to re-teach/adjust instruction and implement interventions based on the analysis of data to ensure student progress. Teachers must have the skills to create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and promote high levels of student engagement. All staff must be able to use a variety of data sources including screening, interim and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation through the use of backwards planning.

In order to support teachers in meeting the needs of the student population, the school will implement a variety of strategies and expand upon their writing initiative plan. These include but are not limited to, maximizing current teacher resources (determining teacher strengths and reorganizing teacher placement to play to their strengths and support their weaknesses) providing professional development on DDI to differentiate instruction in order to meet students' academic needs based on data derived from various sources, providing in-depth professional development on backwards planning components such as assessments, higher order thinking/questioning, alignment of instruction to standards, and using data to differentiate instruction, and scheduled common planning time, and collaboration between teachers across content areas. The school will replace instructional coach with a literacy coach, and hire 1 additional reading teacher to support K – 6 reading intervention plans. The coach and reading teachers will additionally provide teachers with pedagogical support and ongoing training within the Common Core Learning Standards, and develop teacher's capacity for backward planning and data use in order to ensure student's reach their academic potential.

Acceleration of learning. With many students one grade or more behind in reading or mathematics, it is critical to accelerate learning in order to catch them up.

Traditionally, a model of remediation has been used to reteach curriculum concepts or skills that a student has not mastered. While this approach can provide a student with a repeat of former strategies to learn the same concept and skill, usually this occurs at a slower pace in much more discreet or smaller chunks of knowledge. To accelerate student learning, Bennett Park Montessori will ensure that all student learning is

accelerated in the following ways:

- A rigorous literacy program for all students to accelerate their achievement in reading and writing will be implemented. The BCSD will select a core reading program designed to advance achievement in reading for all students in the district.
- Key to increasing student achievement is providing teachers with classroom-based support to increase their content knowledge and capacity to accelerate their students. The underlying assumption is the belief that a centerpiece for improved student learning is excellent teaching.
- More time will be spent which will work as a catalyst to enable student achievement. Increasing the amount of time in core subjects with comprehensive and coordinated student supports allows students to “catch-up” during daily intervention periods.
- The current Regents initiative in the school, a priority of Bennett Park Montessori, will be built upon to provide an increased number of middle school students with opportunities to take Regents-level coursework and engage in rigorous courses that will prepare them for success in high school, college, and beyond. Bennett Park Montessori will provide eighth grade students with a challenging instructional program in mathematics and science that will enable them to perform well on the New York State eighth grade mathematics exam, pass the New York State Integrated Algebra Regents and Living Environment Regents, and obtain high school diploma credit for algebra and Living Environment.

iii. Use of Time

Daily Proposed School Calendar. See Appendix 8

Sample Daily Class Schedule. See Appendix 9

Scheduling Goals for *Students*

School Hours—9:00 a.m.–5:30 p.m.

Instructional Time—9:00 am—3:30 pm (6 hours and 30

minutes) Afterschool and Enrichment—3:30 pm–5:30 pm (120

minutes)

Core Courses—120 minutes ELA; 90 minutes mathematics

Scheduling Goals for *Teachers*

One day of collaboration per six day cycle in content and grade-level teams

Scheduling Limitations

Teachers in Grades PK through 6 must have 30 minutes minimum preparation period per day.

Teachers in Grades 7 and 8 can only teach 25 classes per week with five unassigned periods per week for preparation, homeroom, and duty (i.e., lunch duty, office duty).

Special area teachers (technology, home, and careers) can teach up to 240

minutes per day with one preparation period per day.

iv. Data/Driven Instruction/Inquiry (DDI)

A major change to the instructional program and practice at Bennett Park Montessori will be the establishment of systems to monitor student achievement and provide early learning intervention. The School Based Inquiry Team (SBIT) will be committed to employing an approach to use data that is comprehensive, timely, cyclical, and student centered. Thus, under this early intervention plan, teachers will have one full day, five times per year, to conduct intense data analysis and action planning. Permanent building substitute teachers will provide coverage for participating staff during this time. The five data analysis sessions will occur in early September, November, late January, February, and early April.

Bennett Park Montessori teachers will administer school created interim assessments every Wednesday that help track students' progress on learning goals in the core academic areas. Examples of the school-level interim assessments in ELA and Math could include: a writing piece, math constructed response, NYS CCLS assessment released questions from previous test, and exit tickets. The interim assessments will align with the learning deficiencies evidenced in student achievement results from the 2016 NYS CCLS assessments. Data from both sets of assessments will be analyzed to determine which students in each classroom are mastering predetermined targets and inform the development of specific plans to address the learning needs of struggling subgroups and individual students.

Teachers will collect and use interim assessment data to assess student learning and drive a process of re-teaching and testing as a cyclical means for continuous improvement. The assessment protocol will be consistent with our grade-level learning targets and the BCSD curriculum pacing guides. The key elements of the protocol are outlined below:

- Teachers will use a common written template and structured protocol that are succinct and contain an item analysis, standard-level analysis, and bottom-line results. This analysis process will require reflection and action planning at the individual teacher, grade level, subject area, as well as school wide. Through the analysis of assessment results, teachers will identify strengths, weaknesses, and gaps by standard and skill. The deep analysis will require that teachers not only identify what students did not learn but why they did not retain the specific standards of the lesson as planned.
- Teachers will create a plan for addressing the standards and skills not mastered by the whole class, groups of students, and/or individual students. This plan will delineate standards and skills that must be retaught to the whole class, what will be addressed through small-group instruction, and which individual students require placement in intervention programs, as outlined in the school wide tiered Response to Instruction/Intervention framework (see below).
- Address trends in performance across the grade and then use an action-results meeting protocol to identify best practices and key actions that everyone

will implement to address assessment results. In collaboration with integrated co-teachers and music and arts teachers, the teams will spend additional time developing concrete elements of lesson plans (e.g., Montessori work, teacher guides, student activities, homework) that will be used to address needs and gaps in specific skills and standards.

The instructional leadership team at the school, will develop a school wide plan to address assessment results and promote DDI. These plans will include coaching, instructional support, and professional development for teachers needed to address student-learning needs. The school wide plan will also include a review of teachers' lesson and unit plans, classroom observations, and formal feedback processes. Throughout the course of the school year, our instructional leadership team will identify, share, and disseminate best practices, resources, scholarly articles, and strategies from high-achieving teachers at Bennett Park Montessori and from other schools.

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

Refresher professional development training in the DDI process will be provided to support ensuring that all teachers are positioned to actively engage in the process. The Literacy Coach will have primary responsibility for facilitating the process of increasing staff capacity to engage in DDI. The coach will consult, mentor, and support classroom teachers in their efforts to utilize formative, summative, and state assessment data to inform instructional decisions. All educators at Bennett Park Montessori will receive support in the DDI process and be expected to use ongoing analysis of student achievement to determine the need for changes in instruction and develop interventions for students.

v. Student Support

In order to achieve our goal of improving the social-emotional well-being, and achievement of our students, Bennett Park Montessori uses PBIS and the Montessori Peace Curriculum. To address the academic needs of our students, the school will implement a Response to Intervention (RtI) framework.

The Response to Intervention framework holds significant promise for better serving students who are at risk for academic difficulties. This instructional framework aims at prevention and early intervention through a tiered system of supports. These supports include, RtI periods, and PBIS. The SST has developed and will continue with designed Tier 1, Tier 2, and Tier 3 systems and supports and will create systems for progress-monitoring fidelity and effectiveness of those supports. They will train other teachers in the building on the use of those systems and supports. RtI periods will be used in grades 1-6. Through the use of data students are targeted to differentiate the instruction to the needs of those children. The SST along with the classroom teachers will collaboratively identify students early on who may need any types of supports, whether it be social, emotional, academic, behavioral, etc. The team will assess data and create and implement interventions based on that data.

Students will receive targeted instruction and intervention services to ensure that they are on track to meet academic benchmarks and demonstrate proficiency on grade-level standards. Furthermore, the SST will develop a coordinated set of support services to give students the knowledge and skills they need to be effective learners and contributing members of the school community.

Through the implementation of PBIS and the Montessori Peace Curriculum will continue to improve the ability to support the majority of students in the Tier 1 program. The Tier 2 structure is designed to work with ten to 15 percent of the student population who are in need of additional supports. These students will receive more individualized supports such as meeting in social-emotional groups and/ or individualized behavior management plans. Tier 3 is designed to meet approximately five percent of students who need more intensified support. At this level, students will receive intense, individualized case managed support coordinated through our SST and Say Yes to Education (Say Yes).

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

vi. School Climate and Discipline

The school currently uses PBIS and the Montessori Peace Curriculum and will seek a multi-tiered approach for the school based on a shared Montessori vision and school-wide expectations (respectful, responsible, and peaceful). Our SST and Peace Team will work collaboratively to get this accomplished over the next two years. Our current problem-solving committee has begun this work by including school leaders in meetings to address students' academic profiles (literacy coach, reading teacher, building math teacher) when students are referred to the committee for behavioral concerns.

Student Support Team (SST)/Peace Team will develop a systems plan that will be implemented by all staff to ensure school wide consistency using positive behavioral expectations. A set of key systems and structures will be developed to encourage and teach students expected behaviors both in the classroom and school. A set of procedures will be developed by the Student Support Team (SST)/Peace Team to assist classroom teachers to proactively manage learning environments and minimize inappropriate behaviors. Staff will be provided with professional development and coaching by the SST/Peace Team with regard to the development of classroom structure, routines, predictability, and positively stated expectations that are both age and ability appropriate.

Student Support Team (SST)/Peace Team will develop systems and behavioral expectations and provide staff with an opportunity for input. These rules and positive expectations will be taught to the students through PBIS/Montessori events and by classroom teachers, and consistently reinforced by all staff within the school. Clearly stated procedures for established behaviors and deterring undesirable behaviors will be developed. These procedures will empower teachers in the area of classroom

management and will maximize the learning environment and improve student engagement. Through this process the number of office discipline referrals will decrease and will only be used when the teacher has exhausted all other resources.

vii. Parent and Community Engagement

Formal and informal mechanisms and informal strategies for how school will encourage parent/family involvement and communication to support learning and how it will gauge parent and community satisfaction aligned to title 1 and shared decision making.

Bennett Park Montessori Center works closely with parents and utilizes the parent facilitator to engage parents in partnering with the school. The parent facilitator at our school serves as a liaison to get information to parents, via phone calls and flyers about academic happenings, such as the Title 1 math and ELA nights and parent conferences. The parent facilitator reaches out to parents and family members and invites them to be part of the Montessori Community Association (similar to a PTO) and to become part of the shared decision process through the formal structure of the School Based Management Team. The parent facilitator works with new and incoming families to acclimate them to the school community here at Bennett Park Montessori Center.

The school utilizes many forms of communication to family and community members, such as Instagram, Facebook, Twitter, blog, district website, and a monthly newsletter as well as automated phone calls, flyers to advertise school-wide events, Infinite Campus grade portal, a school-year calendar listing events, testing and other important dates to inform families and community members about school wide and district wide happenings.

We have a variety of formal structures at Bennett Park Montessori Center to encourage family and parent involvement. One formal structure is the School Based Management Team that consists of parents, administrators and faculty members that work to make shared decisions per Commissioners Regulation Part 100.11. This team meets monthly to monitor the School Comprehensive Education Plan and make decisions around academic and other school needs. The other formal structure is the MCA. This group meets monthly to fundraise, support families by hosting a spring and fall festival, spaghetti dinner and auction and other such activities. The MCA also supports classroom activities, such as fieldtrips, through the funding raised by the group. This group in conjunction with the parent facilitator and administrators welcome parents and educate them by assisting with orientations and school tours. Another formal structure here at the school is the parent room. This room is for parents to visit, use the computer and read literature about the school and the Montessori education philosophy.

Bennett Park Montessori Center informally encourages family members to observe in their child's classrooms. Informal surveys are used for input such as the design for a new playground and what types of activities parents would like, etc. The DTSDE evaluators surveyed the parents and this information will be used to evaluate our communication strategies. The parent facilitator will use surveys to gauge family and community satisfaction with the school communication.

I. Training, Support, and Professional Development. See Appendix 10

i. School Involvement in Development of Plan

The school-level plan was developed as a collaborative effort between the school leadership team and district –level staff from the Buffalo City School District. Professional development supports both the district and school’s effort to increase student achievement through an ongoing, high quality, comprehensive system of professional development for instructional and support staff. Professional development is based on the theory of action that quality professional development will improve knowledge and skills, enhance instructional practice, and result in increased student achievement. The school leadership team identified areas in which instructional staff and support staff need training and support to achieve the mission, vision, and goals of school improvement grant period.

During the Implementation period, the school leadership team, in collaboration with school and district leadership, will develop and continually refine a professional development plan aligned with the professional learning activities outlined in the School Improvement Grant (SIG) application.

ii. Implementation Period

Bennett Park Montessori Center’s vision for professional development is a data driven plan embedded in the Montessori philosophy and focused on improving student achievement outcomes. Everyone on staff will be supported in their effort to improve their practice using the needs of the students as a guide. Professional development will be primarily designed, planned, and implemented by the instructional leaders at the school and affiliates of the American Montessori Society (AMS). Professional development will occur in regularly scheduled meetings, through individual and team coaching, through AMS certified training centers, and through consistent assessment and analysis of student work with progress towards learning objectives, targets, and school-wide goals.

Schools will build their capacity to design and deliver professional development at the school site, based on their unique needs. The Buffalo School District will support the school in the implementation of its school improvement plan. A part of this support will be a variety of district level professional learning opportunities offered to Literacy Coaches, Building Reading Teachers, Building Math Teachers, and other instructional leadership staff. Staff members will turnkey trainings to their school instructional staff during regularly scheduled PD-based staff meetings, and content area and grade-level team meetings. Staff at the Office of School Leadership will provide continuous follow-up and support to instructional leaders. The goal is to build a school’s internal capacity to deliver job-embedded professional development.

Stakeholders including our parent groups identified major areas of need for the students and teachers through a series of surveys (DTSDE survey, Parent generated survey, Say Yes Parent surveys). Professional development during Year 1 of the SIG implementation will support the following areas:

1. Improve school culture and climate through PD focused on trauma and it's impact on students and teachers.

2. Increase positive behaviors and decrease discipline incidents that impede student learning using a restorative practice approach.
3. Provide a Montessori trained teacher in each classroom who is trained at the level in which they teach.
4. Implement a rigorous, vertically aligned curriculum based on NYS Common Core Learning Standards and designed to address the unique developmental needs of students at all elementary grade levels (PK - 8).
5. Support the school's overall goals to improve student academic achievement by training teachers in specific areas to ensure that all students are poised for academic success. Professional development will encompass communication skills (e.g. listening, speaking, writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills. Students will learn to use organizational tools, as well as learn and practice skills around time management and goal-setting.
6. Support the school's literacy initiative by training teachers to emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas.

School Culture and Climate: PBIS/Peace Team and Restorative Practice.

Bennett Park Montessori will receive targeted technical assistance and coaching to assist and support the implementation of a school-wide PBIS approach incorporating Montessori's Peace Curriculum with fidelity in order to achieve a reduction in disciplinary referrals and suspensions, improve attendance and increase academic achievement.

Literacy Coaching. Literacy Coaching at the school will be the main vehicle for developing the proficiency of all teachers in all subject areas to improve reading, listening, speaking, and writing skills as outlined in the NYS Common Core Learning Standards (CCLS). Teacher skills will be supported and sustained through focused observations, actionable feedback and differentiated follow-up and support activities such as co-planning and modeling of lessons.

Observations made by the literacy coach are aligned to school-wide professional development goals, student learning benchmarks and targets, and school improvement goals. Coaches will help plan professional development sessions around school-wide instructional goals, and work with individual teachers and teams of teacher in defined areas of focus, including but not limited to: embedding student-involved assessment practices and instructional shifts in lesson and unit planning. The Coach's observations will help to determine the professional development needs of the staff. The Coach in collaboration with the Instructional leadership team also analyzes curriculum to help determine critical content and skills needed as prerequisites to professional development with teachers.

iii. Evaluation Plan

Evaluation is an integral part of our school's professional development planning. School leaders, staff, and professional development providers, in collaboration with BCSD, will track the degree of implementation and impact the planned professional

development, training, and support have on our school's improvement goals and our capacity to execute the identified strategies.

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

- Sign-in sheets that record the names of participating teachers.
- Activity logs that record the specific supports provided to individual teachers and/or groups of teachers.
- Activity logs that record the frequency and the duration of weekly observations, type of feedback provided, and the type/number of new instructional strategies applied.
- Surveys and evaluation forms assess teachers' perceptions and increase a likelihood that practices will be applied.

Based on the collection of this information, Bennett Park Montessori have evidences of: (1) professional development that took place and dates; and (2) impact or teachers' perceptions of the professional development. An overall analysis of this data will also assist the school in identifying barriers to full implementation of planned professional development activities.

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

Bennett Park Montessori is interested in implementing rigorous, ongoing evaluations that will help refine planned training, support, and professional development activities, and has plans to do this by conducting:

- Formative evaluations (monthly) that will gauge teacher satisfaction with professional learning activities, provide evidence that planned activities took place, and provide indicators of how well teachers mastered new knowledge and skills. This data will be collected through the use of surveys, documentation review and classroom observations. Documentation review may involve review of meeting agendas, classroom observation schedules, outputs from common planning sessions, and/or mentor and coaching notes. This monthly data collection process will make it possible for school to conduct by a month-to-month analysis of trends in these indicators. School leadership teams will be responsible for collecting and reviewing this data. They will also be responsible for sharing this information/findings with school staff, BPS staff and the providers. This formative evaluation process is intended to ensure that every professional working the in school has an accurate and up-to-date understanding of professional development efforts and their effectiveness. This ongoing review process will also enable professional development providers determine whether activities are on track or whether some midcourse changes are necessary to achieve the intended outcomes.

- Ongoing evaluations (at the end of each marking period/every 12 weeks): Each quarter, the school will assemble an integrated report of professional development activities realized. The quarterly report will summarize data presented in the formative reports but also include counts of activities realized. These quarterly metrics will enable the school leadership and staff to identify which activities are most frequently occurring and which activities are more infrequent. The school community can then begin to problem solve and identify strategies to facilitate the implementation of all planned professional development activities.
- Quarterly evaluations will also include a review of academic achievement data. Achievement data will include benchmark assessments, common formative assessments, daily formative assessments, and student work. The achievement data for each quarter will be reviewed and analyzed to determine if there have been changes in achievement in those classrooms where professional development interventions have been implemented.
- The review of this information is expected to help school leaders identify practices that have been most effective. A discussion of this data will highlight insights about aspects of the school's organization and culture that contribute to and/or detract from teacher trainings and professional development efforts.
- Summative evaluations (annually) will focus on whether the professional development achieved the intended outcomes as reflected in changes in teachers' practice and changes in student learning and achievement. The summative evaluations will be created using the outputs of the ongoing evaluations. This data and information will be analyzed to identify trends in the implementation and effects of professional development supports. This analysis will also include the full set of teacher observation data as well as the complete set of student achievement, behavior and attendance data. The data will be analyzed to determine effects on achievement, behavior and attendance in classrooms where specific professional development services were provided. The data will also be analyzed to determine if there were observable change in teacher practice before, during and after the professional development services were provided.

Implementation Period Training, Support, and Professional Development
2016-2017

Planned Training/Support	Event & Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Seacoast Montessori Center Teacher Education Program	Begins July 2016 and continues through June 2017	Seacoast	A 5-8% increase in the ELA and Math formative and summative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	Based on our DTSDE recommendations, the school leaders and Literacy Coach will develop a procedure and clear expectations for teachers to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. The goal of the training is to have teachers Montessori certified at the level in which they teach. The Literacy Coach and the Program Coordinator will support the implementation of the Montessori training in the classroom.
Trauma Informed Care	Begins August 2016	District Staff	A 10% reduction in behavioral referrals measured by the number of ODRs	Analyzing ODR data Number of CSE referrals Suspension data Summary of Observation	Based on DTSDE recommendations, school leaders will meet and revise the conflict resolution protocol for staff to follow when addressing problem situations among students. This protocol will include appropriate parts of the Montessori peace curriculum and will be scaffolded and implemented at all grade levels in the school. This training will assist with this recommendation.
Restorative Practice	Begins August 2016	District Staff	A 10% reduction in behavioral referrals measured by the number of ODRs	Analyzing ODR data Number of CSE referrals Suspension data Summary of Observation	Based on our DTSDE recommendations school leaders will meet and revise the conflict resolution protocol for staff to follow when addressing problem situations among students. This protocol will include appropriate parts of the Montessori peace curriculum and will be scaffolded and implemented at all grade levels in the school. This training will assist with this recommendation.
Math Modules Aligned with Montessori Math Curriculum (Curriculum Mapping)	Begins July 2016 and continues through December 2017	Building Math Teacher and Montessori Math Committee	A 5-8% increase in the Math formative and summative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	Based on our DTSDE recommendations the school leaders and the Montessori Math Team (MMT) will develop a procedure and clear expectations for teachers to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. The MMT and the Program Coordinator will support the implementation of the Math Modules and Montessori curriculum implementation in the classroom. This training and curriculum work will assist with this recommendation.
Montessori Literacy Initiative (Year 2)	Begins July 2016 and continues through June 2017	Literacy Coach and Montessori Literacy Team	A 5-8% increase in the ELA formative and summative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	Based on our DTSDE recommendations, all teachers will begin to use the rubric created as part of the writing initiative. Teachers will ensure that students are taught how to use the rubric to guide writing and to self-evaluate their work. School leaders will monitor the use of the rubric during class visits. This initiative and training will help to support this work.

Explicit Instruction and Student Engagement	September 2016	District Staff	<p>A 5-8% increase in the ELA and Math formative and summative assessments</p> <p>A 5% reduction in behavioral referrals that occurred during instructional periods measured by the number of ODRs</p>	<p>Lesson Plans</p> <p>Summary of Observations</p> <p>Analyzing of formative and summative assessments</p> <p>Summary of Grade Level Meetings</p>	<p>Based on our DTSDE recommendations, the school leaders and instructional coach will develop a procedure and clear expectations for teachers to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. These trainings will guide teachers on instruction and engagement.</p>
Step Up to Writing	Begins September 2016 and continues through June 2017	District Staff, Literacy Coach, and Montessori Literacy Team	<p>A 5-8% increase in the ELA formative and summative assessments</p>	<p>Lesson Plans</p> <p>Summary of Observations</p> <p>Analyzing of formative and summative assessments</p> <p>Summary of Grade Level Meetings</p>	<p>Based on our DTSDE recommendations, all teachers will begin to use the rubric created as part of the writing initiative. Teachers will ensure that students are taught how to use the rubric to guide writing and to self-evaluate their work. School leaders will monitor the use of the rubric during class visits. This initiative and training will help to support this work.</p>
Data Driven Instruction	Begins September 2016 and continues through June 2017	District Staff, Literacy Coach, and Building Math Teacher	<p>A 5-8% increase in the ELA and Math formative assessments</p>	<p>Lesson Plans</p> <p>Summary of Observations</p> <p>Analyzing of formative and summative assessments</p> <p>Summary of Grade Level Meetings</p>	<p>The school seeks to strengthen the use of the DDI process to support classroom instructional decisions that meet the rigorous expectations of the Common Core Learning Standards and the Montessori Curriculum. This training will help us meet the needs of all students in order to increase student achievement.</p>
RtI and Progress Monitoring	Begins September 2016 and continues through June 2017	District Staff, Literacy Coach, and Building Math Teacher	<p>A 5-8% increase in the ELA and Math formative assessments</p>	<p>Lesson Plans</p> <p>Summary of Observations</p> <p>Analyzing of formative and summative assessments</p> <p>Summary of Grade Level Meetings</p>	<p>The school seeks to strengthen the use of differentiated instruction to meet the learning needs of all students in order to increase student achievement for all subgroups. In addition, the school seeks to strengthen the documentation of student data in order to support differentiated instruction to support classroom instructional decisions. Training on progress monitoring will help us meet this goal.</p>

J. Communication and Stakeholder Involvement/Engagement. See Appendix 11

i. Regular and Systematic Updates to Stakeholders

One of the core beliefs driving the school improvement plan is the district- and school- wide understanding that school staff, parents, and community members are partners in the change process. School improvement and true sustainable school turnaround presents complex, and especially difficult conversations and challenges because of the intense emotions that are likely to surface when the realization that change must happen are brought to the forefront. True turnaround requires dramatic change for all parts of a system. There is no one standard formula that will make school turnaround easy or trouble free. However, the district and school are committed to ensuring that all parents, community members, and other stakeholders are well informed regarding implementation of the School Improvement Grants (SIG) plan. In order to effectively communicate about SIG implementation the school leader will work on three major areas:

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

The School-based Leadership Team (SBLT) 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. Consistent communication and unwavering focus on the school’s vision will serve as a framework for messaging. Each member of the leadership team will serve as a primary point of contact for each grade level and/or subject to ensure a consistent message.

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

- Lay the groundwork by talking with parents, students, teachers, 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 understood and digestible about the school turnaround plans.
- Present information in formats that invite people to ask questions, exchange views, and make suggestions
- Establish smaller, more informal discussions with key groups on a regular basis help build better communication and mutual respect at least monthly.
- Develop a visual display of student progress on benchmarks.

K. Project Plan Narrative/Timeline

i. Year-1 Implementation Period – Goals and Key Strategies. See Appendix 12

ii. Early Wins

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

- First quarter gains in targeted grades as measured by common formative assessments.
- Lesson plans and Unit plans that reflect the shifts required by the NYS CCLS and are aligned to the Montessori Method.
- The use of high impact teaching strategies and increased student engagement as measured by classroom observations and instructional walkthroughs.
- Improved implementation of PBIS as evidenced by lower rates of discipline referrals.
- Data from classroom observations that indicates increased use of differentiated instruction.
- Increase time on task in meaningful and rigorous work as measured by weekly classroom observations.
- Increases in teachers confidence and capacity to utilize the Montessori Method of teaching incorporating Journeys and Math Modules and develop effective lesson/unit plans as a result of monthly professional development
- Increased attendance by parents and families at school events such as Open House and other academic events.
- Academic achievement among students participating in after school programs.
- Declines in discipline referrals.
- Change in school climate to further reflect an authentic Montessori experience at all grade levels.
- Trends in staff APPR ratings.
- Increased attendance rates at monthly professional development sessions.
- Increased attendance in after school and summer school programming

iii. Leading Indicators of Success

Bennett Park Montessori SBLT 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 shows), to uncover root causes (why the data shows it), as well as to create action items to address issues or concerns. Additionally, the principal will meet with their Associate Superintendent 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 School Improvement Grant application.

While data analysis and questions to identify the root cause are essential components, reflection, problem solving, and common planning must lead to action. During each meeting, action steps or new ideas for how to better implement the strategy and 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 long-term actions. Once an action item has been implemented, it is important to evaluate ongoing progress in order to continue improvement. Schools should look at both short-term and long-term indicators to gauge effectiveness.

These meetings will be driven by the leading indicators of success outlined below. Bennett Park Montessori will maintain a constant vigil on the leading indicators, and closely monitor the fidelity and effectiveness of chosen programs and interventions outlined in the project plan while creating a culture of continuous learning and action; one that is focused on improving student outcomes through systematically turning data and information into insight and action.

iv. Key Strategies for Meeting Requirements of the Model. See Appendix 12

= Required Field

Local Agency Information		
Funding Source:	SIG 7 @ #32	
Report Prepared By:	Ashley Wakelee/Pauletta Stines	
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 Report Preparer:	(716) 816-3625	County: Erie
E-mail Address:	bpsgrants@buffaloschools.org	
Project Funding Dates:	9/1/2016	6/30/2017
	Start	End
		REVIEWED / RECOMMENDED

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

Richard Thompson 7/13/16

2016 JUL 13 PM 12:30
 STATE EDUCATION DEPARTMENT
 STATE AIDED GRANTS SECTION

SALARIES FOR PROFESSIONAL STAFF

			Subtotal - Code 15	\$313,560
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary	
<i>DISTRICT</i>				
Project Administrator	0.17	80,096.00	13,617	
Program Evaluator	0.17	85,000.00	14,450	
<i>#32 - BENNETT PARK MONTESSORI</i>				
Assistant Principal	1.00	71,784.00	71,784	
Support Reading Teacher	1.00	57,612.00	57,612	
Art Teacher (M. Giamo)	0.50	42,206.00	21,103	
Italian Teacher (T. Runckel)	0.40	61,946.00	24,779	
	<u># of Days</u>	<u>Daily Rate</u>		
Substitute Teacher	55	112.00	6,160	
5 subs x 11 days/subs				
	<u># of Hours</u>	<u>Hourly Rate</u>		
Curriculum Committee - Teacher	200	26.01	5,202	
10 teachers x 2 hours/day x 10 days				
Curriculum Committee - Admin	40	26.88	1,076	
2 admins x 2 hours/day x 10 days				
Teacher Assistant - Hourly Overtime - PD	80	16.79	1,344	
4 assistants x 2 hours/day x 10 days				
Teacher Ancillary - ELT	2,940	27.84	81,850	
14 teachers x 210 hours				
Admin Ancillary - ELT	210	35.86	7,531	
1 admin x 210 hours				
Teacher Assistant - Hourly Overtime - ELT	420	16.79	7,052	
2 assistants x 210 hours				
Total FTEs	3.24			

SALARIES FOR SUPPORT STAFF

			Subtotal - Code 16	\$1,281
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary	
#32 - BENNETT PARK MONTESSORI				
	<u># of Hours</u>	<u>Hourly Rate</u>		
Teacher Aide - Hourly Overtime - PD	80	16.01	1,281	
4 aides x 2 hours/day x 10 days				
Total FTEs		-		

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$8,151
Description of Item	Quantity	Unit Cost	Proposed Expenditure
<i>DISTRICT</i>			
Software - Next Lesson licenses	varies	varies	8,151

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

EMPLOYEE BENEFITS			
		Subtotal - Code 80	\$126,550
Benefit			Proposed Expenditure
Social Security		0.0765	24,086
Retirement	New York State Teachers	0.120	37,628
	New York State Employees	0.155	199
	Other - Pension		
Health Insurance	Admin (1.17)	16,547	19,360
	Exempt (0.17)	16,547	2,813
	Teachers (1.9)	15,532	29,511
	PCTEA	12,578	
	Aides/Assistants	9,385	
Worker's Compensation		0.0315	9,918
Unemployment Insurance		0.004	1,260
Other (Identify)			
Supplemental Benefits	Admin (1.17)	530	621
	Exempt (0.17)	530	91
	Teachers (1.9)	525	998
	PCTEA	575	
	Aides/Assistants	540	
	Transp. #264	450	
	ENG/CUST#409	500	
Life Insurance		19.80	65

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	\$480,583
B.	Approved Restricted Indirect Cost Rate	3.00%
C.	Subtotal - Code 90	\$14,417

For your information, maximum direct cost base = \$485,583

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	\$313,560
Support Staff Salaries	16	\$1,281
Purchased Services	40	\$36,041
Supplies and Materials	45	\$8,151
Travel Expenses	46	\$0
Employee Benefits	80	\$126,550
Indirect Cost	90	\$14,417
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$500,000

REVIEWED / RECOMMENDED

Richard Thompson 7/13/16

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

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

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

Finance: Logged _____ Approved _____ MIR _____

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

Agency Code			140600-01-0000					
Agency Name			Buffalo City School District - Bennett Park Montessori - #32					
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	\$ 313,560	Professional Salaries	15	\$ 314,873	Professional Salaries	15	\$ 313,800
Support Staff Salaries	16	\$ 1,281	Support Staff Salaries	16	\$ 1,281	Support Staff Salaries	16	\$ 1,281
Purchased Services	40	\$ 36,041	Purchased Services	40	\$ 32,000	Purchased Services	40	\$ 31,000
Supplies and Materials	45	\$ 8,151	Supplies and Materials	45	\$ 8,151	Supplies and Materials	45	\$ 7,351
Travel Expenses	46	\$ -	Travel Expenses	46	\$ -	Travel Expenses	46	\$ -
Employee Benefits	80	\$ 126,550	Employee Benefits	80	\$ 129,081	Employee Benefits	80	\$ 131,662
Indirect Cost (IC)	90	\$ 14,417	Indirect Cost (IC)	90	\$ 14,614	Indirect Cost (IC)	90	\$ 14,906
BOCES Service	49	\$ -	BOCES Service	49	\$ -	BOCES Service	49	\$ -
Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -
Equipment	20	\$ -	Equipment	20	\$ -	Equipment	20	\$ -
Total		\$ 500,000	Total		\$ 500,000	Total		\$ 500,000

Year 4 Implementation Period (July 1, 2019 - June 30, 2020)			Year 5 Implementation Period (July 1, 2020 - June 30, 2021)			TOTAL Project Period (September 1, 2016 - June 30, 2021)		
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	\$ 312,869	Professional Salaries	15	\$ 309,880	Professional Salaries	15	\$ 1,564,982
Support Staff Salaries	16	\$ 1,281	Support Staff Salaries	16	\$ 1,281	Support Staff Salaries	16	\$ 6,405
Purchased Services	40	\$ 29,000	Purchased Services	40	\$ 29,000	Purchased Services	40	\$ 157,041
Supplies and Materials	45	\$ 7,351	Supplies and Materials	45	\$ 7,351	Supplies and Materials	45	\$ 38,355
Travel Expenses	46	\$ -	Travel Expenses	46	\$ -	Travel Expenses	46	\$ -
Employee Benefits	80	\$ 134,295	Employee Benefits	80	\$ 136,980	Employee Benefits	80	\$ 658,568
Indirect Cost (IC)	90	\$ 15,204	Indirect Cost (IC)	90	\$ 15,508	Indirect Cost (IC)	90	\$ 74,649
BOCES Service	49	\$ -	BOCES Service	49	\$ -	BOCES Service	49	\$ -
Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -
Equipment	20	\$ -	Equipment	20	\$ -	Equipment	20	\$ -
Total		\$ 500,000	Total		\$ 500,000	Total		\$ 2,500,000

BUDGET NARRATIVE

SIG COHORT 7 RFP# GC16-015

BENNETT PARK MONTESSORI - #32

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
District	Project Administrator	15	\$13,617	\$13,753	\$13,889	\$14,027	\$14,167	District position to assist Grants Department with finance management of grant.	The need for this position will be reevaluated at the conclusion of the grant.
District	Program Evaluator	15	\$14,450	\$14,594	\$14,739	\$14,886	\$15,034	District position to evaluate the effectiveness of programming.	The need for this position will be reevaluated at the conclusion of the grant.
School	Assistant Principal (1.0 FTE)	15	\$71,784	\$72,501	\$73,958	\$73,937	\$74,676	An Assistant Principal is necessary to support the evaluation and monitoring of teachers and students in order to provide more frequent and hands on monitoring. Through one on one conferences, increased walk through's and more regular feedback administration will address the discrepancy between student results and delivery of instruction.	Position will be reduced when funding ends.
School	Support Reading Teacher (1.0 FTE)	15	\$57,612	\$58,188	\$58,769	\$59,356	\$59,949	Provides support to students who are not proficient in reading.	Position will be reduced when funding ends.
School	Italian Teacher (.4 FTE)	15	\$24,779	\$25,062	\$25,276	\$25,528	\$25,783	The additional FTE will enable there to be a full time Italian teacher to serve the needs of the students.	Position will be reduced when funding ends.

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	Art Teacher (.5 FTE)	15	\$21,103	\$21,314	\$21,527	\$21,742	\$21,959	The additional FTE will enable there to be a full time Art teacher to serve the needs of the students.	Position will be reduced when funding ends.
School	Substitutes - Teacher	15	\$6,160	\$5,406	\$5,000	\$5,000	\$5,000	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	Curriculum Committee Member – Admin	15	\$1,076	\$1,076	\$1,076	\$1,076	\$1,076	To allow administrators to participate in after-hours curriculum development, which includes aligning the curriculum to the CCLS. This can also allow the Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary.	At the conclusion of the grant, teachers will have developed a curriculum library that will be available for long term use.
School	Curriculum Committee Member – Teacher	15	\$5,202	\$5,202	\$5,202	\$5,202	\$5,202	To allow teachers to participate in after-hours curriculum development, which includes aligning the curriculum to the CCLS. This can also allow the Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary.	At the conclusion of the grant, teachers will have developed a curriculum library that will be available for long term use.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
School	Teacher Assistant - Hourly Overtime - PD	15	\$1,344	\$1,344	\$1,344	\$1,344	\$1,344	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	Teacher Ancillary - ELT	15	\$81,850	\$81,850	\$78,437	\$76,188	\$71,107	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	Admin Ancillary - ELT	15	\$7,531	\$7,531	\$7,531	\$7,531	\$7,531	To provide students with after school opportunities through extended learning time.	When the grant concludes, the ELT services will be included in the school based budget or funded by alternative funding sources.
School	Teacher Assistant - Hourly Overtime - ELT	15	\$7,052	\$7,052	\$7,052	\$7,052	\$7,052	To provide students with after school opportunities through extended learning time.	When the grant concludes, the ELT services will be included in the school based budget or funded by alternative funding sources.
School	Teacher Aide - Hourly Overtime - PD	16	\$1,281	\$1,281	\$1,281	\$1,281	\$1,281	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.

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	Contract Services – Cadwell Collaborative - Reggio Emilio	40	\$30,000	\$26,000	\$26,000	\$24,000	\$24,000	Cadwell Collaborative will provide continuing professional development and mentoring within the Reggio Emilio framework.	As the grant concludes, teachers will be knowledgeable about program delivery and instructional strategies to support the sustainability beyond the period of the grant.
School	Contract Services – Vendor TBD - Instructional Best Practices	40	\$6,041	\$6,000	\$5,000	\$5,000	\$5,000	The school will select a vendor to provide continuing professional development and mentoring in instructional best practices.	As the grant concludes, teachers will be knowledgeable about program delivery and instructional strategies to support the sustainability beyond the period of the grant.
School	Software- Next Lesson Licenses	45	\$8,151	\$8,151	\$7,351	\$7,351	\$7,351	Next Lesson software will be used as a supplemental resource to personalize instruction for students in grades 3-8 at schools currently classified as low-performing. Through implementation of this program, all students in grades 3-8 will have access to this differentiated resource both during and after-school, thereby extending learning opportunities for our students.	The program licenses will be purchased through the school based budget.
District	Employee Benefits	80	\$126,550	\$129,081	\$131,662	\$134,295	\$136,980	Employee benefits include: Social Security, Retirement, Workers' Compensation Insurance, Unemployment Benefits, Health Insurance, Supplemental Benefits, and Life Insurance.	As the grant concludes, employee benefits will be covered by the funding source directly related to salary expenses.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
District	Indirect Cost	90	\$14,417	\$14,614	\$14,906	\$15,204	\$15,508	Indirect Cost was calculated at the Approved Restricted Indirect Cost Rate of 3%.	Once the five-year grant period has ended, Indirect will not be necessary.
	GRAND TOTAL		\$500,000	\$500,000	\$500,000	\$500,000	\$500,000		

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

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

NAME OF APPLICANT Buffalo City School District - Bennett Park Montessori - #32

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

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

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

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

M/WBE Documents
M/WBE Documents

M/WBE Goal Calculation Worksheet

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

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

Applicant Name: Buffalo City School District - Bennett Park Montessori - #32

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		\$500,000.00
2.	Professional Salaries	\$313,560.00	
3.	Support Staff Salaries	\$1,281.00	
4.	Fringe Benefits	\$126,550.00	
5.	Indirect Costs	\$14,417.00	
6.	Rent/Lease/Utilities*	\$0	
7.	Sum of lines 2, 3, 4, 5, and 6		\$455,808.00
8.	Line 1 minus Line 7		\$44,192.00
9.	M/WBE Goal percentage (30%)		0.30
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		\$13,258.00

*If not included in #5

REQUEST FOR WAIVER FORM

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

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

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

<input checked="" type="checkbox"/> MBE Waiver - A waiver of the MBE goal for this procurement is requested. <input checked="" type="checkbox"/> Total <input type="checkbox"/> Partial %	<input checked="" type="checkbox"/> WBE Waiver - A waiver of the WBE goal for this procurement is requested. <input checked="" type="checkbox"/> Total <input type="checkbox"/> Partial %
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Waiver Pending ESD Certification
 (check here if subcontractor or supplier is not certified M/WBE, but an application for certification has been filed with Empire State Development)

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

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

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

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

REQUIREMENTS AND DOCUMENT SUBMISSION INSTRUCTIONS

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

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

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

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

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

Report includes:
 Work force to be utilized on this contract OR

Contractor

Applicant's total work force

Subcontractor

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

EEO - Job Categories	Hispanic or Latino		Race/Ethnicity - report employees in only one category																
	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	
Total Work Force	3	4	23	7	1	1	4	5	36	19	1	29	11	3	2241	340	8	4	1
Executive/Senior Level Officials and Managers	3	4	23	7	1	1	4	5	36	19	1	29	11	3	2241	340	8	4	1
First/Mid-Level Officials and Managers	4	4	25	13					48	43									
Professionals	30	138	694	73	4	5	4	8	2241	340	29	11							
Technicians			15	3					4	8	1								
Sales Workers																			
Administrative Support Workers	1	23	8	2	1	1	1	1	146	81				3					
Craft Workers	3		64	18					1										
Operatives																			
Laborers and Helpers	1		15	14															
Service Workers	15	86	69	97					351	367	14	3							
TOTAL	57	913	227		6	8	2827	858	45	17									

DATE: 7/18/16

PREPARED BY (Signature):
 NAME AND TITLE OF
 PREPARER:



Dr. Kriner Cash, Superintendent

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

Print or type)

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

NOT APPLICABLE

NOT APPLICABLE

NOT APPLICABLE

NOT APPLICABLE

Attachment A
Consultation and Collaboration Documentation Form
Bennett Park Montessori - #32

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)

NOT APPLICABLE

NOT APPLICABLE

NOT APPLICABLE

Appendix 1 --Data

	Level	ELA Proficiency (CIRCLE)	ELA Proficiency % (CIRCLE)
PK	Benchmark	92	80%
	Strategic/Intensive	23	20%

	Level	Math Proficiency (CIRCLE)	Math Proficiency % (CIRCLE)
PK	Benchmark	113	99%
	Strategic/Intensive	2	1%

	Level	ELA Proficiency (DIBELS)	ELA Proficiency % (DIBELS)
K	Benchmark	56	56%
	Strategic/Intensive	44	44%
1st	Benchmark	49	70%
	Strategic/Intensive	21	30%
2nd	Benchmark	30	44%
	Strategic/Intensive	40	56%

	Level	ELA Count	ELA Percentages	Math Count	Math Percentages
3 rd	4+3	14	17%	9	11%
	2+1	66	83%	73	89%
4 th	4+3	9	11%	2	3%
	2+1	65	89%	63	97%
5 th	4+3	2	4%	2	5%
	2+1	44	96%	42	95%
6 th	4+3	3	6%	3	8%
	2+1	49	94%	34	92%
7 th	4+3	5	14%	5	11%
	2+1	31	86%	25	89%
8 th	4+3	3	7%	0	0%
	2+1	51	93%	45	100%

Checklist for Determining Priority School Leader Qualifications

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

Please complete the following form for each principal assigned beginning in the 2014-15 school year to lead a Priority School that is implementing a whole school reform model aligned to the ESEA waiver principles¹. The district must submit all required information, and the Superintendent must initial each assertion and sign the form. Failure to do so may jeopardize final State Education Department approval of the proposed whole school reform model.

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

Part 1: Description of Assigned Priority School Leader

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

If the district is planning on retaining the current school leader or has assigned a new leader to the school, the district must identify which of the competencies listed

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

Appendix 2: Checklist for Determining Priority School Leader Qualifications

below are found within the leader. Additionally, the district is required to indicate how it assessed the leader’s competencies through observation or gathered evidence.

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

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

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

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

Appendix 2: Checklist for Determining Priority School Leader Qualifications

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

Appendix 2: Checklist for Determining Priority School Leader Qualifications

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

Appendix 2: Checklist for Determining Priority School Leader Qualifications

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
in the life of the school as participants with voice and input. <input type="checkbox"/>	Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates expertise in providing social-emotional supports for all students. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>

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

3. **If the principal has not yet been hired, please provide the following information as an attachment to this form:**
 - a. A list of action steps the district is taking to ensure that the principal is in place as soon as possible. Please also provide information on how the timeline for hiring of the principal impacted teacher hiring for the 2014-2015 school year.
 - b. A job description for the position and a brief description of the hiring process. Describe how the district will ensure, through the hiring process, that the leader to be hired will have many of the competencies listed on pages two and three of this document.
 - c. A description of how the principal will be supported by the district once hired.

Appendix 2: Checklist for Determining Priority School Leader Qualifications

Part II: District Assertions

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

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

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

Pauletta A. Stines

14 Elton Place • Buffalo, New York 14208 • Home: (716) 883-8718 • Work: (716) 816-4603
Email: pstines@buffaloschools.org • Cellular: (716) 308-5487

CERTIFICATION

New York State Certified School Administrator/Supervisor
Provisional; Effective September 2007

American Montessori Society
Coursework completed June 2007

New York State Certified School District Administrator
Permanent; Effective September 2005

Certificate of Permanent Appointment
Board of Education, Buffalo, New York 14202
June 10, 1992

New York State Certified Secondary Mathematics Teacher
Effective June 1984

EDUCATION

SDA Certificate Sept. 2005

Graduate Education/Administration Program
Canisius College, Buffalo, NY 14208

Master of Science Degree May 1991
Canisius College, Buffalo, NY 14208

Bachelor of Arts Degree May 1984
Canisius College, Buffalo, NY 14208

TEACHING
EXPERIENCE

Technology Integration Specialist

Bennett Park Montessori Center #32, Buffalo, New York 14204
9/04 – 6/07

Area(s) Taught: Computer Instruction Grades K-8/Multi-Ages 5-13
(Macintosh Network)

Westminster Community School, Buffalo, New York 14215
9/03 – 6/04

Area(s) Taught: Computer Instruction Grades K-8 (PC Network)

Hillery Park Academy, Buffalo, New York 14210
1/03 – 6/03

Area(s) Taught: Computer Instruction Grades 3-8 (Macintosh Network)

Stanley M. Makowski Early Childhood Center, Buffalo, New York 14208
9/95 – 1/02

Area(s) Taught: Computer Instruction Grades K-4 (Macintosh Network)

Pauletta A. Stines

14 Elton Place • Buffalo, New York 14208 • Home: (716) 883-8718 • Work: (716) 816-3410
Email: pstines@buffaloschools.org • Cellular: (716) 308-5487

Secondary Mathematics Teacher

Hillery Park Academy, Buffalo, New York 14210

1/02 – 1/03

Area(s) Taught: Grade 8 Mathematics, Grade 7 Mathematics

Academic Challenge Center, Buffalo, New York 14204

9/84 – 6/95

Area(s) Taught: Grade 8 Mathematics (11 yrs.), Course I Regents (8 yrs.)

Grade 8 Social Studies (4 yrs.), Grade 8 Science (1 yr.)

**ADMINISTRATIVE
EXPERIENCE**

Principal

Bennett Park Montessori Center#32, Buffalo, New York

August 2010 – August 2016

Assistant Principal

Bennett Park Montessori Center#32, Buffalo, New York

August 2007 – 2010

Administrative Substitute (Periodically during Administrative Internship)

Bennett Park Montessori Center#32, Buffalo, New York 14204

2005 – 2007

Administrative Intern

Bennett Park Montessori Center#32, Buffalo, New York 14204

2004 – 2005

RELATED TRAINING

RtI District Training	2013 - present
Network Training Institute – Albany, NY	2013 - 2014
Observing and Analyzing Teaching	May 2012
Gang Awareness Seminar	Sep 2008
City of Buffalo Partners	
SIP (School Improvement Plan) Training	Aug 2008
Buffalo School District Initiative	
Montessori Teacher Education Program	2005-2007
630 Youngs Road, Williamsville, New York 14221	
Positive Behavior Interventions & Supports	2006-2007
Buffalo School District Initiative	
eSIS Training	2006-2007
Buffalo School District Initiative	
DIBELS/CIRCLE Assessment Training	2006-2007
Buffalo School District Initiative	
NYStart Training	2006-2007
Buffalo School District Initiative	

LEADERSHIP EXPERIENCE

Principal	2010 – present
Assistant Principal	2007 – 2010
Buffalo District Principals' Leadership Academy	2009 – 2010

Technology Integration Specialist – DWT Audit Captain	2006 – 2007
C.S.E.P. Committee – Math Leader; CSEP Coordinator	2001 – 2003
	2004 – 2007
Technology Integration Team – Leader	1999 – 2004
Instructional Technology Curriculum Committee - Leader	2002 – 2004

REFERENCES

Ms. Kai Lewis
 Director
 Buffalo Public Schools
 (716) 816-3752

Ms. Casandra Wright
 Associate Superintendent OSL
 Buffalo Public Schools
 (716) 888-2545

Mrs. Cindy Clarke
 Assistant Principal
 Buffalo Public Schools
 Dr. King #39
 (716) 816-3130

Eileen Wilms-Buerman, Director
 Buffalo Montessori Teacher Education
 630 Youngs Road, Unit D
 Williamsville, NY 14221

Marianna E. Cecchini

70 Chaumont Drive • Buffalo, New York 14221 • Home: (716) 631-1005 • Work: (716) 816-4603
Email: mcecchini@buffaloschools.org • Cellular: (716) 863-5897

CERTIFICATION

New York State Certified School District Leader

Professional Certificate Effective September 2010

New York State Certified School Building Leader

Professional Certificate Effective April 2015

Center for Montessori Teacher Education-Administrator Training

Courses I,III completed 2011

New York State Certified Pre K -6 Teacher

Permanent Certificate Effective September 2003

New York State Certified Secondary Social Studies Teacher

Permanent Certificate Effective September 2003

EDUCATION

SDL/SBL Certificate

May 2010

Graduate Education/Administration Program

University of Buffalo, Buffalo, NY 14260

Master of Science Degree Elementary Education

July 2000

D'Youville College, Buffalo, NY 14202

Secondary Teaching Certification Program

Dec. 1990

Buffalo State College, Buffalo NY 14222

Bachelor of Arts Degree Political Science

May 1987

Fredonia State College, Buffalo, NY 14063

TEACHING
EXPERIENCE

3rd Grade Classroom Teacher

St. Benedict School, Buffalo New York 14216
09/10-06/11

4th Grade Classroom Teacher

Roosevelt Early Childhood Center # 65, Buffalo New York 14207
09/01-06/09

Adjunct Professor-Graduate Education

Medaille College, Buffalo New York 14214
08/06-08/10

Program Coordinator

Bennett Park Montessori School # 32, Buffalo New York 14204
09/09-06/10

Marianna E Cecchini

70 Chaumont Drive • Buffalo, New York 14221 • Home: (716) 631-1005 • Work: (716) 816-4603
Email: mcecchini@buffaloschools.org • Cellular: (716) 863-5897

ADMINISTRATIVE EXPERIENCE

Assistant Principal

Bennett Park Montessori Center #32, Buffalo, New York 14204
08/10-present

Director of Office of School Leadership

District Office- 720 City Hall, Buffalo, New York 14201
11/13-08/14

Administrative Intern

Bennett Park Montessori Center#32, Buffalo, New York 14204
09/09-08/10

Administrative Intern

Williamsville Schools, Williamsville, New York 14221
05/09-07/10

RELATED TRAINING

- **Common Core Implementation-Math and English Language Arts -BUFFALO PUBLIC SCHOOLS**
- **APPR training -NYSUT AND BUFFALO PUBLIC SCHOOLS**
- **Observing and Analyzing Teachers - RESEARCH FOR BETTER TEACHING**
- **SLO and Student Growth Measures - BUFFALO PUBLIC SCHOOLS**
- **DASA Training -ERIE 1 BOCES AND BUFFALO PUBLIC SCHOOLS**
- **Unleashing The Power of Collaborative Inquiry-Data Driven Dialogue /Instruction – N.LOVE**
- **Montessori Administrator Training - CENTER FOR MONTESSORI TEACHER EDUCATION**
- **Leadership Academy - BUFFALO PUBLIC SCHOOLS**
- **Leveraged Leadership- Teacher Practice Observation Coaching by PLC ASSOCIATES**
- **Leading for Change: enabling others to do what they think they can't do- SUE SZACHOWICZ**
- **American Montessori Society Summer Symposium for School Administrators- LOUISVILLE, KY**
- **American Montessori Society Annual Conference- PHILADELPHIA, PA**

LEADERSHIP EXPERIENCE

Assistant Principal

Buffalo District Principals' Leadership Academy

Building Leadership Literacy Team BPS # 65

Buffalo District Implementation Facilitator-Math Department

2010 – present

2009 – 2010

2006 – 2009

2006 – 2007

REFERENCES

Ms. Pauletta Stines
Principal
Buffalo Public Schools
Bennett Park Montessori
(716) 816-4603

Ms. Angela Cullen
Director Office of
School Leadership
Buffalo Public Schools
(716) 816-3703

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

RECRUITMENT BULLETIN #15-251
MAY 13, 2016

PRINCIPAL

NOTICE OF POSITION

POSITION:

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

PRINCIPAL

APPLICATION:

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

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

QUALIFICATIONS:

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

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

POSITION:

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

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

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

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

Instructional Leadership

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

Teaching and Learning

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

Curriculum

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

Collection, Analysis, and Utilization of Data

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

Infrastructure for Student Success

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

Professional Development

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

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

SALARY: Principal's salary schedule.

FUNDING: Pending Funding

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

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

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

RECRUITMENT BULLETIN #15-252
MAY 13, 2016

ASSISTANT PRINCIPAL

NOTICE OF POSITION

POSITION:

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

**ASSISTANT PRINCIPAL
(Various Locations)**

APPLICATION:

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

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

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

QUALIFICATIONS:

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

RESPONSIBILITIES:

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

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

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

APPOINTMENT:

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

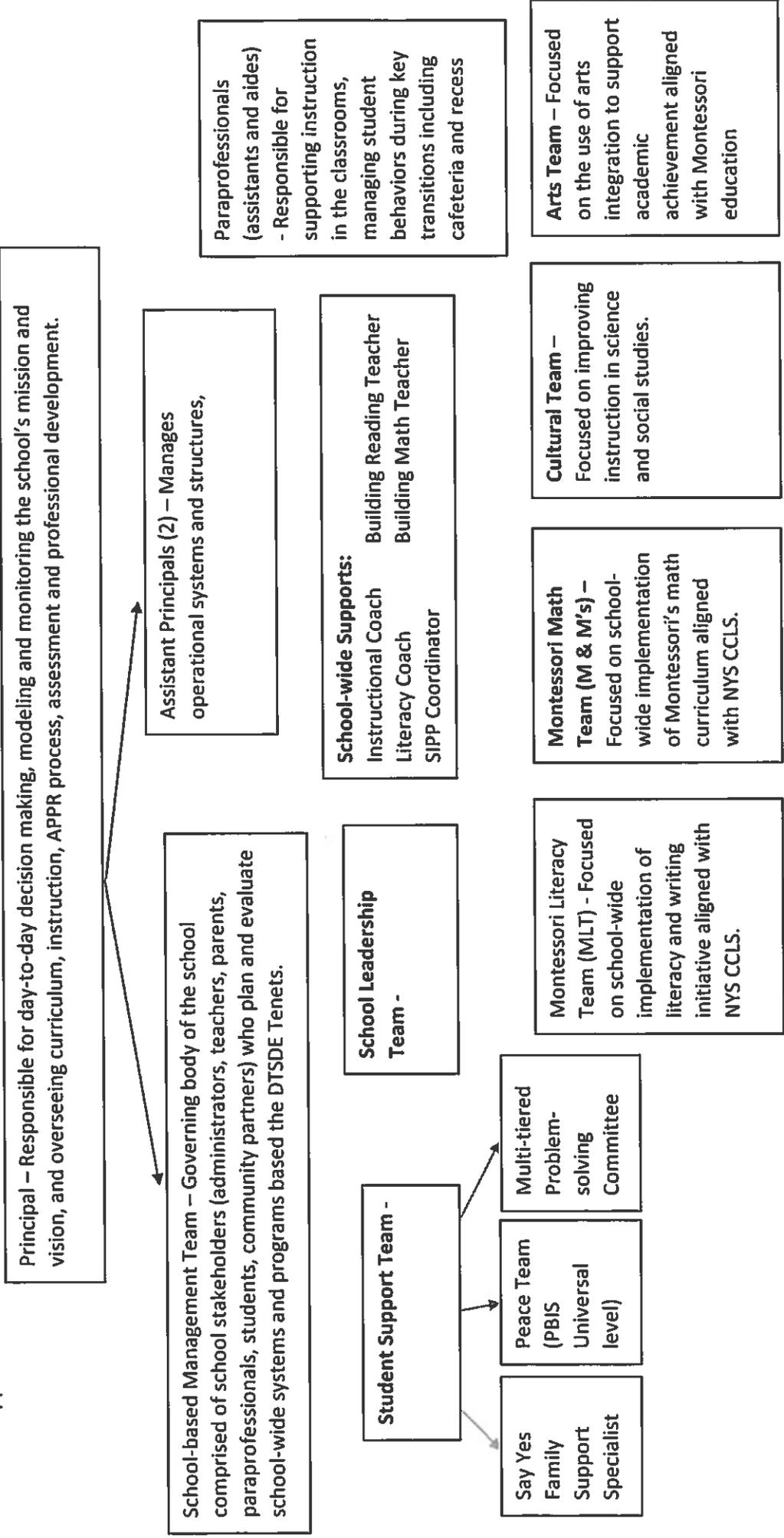
SALARY: Assistant Principal's salary schedule.

FUNDING: Pending Funding

FINAL DATE FOR FILING: June 16, 2016

**DR. KRINER CASH
SUPERINTENDENT OF SCHOOLS**

Appendix 6



2015-2016 APPR Time Line

July 2016

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

August 2016

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

September 2016

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

October 2016

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

November 2016

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

December 2016

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

January 2017

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

Appendix 7 – APPR Schedule

February 2017

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

March 2017

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

April 2017

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

May 2017

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

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

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

JULY 2016

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

AUGUST 2016

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

SEPTEMBER 2016

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

OCTOBER 2016

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

NOVEMBER 2016

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

DECEMBER 2016

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

H.S. Regents Exams

3-8 NYSED Testing

Schools Closed

JANUARY 2017

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

FEBRUARY 2017

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

MARCH 2017

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

APRIL 2017

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

MAY 2017

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

JUNE 2017

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

Central Office Also Closed

Sup't. Conference Day

Early Release Day

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

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

*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

Term Q1 (09/03/2015-11/13/2015)						
	A	B	C	D	E	F
HR	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109
01	EMPTY	09:15 AM-09:29 AM ORE5G-100 ORCHESTRA - ELEMENTARY 5 ROUSHEY, EVE	EMPTY	09:15 AM-09:29 AM ORE5G-100 ORCHESTRA - ELEMENTARY 5 ROUSHEY, EVE	EMPTY	09:15 AM-09:29 AM ORE5G-100 ORCHESTRA - ELEMENTARY 5 ROUSHEY, EVE
02	09:30 AM-10:14 AM SSE5GC-34 SOCIAL STUDIES 5	09:30 AM-10:14 AM ARE5G-34 GENERAL ART 5	09:30 AM-10:14 AM SSE5GC-34 SOCIAL STUDIES 5	09:30 AM-10:14 AM SCE5GC-34 SCIENCE 5	09:30 AM-10:14 AM SSE5GC-34 SOCIAL STUDIES 5	09:30 AM-10:14 AM MUE5G-34 MUSIC (GENERAL) 5
03	GOTTFRIED, PETER	LPJ	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER	LPJ
04	10:15 AM-10:59 AM ARE5G-34 GENERAL ART 5	10:15 AM-10:59 AM SCE5GC-34 SCIENCE 5	10:15 AM-10:59 AM PEE5G-34 PHYSICAL EDUCATION 5	10:15 AM-10:59 AM PEE5G-34 PHYSICAL EDUCATION 5	10:15 AM-10:59 AM MUE5G-34 MUSIC (GENERAL) 5	10:15 AM-10:59 AM SCE5GC-34 SCIENCE 5
05	LPJ	GOTTFRIED, PETER	lpj	lpj	LPJ	GOTTFRIED, PETER
06	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5
07	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN
08	11:45 AM-12:14 PM DPZ5G-34 DIFFERENTIATED INSTRU Z GRD 5	11:45 AM-12:14 PM DPZ5G-34 DIFFERENTIATED INSTRU Z GRD 5	11:45 AM-12:14 PM DPZ5G-34 DIFFERENTIATED INSTRU Z GRD 5	11:45 AM-12:14 PM DPZ5G-34 DIFFERENTIATED INSTRU Z GRD 5	11:45 AM-12:14 PM DPZ5G-34 DIFFERENTIATED INSTRU Z GRD 5	11:45 AM-12:14 PM DPZ5G-34 DIFFERENTIATED INSTRU Z GRD 5
09	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER
10	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH
11	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5
12	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN
13	01:30 PM-02:29 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5
14	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN
15	02:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5					
16	MULLEN, LUANN					
17	02:30 PM-02:44 PM PEE5G-34 PHYSICAL EDUCATION 5					
18	lpj					
19						
20						
21						
22						

Student Schedule For

cont.

0032 Bennett Park Montessori
School — 15-16
07/12/2016 02:14:06 PM

Grade: 05 Student Number:
Mailing Address:

Term Q1 Courses enrolled: 13

23	02:45 PM-02:59 PM PEESG-34 PHYSICAL EDUCATION 5 p 02:45 PM-02:59 PM RECE-34 RECESS GOTTFRIED, PETER	02:45 PM-03:15 PM RECE-34 RECESS GOTTFRIED, PETER				
24	03:00 PM-03:15 PM PEESG-34 PHYSICAL EDUCATION 5 p 03:00 PM-03:15 PM RECE-34 RECESS GOTTFRIED, PETER					
ASP	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY

Term Q1 (09/03/2015-11/12/2015)						
	A	B	C	D	E	F
HR	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212
01	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY	09:15 AM-09:29 AM ORE8G-1 ORCHESTRA - ELEMENTARY 8 ROUSHEY, EVE
02	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202
03						
04						
05	10:15 AM-10:59 AM HCE8G-3 HOME & CAREERS GR 8 OBRIEN, MARY ELLEN Rm: 113	10:15 AM-10:59 AM MUE8G-6 MUSIC (GENERAL) 8 METCALFE, ALLISON Rm: 217	10:15 AM-10:59 AM HCE8G-3 HOME & CAREERS GR 8 OBRIEN, MARY ELLEN Rm: 113	10:15 AM-10:59 AM MUE8G-6 MUSIC (GENERAL) 8 METCALFE, ALLISON Rm: 217	10:15 AM-10:59 AM HCE8G-3 HOME & CAREERS GR 8 OBRIEN, MARY ELLEN Rm: 113	10:15 AM-10:59 AM MUE8G-6 MUSIC (GENERAL) 8 METCALFE, ALLISON Rm: 217
06						
07						
08	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE
09						
10						
11	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH
12						
13	12:15 PM-12:59 PM TEE8G-7 TECHNOLOGY ED GR 8 MC NEIGHT, JAMES Rm: 25	12:16 PM-12:59 PM PEE8G-4 PHYSICAL EDUCATION 8 BOGDAN, MICHAEL	12:15 PM-12:59 PM TEE8G-7 TECHNOLOGY ED GR 8 MC NEIGHT, JAMES Rm: 25	12:15 PM-12:59 PM PEE8G-4 PHYSICAL EDUCATION 8 BOGDAN, MICHAEL	12:15 PM-12:59 PM TEE8G-7 TECHNOLOGY ED GR 8 MC NEIGHT, JAMES Rm: 25	12:15 PM-12:59 PM PEE8G-4 PHYSICAL EDUCATION 8 BOGDAN, MICHAEL
14						
15						
16	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:29 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204
17						
18		01:30 PM-01:44 PM ORE8G-3 ORCHESTRA - ELEMENTARY 8 ROUSHEY, EVE 01:30 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204				
19	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-01:59 PM ORE8G-3 ORCHESTRA - ELEMENTARY 8 ROUSHEY, EVE 01:45 PM-01:59 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW
20						
21		02:00 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW				

Student Schedule For
L cont.

0032 Bennett Park Montessori
School — 15-16

Grade: 08 Student Number: Term Q1 Courses enrolled: 12

07/12/2016 02:14:22 PM

22	02:30 PM-03:15 PM					
23	SCE8G-8 SCIENCE 8					
24	CAMERON, LYNDAM					
ASP	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY

Appendix 10-Training Support and Professional Development 2016-17

Implementation Period Training, Support, and Professional Development
2016-2017

Planned Training/Support	Event & Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Seacoast Montessori Center Teacher Education Program	Begins July 2016 and continues through June 2017	Seacoast	A 5-8% increase in the ELA and Math formative and summative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	Based on our DTSDE recommendations, the school leaders and Literacy Coach will develop a procedure and clear expectations for teachers to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. The goal of the training is to have teachers Montessori certified at the level in which they teach. The Literacy Coach and the Program Coordinator will support the implementation of the Montessori training in the classroom.
Trauma Informed Care	Begins August 2016	District Staff	A 10% reduction in behavioral referrals measured by the number of ODRs	Analyzing ODR data Number of CSE referrals Suspension data Summary of Observation	Based on DTSDE recommendations, school leaders will meet and revise the conflict resolution protocol for staff to follow when addressing problem situations among students. This protocol will include appropriate parts of the Montessori peace curriculum and will be scaffolded and implemented at all grade levels in the school. This training will assist with this recommendation.
Restorative Practice	Begins August 2016	District Staff	A 10% reduction in behavioral referrals measured by the number of ODRs	Analyzing ODR data Number of CSE referrals Suspension data Summary of Observation	Based on our DTSDE recommendations school leaders will meet and revise the conflict resolution protocol for staff to follow when addressing problem situations among students. This protocol will include appropriate parts of the Montessori peace curriculum and will be scaffolded and implemented at all grade levels in the school. This training will assist with this recommendation.
Math Modules Aligned with Montessori Math	Begins July 2016 and continues	Building Math Teacher	A 5-8% increase in the Math	Lesson Plans Summary of Observations	Based on our DTSDE recommendations the school leaders and the Montessori Math Team (MMT) will develop a procedure and clear expectations for teachers

Curriculum (Curriculum Mapping)	through December 2017	and Montessori Math Committee	formative and summative assessments	Analyzing of formative and summative assessments Summary of Grade Level Meetings	to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. The MMT and the Program Coordinator will support the implementation of the Math Modules and Montessori curriculum implementation in the classroom. This training and curriculum work will assist with this recommendation.
Montessori Literacy Initiative (Year 2)	Begins July 2016 and continues through June 2017	Literacy Coach and Montessori Literacy Team	A 5-8% increase in the ELA formative and summative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	Based on our DTSDE recommendations, all teachers will begin to use the rubric created as part of the writing initiative. Teachers will ensure that students are taught how to use the rubric to guide writing and to self-evaluate their work. School leaders will monitor the use of the rubric during class visits. This initiative and training will help to support this work.
Explicit Instruction and Student Engagement	September 2016	District Staff	A 5-8% increase in the ELA and Math formative and summative assessments A 5% reduction in behavioral referrals that occurred during instructional periods measured by the number of ODRs	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	Based on our DTSDE recommendations, the school leaders and instructional coach will develop a procedure and clear expectations for teachers to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. These trainings will guide teachers on instruction and engagement.
Step Up to Writing	Begins September 2016 and continues	District Staff, Literacy Coach, and	A 5-8% increase in the ELA formative	Lesson Plans Summary of Observations	Based on our DTSDE recommendations, all teachers will begin to use the rubric created as part of the writing initiative. Teachers will ensure that students are taught how to use the rubric to guide writing and to self-

	through June 2017	Montessori Literacy Team	and summative assessments	Analyzing of formative and summative assessments Summary of Grade Level Meetings	evaluate their work. School leaders will monitor the use of the rubric during class visits. This initiative and training will help to support this work.
Data Driven Instruction	Begins September 2016 and continues through June 2017	District Staff, Literacy Coach, and Building Math Teacher	A 5-8% increase in the ELA and Math formative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	The school seeks to strengthen the use of the DDI process to support classroom instructional decisions that meet the rigorous expectations of the Common Core Learning Standards and the Montessori Curriculum. This training will help us meet the needs of all students in order to increase student achievement.
Rtl and Progress Monitoring	Begins September 2016 and continues through June 2017	District Staff, Literacy Coach, and Building Math Teacher	A 5-8% increase in the ELA and Math formative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	The school seeks to strengthen the use of differentiated instruction to meet the learning needs of all students in order to increase student achievement for all subgroups. In addition, the school seeks to strengthen the documentation of student data in order to support differentiated instruction to support classroom instructional decisions. Training on progress monitoring will help us meet this goal.

Appendix 11: Stakeholders Involvement and Engagement Chart

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

Appendix 12 – Year 1 Implementation Chart

Transformation Model Requirement:				
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.	
<ul style="list-style-type: none"> Implementation of a coherent balanced literacy backwards mapped curriculum at every grade level with a central focus on PK-8th grades. 	✓	August – December 2016	1.1, 1.4	
<ul style="list-style-type: none"> Staff professional development on, and use of, evidence-based best practices to consistently provide instruction to students that promotes higher-order thinking and pushes students to improve toward grade level standards. 	✓	September 2016 – June 2017	1.1	
<ul style="list-style-type: none"> Staff professional development on, and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring, and formative assessments. 	✓	September 2016 – June 2017	1.1, 1.2, 1.3	
<ul style="list-style-type: none"> Implementation of a school-wide Step Up To Writing initiative that is monitored and assessed with school-wide writing rubrics aligned to the ELA CCLS. 	✓	September 2016 – June 2017	1.1	
<ul style="list-style-type: none"> Offer Extended Learning Time (ELT) for 51% of students 1st-8th to include engaging academic enrichment afterschool. 	✓	October 2016 – May 2017	1.1, 1.2, 1.3, 2.2, 3.1	
<ul style="list-style-type: none"> Literacy Coach and reading teachers to monitor and support students' academic progress. 	✓	September 2016 – June 2017	1.2	
<ul style="list-style-type: none"> Implementation of a coherent ELA intervention model at every grade level. 	✓	September 2016 – June 2017	1.2, 1.3	
<ul style="list-style-type: none"> Maximize staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training. 	✓	September 2016 – June 2017	1.2, 1.3	
<ul style="list-style-type: none"> Targeted and aligned embedded professional development for teachers and teacher 	✓	August 2016 – June 2017	1.2	

Appendix 12 – Year 1 Implementation Chart

assistants on Montessori Curriculum.			
<ul style="list-style-type: none"> • Staff professional development on, and use of, instructional strategies that focus on student engagement and differentiated instruction such as: <ul style="list-style-type: none"> ○ Effective use of technology ○ Small group instruction driven by data ○ Programmatic interventions (Journeys, Junior Grade Books, etc.) ○ Project based learning opportunities and peer reading 	✓	August 2016 – June 2017	1.3
<ul style="list-style-type: none"> • Targeted and aligned embedded professional development for teachers and teacher assistants and aides on literacy interventions (use of time, skills, and writing strategies). 	✓	August 2016 – June 2017	1.3
<ul style="list-style-type: none"> • Implementation of the Step Up To Writing curriculum school-wide (PK-8) writing initiative that will be monitored and assessed with teacher developed school-wide cross-disciplinary writing rubrics aligned to the ELA CCLS. 	✓	September 2016 – June 2017	1.4
<ul style="list-style-type: none"> • Provide students with actionable feedback, on writing assignments and projects that will help to inform their writing abilities. 	✓	September 2016 – June 2017	1.4
<ul style="list-style-type: none"> • The program coordinator will support implementation of school improvement goals/objectives and help teachers monitor the implementation. 	✓	September 2016 – June 2017	2.1
<ul style="list-style-type: none"> • Implementation of a coherent backwards mapped math curriculum at every grade level. 	✓	September – December 2016	2.1
<ul style="list-style-type: none"> • Review of CCLS and Shifts for Math PK- Grade 8 in grade level meetings 	✓	September 2016 – June 2017	2.1
<ul style="list-style-type: none"> • Review of grade level Math Modules and pacing guides to determine grade level benchmarks. 	✓	August – October 2016	2.1
<ul style="list-style-type: none"> • Detailed review of grades 3-8 NYS Math Assessment data to determine current 		July – October 2016	2.1

Appendix 12 – Year 1 Implementation Chart

student achievement.				
<ul style="list-style-type: none"> • Creation of grade leveled student Math interim assessments, school-wide. 	✓	September 2016 – February 2017	2.1	
<ul style="list-style-type: none"> • District and building based professional development on, and use of, Data Driven Inquiry. 	✓	September 2016 – June 2017	2.1	
<ul style="list-style-type: none"> • Ensure that staff teaching PS through 8th grade are certified with appropriate Montessori teacher certifications. 	✓	September 2016 - ongoing	2.2	
<ul style="list-style-type: none"> • Implementation of a coherent backwards mapped math curriculum at every grade level with a central focus on PK-8th grades. 	✓	August – December 2016	2.2	
<ul style="list-style-type: none"> • Provide staff professional development on, and use of, evidence-based best practices to consistently provide instruction to students that promotes higher-order thinking and pushes students to improve toward grade level standards. Staff professional development on, and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from school created interim assessments. 	✓	September 2016 – June 2017	2.2	
<ul style="list-style-type: none"> • Implementation of a Montessori Math curriculum that aligns with CCLS. 	✓	August – December 2016	2.2	
<ul style="list-style-type: none"> • Implementation of a coherent Math intervention model at every grade level. 	✓	August – December 2016	2.2	
<ul style="list-style-type: none"> • Targeted and aligned embedded professional development for teachers and teacher assistants on Montessori math materials and lessons. 	✓	September 2016 – June 2017	2.2	
<ul style="list-style-type: none"> • Revise the school schedule to maximize time for targeted data analysis and to plan for re-teaching to address gaps in instruction based on data. 	✓	September 2016 – June 2017	3.1	
<ul style="list-style-type: none"> • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the effective use of 	✓	September 2016 – June 2017	3.1, 3.2	

Appendix 12 – Year 1 Implementation Chart

<p>the DDI process across all grade levels and disciplines.</p>			
<ul style="list-style-type: none"> Identify teacher leaders to take on mentoring, turn-key training and school based team member roles in the effective use of the DDI process to improve academic achievement. 	<p>✓</p>	<p>September – October 2016</p>	<p>3.1, 3.2</p>
<ul style="list-style-type: none"> Provide students with feedback based on DDI and help them set goals for their learning. 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>3.1</p>
<ul style="list-style-type: none"> Create student work portfolios, and intervention plans for students who are behind academically. 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>3.1</p>
<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	<p>✓</p>	<p>August – October 2016</p>	<p>3.2</p>
<ul style="list-style-type: none"> Revise the school master schedule to provide extended and embedded collaborative professional learning community time. 	<p>✓</p>	<p>August – September 2016</p>	<p>3.2</p>

Appendix 1 --Data

	Level	ELA Proficiency (CIRCLE)	ELA Proficiency % (CIRCLE)
PK	Benchmark	92	80%
	Strategic/Intensive	23	20%

	Level	Math Proficiency (CIRCLE)	Math Proficiency % (CIRCLE)
PK	Benchmark	113	99%
	Strategic/Intensive	2	1%

	Level	ELA Proficiency (DIBELS)	ELA Proficiency % (DIBELS)
K	Benchmark	56	56%
	Strategic/Intensive	44	44%
1st	Benchmark	49	70%
	Strategic/Intensive	21	30%
2nd	Benchmark	30	44%
	Strategic/Intensive	40	56%

	Level	ELA Count	ELA Percentages	Math Count	Math Percentages
3 rd	4+3	14	17%	9	11%
	2+1	66	83%	73	89%
4 th	4+3	9	11%	2	3%
	2+1	65	89%	63	97%
5 th	4+3	2	4%	2	5%
	2+1	44	96%	42	95%
6 th	4+3	3	6%	3	8%
	2+1	49	94%	34	92%
7 th	4+3	5	14%	5	11%
	2+1	31	86%	25	89%
8 th	4+3	3	7%	0	0%
	2+1	51	93%	45	100%

Checklist for Determining Priority School Leader Qualifications

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

Please complete the following form for each principal assigned beginning in the 2014-15 school year to lead a Priority School that is implementing a whole school reform model aligned to the ESEA waiver principles¹. The district must submit all required information, and the Superintendent must initial each assertion and sign the form. Failure to do so may jeopardize final State Education Department approval of the proposed whole school reform model.

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

Part 1: Description of Assigned Priority School Leader

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

If the district is planning on retaining the current school leader or has assigned a new leader to the school, the district must identify which of the competencies listed

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

Appendix 2: Checklist for Determining Priority School Leader Qualifications

below are found within the leader. Additionally, the district is required to indicate how it assessed the leader’s competencies through observation or gathered evidence.

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

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

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

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

Appendix 2: Checklist for Determining Priority School Leader Qualifications

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

Appendix 2: Checklist for Determining Priority School Leader Qualifications

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

Appendix 2: Checklist for Determining Priority School Leader Qualifications

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
in the life of the school as participants with voice and input. <input type="checkbox"/>	Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates expertise in providing social-emotional supports for all students. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>

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

3. **If the principal has not yet been hired, please provide the following information as an attachment to this form:**
 - a. A list of action steps the district is taking to ensure that the principal is in place as soon as possible. Please also provide information on how the timeline for hiring of the principal impacted teacher hiring for the 2014-2015 school year.
 - b. A job description for the position and a brief description of the hiring process. Describe how the district will ensure, through the hiring process, that the leader to be hired will have many of the competencies listed on pages two and three of this document.
 - c. A description of how the principal will be supported by the district once hired.

Appendix 2: Checklist for Determining Priority School Leader Qualifications

Part II: District Assertions

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

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

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

Pauletta A. Stines

14 Elton Place • Buffalo, New York 14208 • Home: (716) 883-8718 • Work: (716) 816-4603
Email: pstines@buffaloschools.org • Cellular: (716) 308-5487

CERTIFICATION

New York State Certified School Administrator/Supervisor
Provisional; Effective September 2007

American Montessori Society
Coursework completed June 2007

New York State Certified School District Administrator
Permanent; Effective September 2005

Certificate of Permanent Appointment
Board of Education, Buffalo, New York 14202
June 10, 1992

New York State Certified Secondary Mathematics Teacher
Effective June 1984

EDUCATION

SDA Certificate Sept. 2005

Graduate Education/Administration Program
Canisius College, Buffalo, NY 14208

Master of Science Degree May 1991
Canisius College, Buffalo, NY 14208

Bachelor of Arts Degree May 1984
Canisius College, Buffalo, NY 14208

TEACHING
EXPERIENCE

Technology Integration Specialist

Bennett Park Montessori Center #32, Buffalo, New York 14204
9/04 – 6/07

Area(s) Taught: Computer Instruction Grades K-8/Multi-Ages 5-13
(Macintosh Network)

Westminster Community School, Buffalo, New York 14215
9/03 – 6/04

Area(s) Taught: Computer Instruction Grades K-8 (PC Network)

Hillery Park Academy, Buffalo, New York 14210
1/03 – 6/03

Area(s) Taught: Computer Instruction Grades 3-8 (Macintosh Network)

Stanley M. Makowski Early Childhood Center, Buffalo, New York 14208
9/95 – 1/02

Area(s) Taught: Computer Instruction Grades K-4 (Macintosh Network)

Pauletta A. Stines

14 Elton Place • Buffalo, New York 14208 • Home: (716) 883-8718 • Work: (716) 816-3410
Email: pstines@buffaloschools.org • Cellular: (716) 308-5487

Secondary Mathematics Teacher

Hillery Park Academy, Buffalo, New York 14210

1/02 – 1/03

Area(s) Taught: Grade 8 Mathematics, Grade 7 Mathematics

Academic Challenge Center, Buffalo, New York 14204

9/84 – 6/95

Area(s) Taught: Grade 8 Mathematics (11 yrs.), Course I Regents (8 yrs.)

Grade 8 Social Studies (4 yrs.), Grade 8 Science (1 yr.)

**ADMINISTRATIVE
EXPERIENCE**

Principal

Bennett Park Montessori Center#32, Buffalo, New York

August 2010 – August 2016

Assistant Principal

Bennett Park Montessori Center#32, Buffalo, New York

August 2007 – 2010

Administrative Substitute (Periodically during Administrative Internship)

Bennett Park Montessori Center#32, Buffalo, New York 14204

2005 – 2007

Administrative Intern

Bennett Park Montessori Center#32, Buffalo, New York 14204

2004 – 2005

RELATED TRAINING

RtI District Training	2013 - present
Network Training Institute – Albany, NY	2013 - 2014
Observing and Analyzing Teaching	May 2012
Gang Awareness Seminar	Sep 2008
City of Buffalo Partners	
SIP (School Improvement Plan) Training	Aug 2008
Buffalo School District Initiative	
Montessori Teacher Education Program	2005-2007
630 Youngs Road, Williamsville, New York 14221	
Positive Behavior Interventions & Supports	2006-2007
Buffalo School District Initiative	
eSIS Training	2006-2007
Buffalo School District Initiative	
DIBELS/CIRCLE Assessment Training	2006-2007
Buffalo School District Initiative	
NYStart Training	2006-2007
Buffalo School District Initiative	

LEADERSHIP EXPERIENCE

Principal	2010 – present
Assistant Principal	2007 – 2010
Buffalo District Principals' Leadership Academy	2009 – 2010

Technology Integration Specialist – DWT Audit Captain	2006 – 2007
C.S.E.P. Committee – Math Leader; CSEP Coordinator	2001 – 2003
	2004 – 2007
Technology Integration Team – Leader	1999 – 2004
Instructional Technology Curriculum Committee - Leader	2002 – 2004

REFERENCES

Ms. Kai Lewis
 Director
 Buffalo Public Schools
 (716) 816-3752

Ms. Casandra Wright
 Associate Superintendent OSL
 Buffalo Public Schools
 (716) 888-2545

Mrs. Cindy Clarke
 Assistant Principal
 Buffalo Public Schools
 Dr. King #39
 (716) 816-3130

Eileen Wilms-Buerman, Director
 Buffalo Montessori Teacher Education
 630 Youngs Road, Unit D
 Williamsville, NY 14221

Marianna E. Cecchini

70 Chaumont Drive • Buffalo, New York 14221 • Home: (716) 631-1005 • Work: (716) 816-4603
Email: mcecchini@buffaloschools.org • Cellular: (716) 863-5897

CERTIFICATION

New York State Certified School District Leader

Professional Certificate Effective September 2010

New York State Certified School Building Leader

Professional Certificate Effective April 2015

Center for Montessori Teacher Education-Administrator Training

Courses I,III completed 2011

New York State Certified Pre K -6 Teacher

Permanent Certificate Effective September 2003

New York State Certified Secondary Social Studies Teacher

Permanent Certificate Effective September 2003

EDUCATION

SDL/SBL Certificate

May 2010

Graduate Education/Administration Program

University of Buffalo, Buffalo, NY 14260

Master of Science Degree Elementary Education

July 2000

D'Youville College, Buffalo, NY 14202

Secondary Teaching Certification Program

Dec. 1990

Buffalo State College, Buffalo NY 14222

Bachelor of Arts Degree Political Science

May 1987

Fredonia State College, Buffalo, NY 14063

TEACHING
EXPERIENCE

3rd Grade Classroom Teacher

St. Benedict School, Buffalo New York 14216
09/10-06/11

4th Grade Classroom Teacher

Roosevelt Early Childhood Center # 65, Buffalo New York 14207
09/01-06/09

Adjunct Professor-Graduate Education

Medaille College, Buffalo New York 14214
08/06-08/10

Program Coordinator

Bennett Park Montessori School # 32, Buffalo New York 14204
09/09-06/10

Marianna E Cecchini

70 Chaumont Drive • Buffalo, New York 14221 • Home: (716) 631-1005 • Work: (716) 816-4603
Email: mcecchini@buffaloschools.org • Cellular: (716) 863-5897

ADMINISTRATIVE EXPERIENCE

Assistant Principal

Bennett Park Montessori Center #32, Buffalo, New York 14204
08/10-present

Director of Office of School Leadership

District Office- 720 City Hall, Buffalo, New York 14201
11/13-08/14

Administrative Intern

Bennett Park Montessori Center#32, Buffalo, New York 14204
09/09-08/10

Administrative Intern

Williamsville Schools, Williamsville, New York 14221
05/09-07/10

RELATED TRAINING

- **Common Core Implementation-Math and English Language Arts -BUFFALO PUBLIC SCHOOLS**
- **APPR training -NYSUT AND BUFFALO PUBLIC SCHOOLS**
- **Observing and Analyzing Teachers - RESEARCH FOR BETTER TEACHING**
- **SLO and Student Growth Measures - BUFFALO PUBLIC SCHOOLS**
- **DASA Training -ERIE 1 BOCES AND BUFFALO PUBLIC SCHOOLS**
- **Unleashing The Power of Collaborative Inquiry-Data Driven Dialogue /Instruction – N.LOVE**
- **Montessori Administrator Training - CENTER FOR MONTESSORI TEACHER EDUCATION**
- **Leadership Academy - BUFFALO PUBLIC SCHOOLS**
- **Leveraged Leadership- Teacher Practice Observation Coaching by PLC ASSOCIATES**
- **Leading for Change: enabling others to do what they think they can't do- SUE SZACHOWICZ**
- **American Montessori Society Summer Symposium for School Administrators- LOUISVILLE, KY**
- **American Montessori Society Annual Conference- PHILADELPHIA, PA**

LEADERSHIP EXPERIENCE

Assistant Principal

Buffalo District Principals' Leadership Academy

Building Leadership Literacy Team BPS # 65

Buffalo District Implementation Facilitator-Math Department

2010 – present

2009 – 2010

2006 – 2009

2006 – 2007

REFERENCES

Ms. Pauletta Stines
Principal
Buffalo Public Schools
Bennett Park Montessori
(716) 816-4603

Ms. Angela Cullen
Director Office of
School Leadership
Buffalo Public Schools
(716) 816-3703

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

RECRUITMENT BULLETIN #15-251
MAY 13, 2016

PRINCIPAL

NOTICE OF POSITION

POSITION:

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

PRINCIPAL

APPLICATION:

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

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

QUALIFICATIONS:

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

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

POSITION:

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

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

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

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

Instructional Leadership

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

Teaching and Learning

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

Curriculum

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

Collection, Analysis, and Utilization of Data

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

Infrastructure for Student Success

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

Professional Development

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

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

SALARY: Principal's salary schedule.

FUNDING: Pending Funding

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

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

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

RECRUITMENT BULLETIN #15-252
MAY 13, 2016

ASSISTANT PRINCIPAL

NOTICE OF POSITION

POSITION:

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

**ASSISTANT PRINCIPAL
(Various Locations)**

APPLICATION:

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

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

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

QUALIFICATIONS:

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

RESPONSIBILITIES:

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

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

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

APPOINTMENT:

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

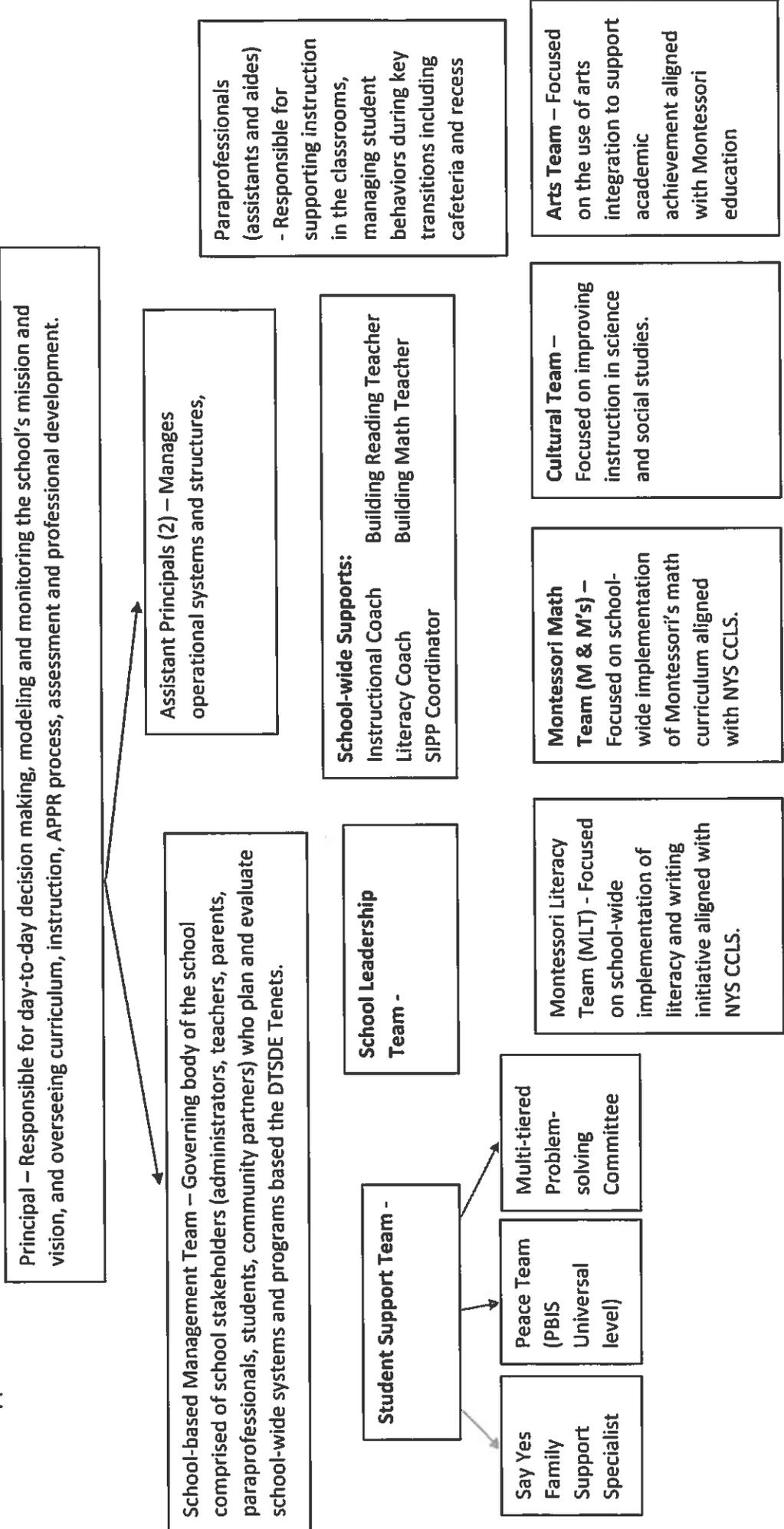
SALARY: Assistant Principal's salary schedule.

FUNDING: Pending Funding

FINAL DATE FOR FILING: June 16, 2016

**DR. KRINER CASH
SUPERINTENDENT OF SCHOOLS**

Appendix 6



Principal – Responsible for day-to-day decision making, modeling and monitoring the school’s mission and vision, and overseeing curriculum, instruction, APPR process, assessment and professional development.

Assistant Principals (2) – Manages operational systems and structures,

School-based Management Team – Governing body of the school comprised of school stakeholders (administrators, teachers, parents, paraprofessionals, students, community partners) who plan and evaluate school-wide systems and programs based the DTSDE Tenets.

School-wide Supports:
Instructional Coach
Literacy Coach
SIPP Coordinator

School Leadership Team -

Student Support Team -

Say Yes Family Support Specialist

Peace Team (PBIS Universal level)

Multi-tiered Problem-solving Committee

Montessori Literacy Team (MLT) - Focused on school-wide implementation of literacy and writing initiative aligned with NYS CCLS.

Montessori Math Team (M & M’s) – Focused on school-wide implementation of Montessori’s math curriculum aligned with NYS CCLS.

Cultural Team – Focused on improving instruction in science and social studies.

Arts Team – Focused on the use of arts integration to support academic achievement aligned with Montessori education

Paraprofessionals (assistants and aides) - Responsible for supporting instruction in the classrooms, managing student behaviors during key transitions including cafeteria and recess

2015-2016 APPR Time Line

July 2016

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

August 2016

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

September 2016

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

October 2016

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

November 2016

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

December 2016

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

January 2017

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

Appendix 7 – APPR Schedule

February 2017

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

March 2017

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

April 2017

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

May 2017

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

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

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

JULY 2016

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

AUGUST 2016

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

SEPTEMBER 2016

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

OCTOBER 2016

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

NOVEMBER 2016

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

DECEMBER 2016

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

H.S. Regents Exams

3-8 NYSED Testing

Schools Closed

JANUARY 2017

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

FEBRUARY 2017

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

MARCH 2017

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

APRIL 2017

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

MAY 2017

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

JUNE 2017

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

Central Office Also Closed

Sup't. Conference Day

Early Release Day

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

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

*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*

Term Q1 (09/03/2015-11/13/2015)						
	A	B	C	D	E	F
HR	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109
01	EMPTY	09:15 AM-09:29 AM ORE5G-100 ORCHESTRA - ELEMENTARY 5 ROUSHEY, EVE	EMPTY	09:15 AM-09:29 AM ORE5G-100 ORCHESTRA - ELEMENTARY 5 ROUSHEY, EVE	EMPTY	09:15 AM-09:29 AM ORE5G-100 ORCHESTRA - ELEMENTARY 5 ROUSHEY, EVE
02	09:30 AM-10:14 AM SSE5GC-34 SOCIAL STUDIES 5	09:30 AM-10:14 AM ARE5G-34 GENERAL ART 5	09:30 AM-10:14 AM SSE5GC-34 SOCIAL STUDIES 5	09:30 AM-10:14 AM SCE5GC-34 SCIENCE 5	09:30 AM-10:14 AM SSE5GC-34 SOCIAL STUDIES 5	09:30 AM-10:14 AM MUE5G-34 MUSIC (GENERAL) 5
03	GOTTFRIED, PETER	LPJ	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER	LPJ
04	10:15 AM-10:59 AM ARE5G-34 GENERAL ART 5	10:15 AM-10:59 AM SCE5GC-34 SCIENCE 5	10:15 AM-10:59 AM PEE5G-34 PHYSICAL EDUCATION 5	10:15 AM-10:59 AM PEE5G-34 PHYSICAL EDUCATION 5	10:15 AM-10:59 AM MUE5G-34 MUSIC (GENERAL) 5	10:15 AM-10:59 AM SCE5GC-34 SCIENCE 5
05	LPJ	GOTTFRIED, PETER	lpj	lpj	LPJ	GOTTFRIED, PETER
06	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5
07	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN
08	11:45 AM-12:14 PM DPZ5G-34	11:45 AM-12:14 PM DPZ5G-34	11:45 AM-12:14 PM DPZ5G-34	11:45 AM-12:14 PM DPZ5G-34	11:45 AM-12:14 PM DPZ5G-34	11:45 AM-12:14 PM DPZ5G-34
09	DIFFERENTIATED INSTRU Z GRD 5	DIFFERENTIATED INSTRU Z GRD 5	DIFFERENTIATED INSTRU Z GRD 5	DIFFERENTIATED INSTRU Z GRD 5	DIFFERENTIATED INSTRU Z GRD 5	DIFFERENTIATED INSTRU Z GRD 5
10	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER
11	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH
12	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5
13	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN
14	01:30 PM-02:29 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5
15	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN
16	02:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5					
17	MULLEN, LUANN					
18	02:30 PM-02:44 PM PEE5G-34 PHYSICAL EDUCATION 5					
19	lpj					
20						
21						
22						

Student Schedule For

cont.

0032 Bennett Park Montessori
School — 15-16
07/12/2016 02:14:06 PM

Grade: 05 Student Number:
Mailing Address:

Term Q1 Courses enrolled: 13

23	02:45 PM-02:59 PM PEESG-34 PHYSICAL EDUCATION 5 p 02:45 PM-02:59 PM RECE-34 RECESS GOTTFRIED, PETER	02:45 PM-03:15 PM RECE-34 RECESS GOTTFRIED, PETER				
24	03:00 PM-03:15 PM PEESG-34 PHYSICAL EDUCATION 5 p 03:00 PM-03:15 PM RECE-34 RECESS GOTTFRIED, PETER					
ASP	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY

Term Q1 (09/03/2015-11/12/2015)						
	A	B	C	D	E	F
HR	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212
01	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY	09:15 AM-09:29 AM ORE8G-1 ORCHESTRA - ELEMENTARY 8 ROUSHEY, EVE
02	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202
03						
04						
05	10:15 AM-10:59 AM HCE8G-3 HOME & CAREERS GR 8 OBRIEN, MARY ELLEN Rm: 113	10:15 AM-10:59 AM MUE8G-6 MUSIC (GENERAL) 8 METCALFE, ALLISON Rm: 217	10:15 AM-10:59 AM HCE8G-3 HOME & CAREERS GR 8 OBRIEN, MARY ELLEN Rm: 113	10:15 AM-10:59 AM MUE8G-6 MUSIC (GENERAL) 8 METCALFE, ALLISON Rm: 217	10:15 AM-10:59 AM HCE8G-3 HOME & CAREERS GR 8 OBRIEN, MARY ELLEN Rm: 113	10:15 AM-10:59 AM MUE8G-6 MUSIC (GENERAL) 8 METCALFE, ALLISON Rm: 217
06						
07						
08	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE
09						
10						
11	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH
12						
13	12:15 PM-12:59 PM TEE8G-7 TECHNOLOGY ED GR 8 MC NEIGHT, JAMES Rm: 25	12:15 PM-12:59 PM PEE8G-4 PHYSICAL EDUCATION 8 BOGDAN, MICHAEL	12:15 PM-12:59 PM TEE8G-7 TECHNOLOGY ED GR 8 MC NEIGHT, JAMES Rm: 25	12:15 PM-12:59 PM PEE8G-4 PHYSICAL EDUCATION 8 BOGDAN, MICHAEL	12:15 PM-12:59 PM TEE8G-7 TECHNOLOGY ED GR 8 MC NEIGHT, JAMES Rm: 25	12:15 PM-12:59 PM PEE8G-4 PHYSICAL EDUCATION 8 BOGDAN, MICHAEL
14						
15						
16	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:29 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204
17						
18		01:30 PM-01:44 PM ORE8G-3 ORCHESTRA - ELEMENTARY 8 ROUSHEY, EVE 01:30 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204				
19	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-01:59 PM ORE8G-3 ORCHESTRA - ELEMENTARY 8 ROUSHEY, EVE 01:45 PM-01:59 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW
20						
21		02:00 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW				

Student Schedule For
L cont.

0032 Bennett Park Montessori
School — 15-16

Grade: 08 Student Number:

Term Q1 Courses enrolled: 12

07/12/2016 02:14:22 PM

22	02:30 PM-03:15 PM					
23	SCE8G-8 SCIENCE 8					
24	CAMERON, LYNDA M					
ASP	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY

Appendix 10-Training Support and Professional Development 2016-17

Implementation Period Training, Support, and Professional Development
2016-2017

Planned Training/Support	Event & Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Seacoast Montessori Center Teacher Education Program	Begins July 2016 and continues through June 2017	Seacoast	A 5-8% increase in the ELA and Math formative and summative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	Based on our DTSDE recommendations, the school leaders and Literacy Coach will develop a procedure and clear expectations for teachers to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. The goal of the training is to have teachers Montessori certified at the level in which they teach. The Literacy Coach and the Program Coordinator will support the implementation of the Montessori training in the classroom.
Trauma Informed Care	Begins August 2016	District Staff	A 10% reduction in behavioral referrals measured by the number of ODRs	Analyzing ODR data Number of CSE referrals Suspension data Summary of Observation	Based on DTSDE recommendations, school leaders will meet and revise the conflict resolution protocol for staff to follow when addressing problem situations among students. This protocol will include appropriate parts of the Montessori peace curriculum and will be scaffolded and implemented at all grade levels in the school. This training will assist with this recommendation.
Restorative Practice	Begins August 2016	District Staff	A 10% reduction in behavioral referrals measured by the number of ODRs	Analyzing ODR data Number of CSE referrals Suspension data Summary of Observation	Based on our DTSDE recommendations school leaders will meet and revise the conflict resolution protocol for staff to follow when addressing problem situations among students. This protocol will include appropriate parts of the Montessori peace curriculum and will be scaffolded and implemented at all grade levels in the school. This training will assist with this recommendation.
Math Modules Aligned with Montessori Math	Begins July 2016 and continues	Building Math Teacher	A 5-8% increase in the Math	Lesson Plans Summary of Observations	Based on our DTSDE recommendations the school leaders and the Montessori Math Team (MMT) will develop a procedure and clear expectations for teachers

Curriculum (Curriculum Mapping)	through December 2017	and Montessori Math Committee	formative and summative assessments	Analyzing of formative and summative assessments Summary of Grade Level Meetings	to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. The MMT and the Program Coordinator will support the implementation of the Math Modules and Montessori curriculum implementation in the classroom. This training and curriculum work will assist with this recommendation.
Montessori Literacy Initiative (Year 2)	Begins July 2016 and continues through June 2017	Literacy Coach and Montessori Literacy Team	A 5-8% increase in the ELA formative and summative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	Based on our DTSDE recommendations, all teachers will begin to use the rubric created as part of the writing initiative. Teachers will ensure that students are taught how to use the rubric to guide writing and to self-evaluate their work. School leaders will monitor the use of the rubric during class visits. This initiative and training will help to support this work.
Explicit Instruction and Student Engagement	September 2016	District Staff	A 5-8% increase in the ELA and Math formative and summative assessments A 5% reduction in behavioral referrals that occurred during instructional periods measured by the number of ODRs	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	Based on our DTSDE recommendations, the school leaders and instructional coach will develop a procedure and clear expectations for teachers to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. These trainings will guide teachers on instruction and engagement.
Step Up to Writing	Begins September 2016 and continues	District Staff, Literacy Coach, and	A 5-8% increase in the ELA formative	Lesson Plans Summary of Observations	Based on our DTSDE recommendations, all teachers will begin to use the rubric created as part of the writing initiative. Teachers will ensure that students are taught how to use the rubric to guide writing and to self-

	through June 2017	Montessori Literacy Team	and summative assessments	Analyzing of formative and summative assessments Summary of Grade Level Meetings	evaluate their work. School leaders will monitor the use of the rubric during class visits. This initiative and training will help to support this work.
Data Driven Instruction	Begins September 2016 and continues through June 2017	District Staff, Literacy Coach, and Building Math Teacher	A 5-8% increase in the ELA and Math formative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	The school seeks to strengthen the use of the DDI process to support classroom instructional decisions that meet the rigorous expectations of the Common Core Learning Standards and the Montessori Curriculum. This training will help us meet the needs of all students in order to increase student achievement.
Rtl and Progress Monitoring	Begins September 2016 and continues through June 2017	District Staff, Literacy Coach, and Building Math Teacher	A 5-8% increase in the ELA and Math formative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	The school seeks to strengthen the use of differentiated instruction to meet the learning needs of all students in order to increase student achievement for all subgroups. In addition, the school seeks to strengthen the documentation of student data in order to support differentiated instruction to support classroom instructional decisions. Training on progress monitoring will help us meet this goal.

Appendix 11: Stakeholders Involvement and Engagement Chart

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

Appendix 12 – Year 1 Implementation Chart

Transformation Model Requirement:				
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.	
<ul style="list-style-type: none"> Implementation of a coherent balanced literacy backwards mapped curriculum at every grade level with a central focus on PK-8th grades. 	✓	August – December 2016	1.1, 1.4	
<ul style="list-style-type: none"> Staff professional development on, and use of, evidence-based best practices to consistently provide instruction to students that promotes higher-order thinking and pushes students to improve toward grade level standards. 	✓	September 2016 – June 2017	1.1	
<ul style="list-style-type: none"> Staff professional development on, and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring, and formative assessments. 	✓	September 2016 – June 2017	1.1, 1.2, 1.3	
<ul style="list-style-type: none"> Implementation of a school-wide Step Up To Writing initiative that is monitored and assessed with school-wide writing rubrics aligned to the ELA CCLS. 	✓	September 2016 – June 2017	1.1	
<ul style="list-style-type: none"> Offer Extended Learning Time (ELT) for 51% of students 1st-8th to include engaging academic enrichment afterschool. 	✓	October 2016 – May 2017	1.1, 1.2, 1.3, 2.2, 3.1	
<ul style="list-style-type: none"> Literacy Coach and reading teachers to monitor and support students' academic progress. 	✓	September 2016 – June 2017	1.2	
<ul style="list-style-type: none"> Implementation of a coherent ELA intervention model at every grade level. 	✓	September 2016 – June 2017	1.2, 1.3	
<ul style="list-style-type: none"> Maximize staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training. 	✓	September 2016 – June 2017	1.2, 1.3	
<ul style="list-style-type: none"> Targeted and aligned embedded professional development for teachers and teacher 	✓	August 2016 – June 2017	1.2	

Appendix 12 – Year 1 Implementation Chart

<p>assistants on Montessori Curriculum.</p>	<ul style="list-style-type: none"> • Staff professional development on, and use of, instructional strategies that focus on student engagement and differentiated instruction such as: <ul style="list-style-type: none"> ○ Effective use of technology ○ Small group instruction driven by data ○ Programmatic interventions (Journeys, Junior Grade Books, etc.) ○ Project based learning opportunities and peer reading 	<p>✓</p>	<p>August 2016 – June 2017</p>	<p>1.3</p>
<ul style="list-style-type: none"> • Targeted and aligned embedded professional development for teachers and teacher assistants and aides on literacy interventions (use of time, skills, and writing strategies). 	<p>✓</p>	<p>August 2016 – June 2017</p>	<p>1.3</p>	
<ul style="list-style-type: none"> • Implementation of the Step Up To Writing curriculum school-wide (PK-8) writing initiative that will be monitored and assessed with teacher developed school-wide cross-disciplinary writing rubrics aligned to the ELA CCLS. 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>1.4</p>	
<ul style="list-style-type: none"> • Provide students with actionable feedback, on writing assignments and projects that will help to inform their writing abilities. 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>1.4</p>	
<ul style="list-style-type: none"> • The program coordinator will support implementation of school improvement goals/objectives and help teachers monitor the implementation. 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>2.1</p>	
<ul style="list-style-type: none"> • Implementation of a coherent backwards mapped math curriculum at every grade level. 	<p>✓</p>	<p>September – December 2016</p>	<p>2.1</p>	
<ul style="list-style-type: none"> • Review of CCLS and Shifts for Math PK- Grade 8 in grade level meetings 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>2.1</p>	
<ul style="list-style-type: none"> • Review of grade level Math Modules and pacing guides to determine grade level benchmarks. 	<p>✓</p>	<p>August – October 2016</p>	<p>2.1</p>	
<ul style="list-style-type: none"> • Detailed review of grades 3-8 NYS Math Assessment data to determine current 	<p>✓</p>	<p>July – October 2016</p>	<p>2.1</p>	

Appendix 12 – Year 1 Implementation Chart

student achievement.				
<ul style="list-style-type: none"> • Creation of grade leveled student Math interim assessments, school-wide. 	✓	September 2016 – February 2017	2.1	
<ul style="list-style-type: none"> • District and building based professional development on, and use of, Data Driven Inquiry. 	✓	September 2016 – June 2017	2.1	
<ul style="list-style-type: none"> • Ensure that staff teaching PS through 8th grade are certified with appropriate Montessori teacher certifications. 	✓	September 2016 - ongoing	2.2	
<ul style="list-style-type: none"> • Implementation of a coherent backwards mapped math curriculum at every grade level with a central focus on PK-8th grades. 	✓	August – December 2016	2.2	
<ul style="list-style-type: none"> • Provide staff professional development on, and use of, evidence-based best practices to consistently provide instruction to students that promotes higher-order thinking and pushes students to improve toward grade level standards. Staff professional development on, and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from school created interim assessments. 	✓	September 2016 – June 2017	2.2	
<ul style="list-style-type: none"> • Implementation of a Montessori Math curriculum that aligns with CCLS. 	✓	August – December 2016	2.2	
<ul style="list-style-type: none"> • Implementation of a coherent Math intervention model at every grade level. 	✓	August – December 2016	2.2	
<ul style="list-style-type: none"> • Targeted and aligned embedded professional development for teachers and teacher assistants on Montessori math materials and lessons. 	✓	September 2016 – June 2017	2.2	
<ul style="list-style-type: none"> • Revise the school schedule to maximize time for targeted data analysis and to plan for re-teaching to address gaps in instruction based on data. 	✓	September 2016 – June 2017	3.1	
<ul style="list-style-type: none"> • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the effective use of 	✓	September 2016 – June 2017	3.1, 3.2	

Appendix 12 – Year 1 Implementation Chart

<p>the DDI process across all grade levels and disciplines.</p>			
<ul style="list-style-type: none"> Identify teacher leaders to take on mentoring, turn-key training and school based team member roles in the effective use of the DDI process to improve academic achievement. 	<p>✓</p>	<p>September – October 2016</p>	<p>3.1, 3.2</p>
<ul style="list-style-type: none"> Provide students with feedback based on DDI and help them set goals for their learning. 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>3.1</p>
<ul style="list-style-type: none"> Create student work portfolios, and intervention plans for students who are behind academically. 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>3.1</p>
<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	<p>✓</p>	<p>August – October 2016</p>	<p>3.2</p>
<ul style="list-style-type: none"> Revise the school master schedule to provide extended and embedded collaborative professional learning community time. 	<p>✓</p>	<p>August – September 2016</p>	<p>3.2</p>

Appendix 1 --Data

	Level	ELA Proficiency (CIRCLE)	ELA Proficiency % (CIRCLE)
PK	Benchmark	92	80%
	Strategic/Intensive	23	20%

	Level	Math Proficiency (CIRCLE)	Math Proficiency % (CIRCLE)
PK	Benchmark	113	99%
	Strategic/Intensive	2	1%

	Level	ELA Proficiency (DIBELS)	ELA Proficiency % (DIBELS)
K	Benchmark	56	56%
	Strategic/Intensive	44	44%
1st	Benchmark	49	70%
	Strategic/Intensive	21	30%
2nd	Benchmark	30	44%
	Strategic/Intensive	40	56%

	Level	ELA Count	ELA Percentages	Math Count	Math Percentages
3 rd	4+3	14	17%	9	11%
	2+1	66	83%	73	89%
4 th	4+3	9	11%	2	3%
	2+1	65	89%	63	97%
5 th	4+3	2	4%	2	5%
	2+1	44	96%	42	95%
6 th	4+3	3	6%	3	8%
	2+1	49	94%	34	92%
7 th	4+3	5	14%	5	11%
	2+1	31	86%	25	89%
8 th	4+3	3	7%	0	0%
	2+1	51	93%	45	100%

Checklist for Determining Priority School Leader Qualifications

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

Please complete the following form for each principal assigned beginning in the 2014-15 school year to lead a Priority School that is implementing a whole school reform model aligned to the ESEA waiver principles¹. The district must submit all required information, and the Superintendent must initial each assertion and sign the form. Failure to do so may jeopardize final State Education Department approval of the proposed whole school reform model.

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

Part 1: Description of Assigned Priority School Leader

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

If the district is planning on retaining the current school leader or has assigned a new leader to the school, the district must identify which of the competencies listed

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

Appendix 2: Checklist for Determining Priority School Leader Qualifications

below are found within the leader. Additionally, the district is required to indicate how it assessed the leader’s competencies through observation or gathered evidence.

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

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

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

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

Appendix 2: Checklist for Determining Priority School Leader Qualifications

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

Appendix 2: Checklist for Determining Priority School Leader Qualifications

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

Appendix 2: Checklist for Determining Priority School Leader Qualifications

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
in the life of the school as participants with voice and input. <input type="checkbox"/>	Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates expertise in providing social-emotional supports for all students. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>

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

3. **If the principal has not yet been hired, please provide the following information as an attachment to this form:**
 - a. A list of action steps the district is taking to ensure that the principal is in place as soon as possible. Please also provide information on how the timeline for hiring of the principal impacted teacher hiring for the 2014-2015 school year.
 - b. A job description for the position and a brief description of the hiring process. Describe how the district will ensure, through the hiring process, that the leader to be hired will have many of the competencies listed on pages two and three of this document.
 - c. A description of how the principal will be supported by the district once hired.

Appendix 2: Checklist for Determining Priority School Leader Qualifications

Part II: District Assertions

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

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

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

Pauletta A. Stines

14 Elton Place • Buffalo, New York 14208 • Home: (716) 883-8718 • Work: (716) 816-4603
Email: pstines@buffaloschools.org • Cellular: (716) 308-5487

CERTIFICATION

New York State Certified School Administrator/Supervisor
Provisional; Effective September 2007

American Montessori Society
Coursework completed June 2007

New York State Certified School District Administrator
Permanent; Effective September 2005

Certificate of Permanent Appointment
Board of Education, Buffalo, New York 14202
June 10, 1992

New York State Certified Secondary Mathematics Teacher
Effective June 1984

EDUCATION

SDA Certificate Sept. 2005

Graduate Education/Administration Program
Canisius College, Buffalo, NY 14208

Master of Science Degree May 1991
Canisius College, Buffalo, NY 14208

Bachelor of Arts Degree May 1984
Canisius College, Buffalo, NY 14208

TEACHING
EXPERIENCE

Technology Integration Specialist

Bennett Park Montessori Center #32, Buffalo, New York 14204
9/04 – 6/07

Area(s) Taught: Computer Instruction Grades K-8/Multi-Ages 5-13
(Macintosh Network)

Westminster Community School, Buffalo, New York 14215
9/03 – 6/04

Area(s) Taught: Computer Instruction Grades K-8 (PC Network)

Hillery Park Academy, Buffalo, New York 14210
1/03 – 6/03

Area(s) Taught: Computer Instruction Grades 3-8 (Macintosh Network)

Stanley M. Makowski Early Childhood Center, Buffalo, New York 14208
9/95 – 1/02

Area(s) Taught: Computer Instruction Grades K-4 (Macintosh Network)

Pauletta A. Stines

14 Elton Place • Buffalo, New York 14208 • Home: (716) 883-8718 • Work: (716) 816-3410
Email: pstines@buffaloschools.org • Cellular: (716) 308-5487

Secondary Mathematics Teacher

Hillery Park Academy, Buffalo, New York 14210

1/02 – 1/03

Area(s) Taught: Grade 8 Mathematics, Grade 7 Mathematics

Academic Challenge Center, Buffalo, New York 14204

9/84 – 6/95

Area(s) Taught: Grade 8 Mathematics (11 yrs.), Course I Regents (8 yrs.)

Grade 8 Social Studies (4 yrs.), Grade 8 Science (1 yr.)

**ADMINISTRATIVE
EXPERIENCE**

Principal

Bennett Park Montessori Center#32, Buffalo, New York

August 2010 – August 2016

Assistant Principal

Bennett Park Montessori Center#32, Buffalo, New York

August 2007 – 2010

Administrative Substitute (Periodically during Administrative Internship)

Bennett Park Montessori Center#32, Buffalo, New York 14204

2005 – 2007

Administrative Intern

Bennett Park Montessori Center#32, Buffalo, New York 14204

2004 – 2005

RELATED TRAINING

RtI District Training	2013 - present
Network Training Institute – Albany, NY	2013 - 2014
Observing and Analyzing Teaching	May 2012
Gang Awareness Seminar	Sep 2008
City of Buffalo Partners	
SIP (School Improvement Plan) Training	Aug 2008
Buffalo School District Initiative	
Montessori Teacher Education Program	2005-2007
630 Youngs Road, Williamsville, New York 14221	
Positive Behavior Interventions & Supports	2006-2007
Buffalo School District Initiative	
eSIS Training	2006-2007
Buffalo School District Initiative	
DIBELS/CIRCLE Assessment Training	2006-2007
Buffalo School District Initiative	
NYStart Training	2006-2007
Buffalo School District Initiative	

LEADERSHIP EXPERIENCE

Principal	2010 – present
Assistant Principal	2007 – 2010
Buffalo District Principals' Leadership Academy	2009 – 2010

Technology Integration Specialist – DWT Audit Captain	2006 – 2007
C.S.E.P. Committee – Math Leader; CSEP Coordinator	2001 – 2003
	2004 – 2007
Technology Integration Team – Leader	1999 – 2004
Instructional Technology Curriculum Committee - Leader	2002 – 2004

REFERENCES

Ms. Kai Lewis
 Director
 Buffalo Public Schools
 (716) 816-3752

Ms. Casandra Wright
 Associate Superintendent OSL
 Buffalo Public Schools
 (716) 888-2545

Mrs. Cindy Clarke
 Assistant Principal
 Buffalo Public Schools
 Dr. King #39
 (716) 816-3130

Eileen Wilms-Buerman, Director
 Buffalo Montessori Teacher Education
 630 Youngs Road, Unit D
 Williamsville, NY 14221

Marianna E. Cecchini

70 Chaumont Drive • Buffalo, New York 14221 • Home: (716) 631-1005 • Work: (716) 816-4603
Email: mcecchini@buffaloschools.org • Cellular: (716) 863-5897

CERTIFICATION

New York State Certified School District Leader

Professional Certificate Effective September 2010

New York State Certified School Building Leader

Professional Certificate Effective April 2015

Center for Montessori Teacher Education-Administrator Training

Courses I,III completed 2011

New York State Certified Pre K -6 Teacher

Permanent Certificate Effective September 2003

New York State Certified Secondary Social Studies Teacher

Permanent Certificate Effective September 2003

EDUCATION

SDL/SBL Certificate

May 2010

Graduate Education/Administration Program

University of Buffalo, Buffalo, NY 14260

Master of Science Degree Elementary Education

July 2000

D'Youville College, Buffalo, NY 14202

Secondary Teaching Certification Program

Dec. 1990

Buffalo State College, Buffalo NY 14222

Bachelor of Arts Degree Political Science

May 1987

Fredonia State College, Buffalo, NY 14063

TEACHING
EXPERIENCE

3rd Grade Classroom Teacher

St. Benedict School, Buffalo New York 14216
09/10-06/11

4th Grade Classroom Teacher

Roosevelt Early Childhood Center # 65, Buffalo New York 14207
09/01-06/09

Adjunct Professor-Graduate Education

Medaille College, Buffalo New York 14214
08/06-08/10

Program Coordinator

Bennett Park Montessori School # 32, Buffalo New York 14204
09/09-06/10

Marianna E Cecchini

70 Chaumont Drive • Buffalo, New York 14221 • Home: (716) 631-1005 • Work: (716) 816-4603
Email: mcecchini@buffaloschools.org • Cellular: (716) 863-5897

ADMINISTRATIVE EXPERIENCE

Assistant Principal

Bennett Park Montessori Center #32, Buffalo, New York 14204
08/10-present

Director of Office of School Leadership

District Office- 720 City Hall, Buffalo, New York 14201
11/13-08/14

Administrative Intern

Bennett Park Montessori Center#32, Buffalo, New York 14204
09/09-08/10

Administrative Intern

Williamsville Schools, Williamsville, New York 14221
05/09-07/10

RELATED TRAINING

- **Common Core Implementation-Math and English Language Arts -BUFFALO PUBLIC SCHOOLS**
- **APPR training -NYSUT AND BUFFALO PUBLIC SCHOOLS**
- **Observing and Analyzing Teachers - RESEARCH FOR BETTER TEACHING**
- **SLO and Student Growth Measures - BUFFALO PUBLIC SCHOOLS**
- **DASA Training -ERIE 1 BOCES AND BUFFALO PUBLIC SCHOOLS**
- **Unleashing The Power of Collaborative Inquiry-Data Driven Dialogue /Instruction – N.LOVE**
- **Montessori Administrator Training - CENTER FOR MONTESSORI TEACHER EDUCATION**
- **Leadership Academy - BUFFALO PUBLIC SCHOOLS**
- **Leveraged Leadership- Teacher Practice Observation Coaching by PLC ASSOCIATES**
- **Leading for Change: enabling others to do what they think they can't do- SUE SZACHOWICZ**
- **American Montessori Society Summer Symposium for School Administrators- LOUISVILLE, KY**
- **American Montessori Society Annual Conference- PHILADELPHIA, PA**

LEADERSHIP EXPERIENCE

Assistant Principal

Buffalo District Principals' Leadership Academy

Building Leadership Literacy Team BPS # 65

Buffalo District Implementation Facilitator-Math Department

2010 – present

2009 – 2010

2006 – 2009

2006 – 2007

REFERENCES

Ms. Pauletta Stines
Principal
Buffalo Public Schools
Bennett Park Montessori
(716) 816-4603

Ms. Angela Cullen
Director Office of
School Leadership
Buffalo Public Schools
(716) 816-3703

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

RECRUITMENT BULLETIN #15-251
MAY 13, 2016

PRINCIPAL

NOTICE OF POSITION

POSITION:

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

PRINCIPAL

APPLICATION:

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

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

QUALIFICATIONS:

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

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

POSITION:

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

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

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

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

Instructional Leadership

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

Teaching and Learning

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

Curriculum

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

Collection, Analysis, and Utilization of Data

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

Infrastructure for Student Success

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

Professional Development

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

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

SALARY: Principal's salary schedule.

FUNDING: Pending Funding

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

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

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

RECRUITMENT BULLETIN #15-252
MAY 13, 2016

ASSISTANT PRINCIPAL

NOTICE OF POSITION

POSITION:

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

**ASSISTANT PRINCIPAL
(Various Locations)**

APPLICATION:

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

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

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

QUALIFICATIONS:

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

RESPONSIBILITIES:

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

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

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

APPOINTMENT:

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

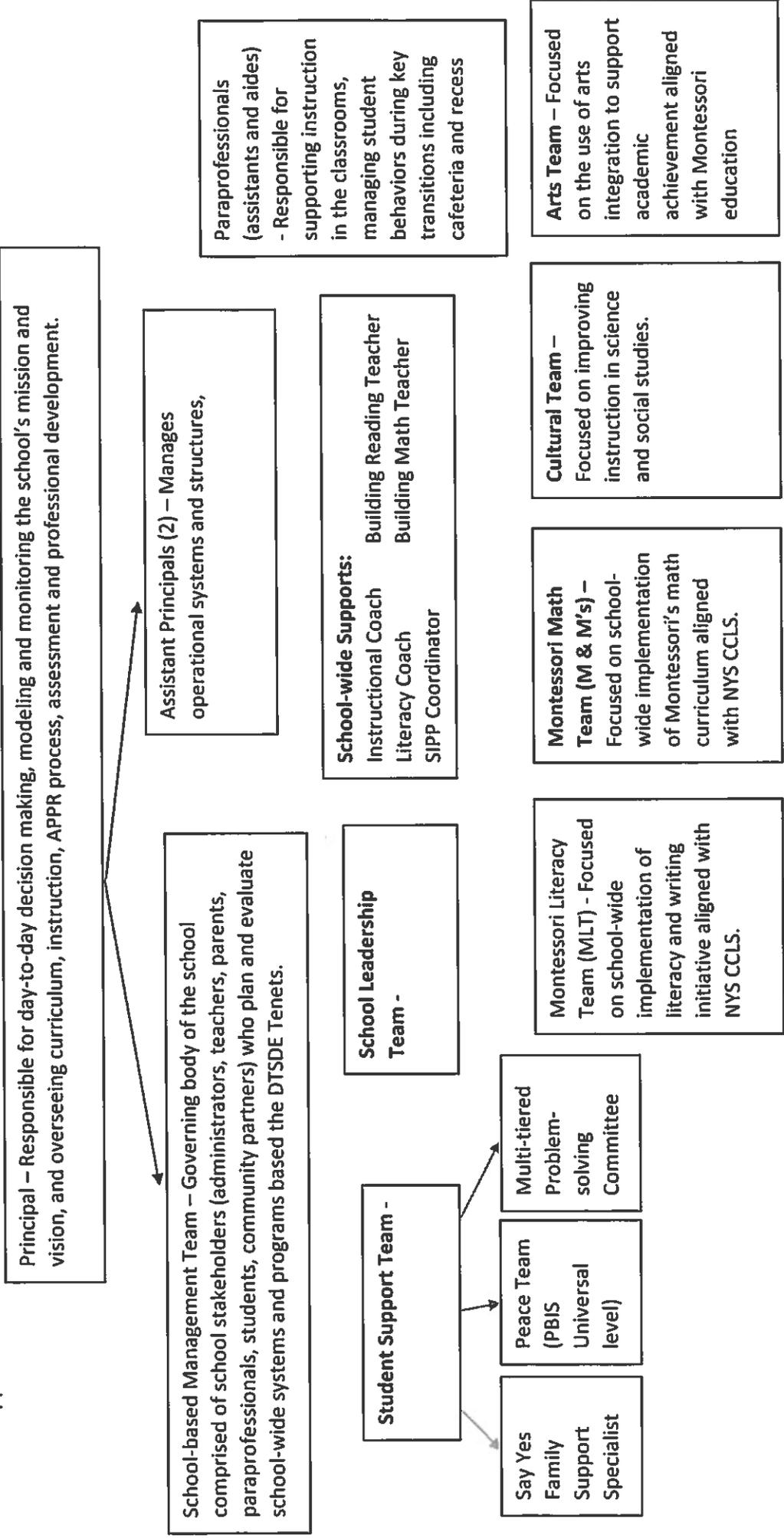
SALARY: Assistant Principal's salary schedule.

FUNDING: Pending Funding

FINAL DATE FOR FILING: June 16, 2016

**DR. KRINER CASH
SUPERINTENDENT OF SCHOOLS**

Appendix 6



2015-2016 APPR Time Line

July 2016

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

August 2016

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

September 2016

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

October 2016

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

November 2016

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

December 2016

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

January 2017

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

Appendix 7 – APPR Schedule

February 2017

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

March 2017

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

April 2017

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

May 2017

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

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

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

JULY 2016

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

AUGUST 2016

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

SEPTEMBER 2016

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

OCTOBER 2016

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

NOVEMBER 2016

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

DECEMBER 2016

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

H.S. Regents Exams

3-8 NYSED Testing

Schools Closed

JANUARY 2017

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

FEBRUARY 2017

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

MARCH 2017

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

APRIL 2017

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

MAY 2017

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

JUNE 2017

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

Central Office Also Closed

Sup't. Conference Day

Early Release Day

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

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

*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

Term Q1 (09/03/2015-11/13/2015)						
	A	B	C	D	E	F
HR	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109	09:00 AM-09:14 AM HR05-34 HR-GRADE 05 GOTTFRIED, PETER Rm: 109
01	EMPTY	09:15 AM-09:29 AM ORE5G-100 ORCHESTRA - ELEMENTARY 5 ROUSHEY, EVE	EMPTY	09:15 AM-09:29 AM ORE5G-100 ORCHESTRA - ELEMENTARY 5 ROUSHEY, EVE	EMPTY	09:15 AM-09:29 AM ORE5G-100 ORCHESTRA - ELEMENTARY 5 ROUSHEY, EVE
02	09:30 AM-10:14 AM SSE5GC-34 SOCIAL STUDIES 5	09:30 AM-10:14 AM ARE5G-34 GENERAL ART 5	09:30 AM-10:14 AM SSE5GC-34 SOCIAL STUDIES 5	09:30 AM-10:14 AM SCE5GC-34 SCIENCE 5	09:30 AM-10:14 AM SSE5GC-34 SOCIAL STUDIES 5	09:30 AM-10:14 AM MUE5G-34 MUSIC (GENERAL) 5
03	GOTTFRIED, PETER	LPJ	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER	LPJ
04	10:15 AM-10:59 AM ARE5G-34 GENERAL ART 5	10:15 AM-10:59 AM SCE5GC-34 SCIENCE 5	10:15 AM-10:59 AM PEE5G-34 PHYSICAL EDUCATION 5	10:15 AM-10:59 AM PEE5G-34 PHYSICAL EDUCATION 5	10:15 AM-10:59 AM MUE5G-34 MUSIC (GENERAL) 5	10:15 AM-10:59 AM SCE5GC-34 SCIENCE 5
05	LPJ	GOTTFRIED, PETER	lpj	lpj	LPJ	GOTTFRIED, PETER
06	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5	11:00 AM-11:44 AM MAE5GC-33 MATH GRADE 5
07	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN
08	11:45 AM-12:14 PM DPZ5G-34	11:45 AM-12:14 PM DPZ5G-34	11:45 AM-12:14 PM DPZ5G-34	11:45 AM-12:14 PM DPZ5G-34	11:45 AM-12:14 PM DPZ5G-34	11:45 AM-12:14 PM DPZ5G-34
09	DIFFERENTIATED INSTRU Z GRD 5	DIFFERENTIATED INSTRU Z GRD 5	DIFFERENTIATED INSTRU Z GRD 5	DIFFERENTIATED INSTRU Z GRD 5	DIFFERENTIATED INSTRU Z GRD 5	DIFFERENTIATED INSTRU Z GRD 5
10	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER	GOTTFRIED, PETER
11	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH	12:15 PM-12:44 PM LUN-3 LUNCH
12	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5	12:45 PM-01:29 PM ENE5GC-33 ENGLISH GRADE 5
13	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN
14	01:30 PM-02:29 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5	01:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5
15	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN	MULLEN, LUANN
16	02:30 PM-02:44 PM ENE5G-33 ENGLISH GRADE 5					
17	MULLEN, LUANN					
18	02:30 PM-02:44 PM PEE5G-34 PHYSICAL EDUCATION 5					
19	lpj					
20						
21						
22						

Student Schedule For

cont.

0032 Bennett Park Montessori
School — 15-16
07/12/2016 02:14:06 PM

Grade: 05 Student Number:
Mailing Address:

Term Q1 Courses enrolled: 13

23	02:45 PM-02:59 PM PEESG-34 PHYSICAL EDUCATION 5 p 02:45 PM-02:59 PM RECE-34 RECESS GOTTFRIED, PETER	02:45 PM-03:15 PM RECE-34 RECESS GOTTFRIED, PETER				
24	03:00 PM-03:15 PM PEESG-34 PHYSICAL EDUCATION 5 p 03:00 PM-03:15 PM RECE-34 RECESS GOTTFRIED, PETER					
ASP	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY

Term Q1 (09/03/2015-11/12/2015)						
	A	B	C	D	E	F
HR	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212	09:00 AM-09:14 AM HR08-6 HR-GRADE 08 SZANTOR, KIRSTEN Rm: 212
01	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY	09:15 AM-09:29 AM ORE8G-1 ORCHESTRA - ELEMENTARY 8 ROUSHEY, EVE
02	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202	09:30 AM-10:14 AM MAE8G-1 MATH GRADE 8 HEATH, ANDREA L Rm: 202
03						
04						
05	10:15 AM-10:59 AM HCE8G-3 HOME & CAREERS GR 8 OBRIEN, MARY ELLEN Rm: 113	10:15 AM-10:59 AM MUE8G-6 MUSIC (GENERAL) 8 METCALFE, ALLISON Rm: 217	10:15 AM-10:59 AM HCE8G-3 HOME & CAREERS GR 8 OBRIEN, MARY ELLEN Rm: 113	10:15 AM-10:59 AM MUE8G-6 MUSIC (GENERAL) 8 METCALFE, ALLISON Rm: 217	10:15 AM-10:59 AM HCE8G-3 HOME & CAREERS GR 8 OBRIEN, MARY ELLEN Rm: 113	10:15 AM-10:59 AM MUE8G-6 MUSIC (GENERAL) 8 METCALFE, ALLISON Rm: 217
06						
07						
08	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE	11:00 AM-11:44 AM ENE8G-3 ENGLISH GRADE 8 KOSMOSKI, NADINE
09						
10						
11	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH	11:45 AM-12:14 PM LUN-2 LUNCH
12						
13	12:15 PM-12:59 PM TEE8G-7 TECHNOLOGY ED GR 8 MC NEIGHT, JAMES Rm: 25	12:16 PM-12:59 PM PEE8G-4 PHYSICAL EDUCATION 8 BOGDAN, MICHAEL	12:15 PM-12:59 PM TEE8G-7 TECHNOLOGY ED GR 8 MC NEIGHT, JAMES Rm: 25	12:15 PM-12:59 PM PEE8G-4 PHYSICAL EDUCATION 8 BOGDAN, MICHAEL	12:15 PM-12:59 PM TEE8G-7 TECHNOLOGY ED GR 8 MC NEIGHT, JAMES Rm: 25	12:15 PM-12:59 PM PEE8G-4 PHYSICAL EDUCATION 8 BOGDAN, MICHAEL
14						
15						
16	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:29 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204	01:00 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204
17						
18		01:30 PM-01:44 PM ORE8G-3 ORCHESTRA - ELEMENTARY 8 ROUSHEY, EVE 01:30 PM-01:44 PM ITE8G-1 ITALIAN 8 RUNCKEL, TERESA Rm: 204				
19	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-01:59 PM ORE8G-3 ORCHESTRA - ELEMENTARY 8 ROUSHEY, EVE 01:45 PM-01:59 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW	01:45 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW
20						
21		02:00 PM-02:29 PM SSE8G-7 SOCIAL STUDIES 8 BOYLE, MATTHEW				

Student Schedule For
L cont.

0032 Bennett Park Montessori
School — 15-16

Grade: 08 Student Number:

Term Q1 Courses enrolled: 12

07/12/2016 02:14:22 PM

22	02:30 PM-03:15 PM					
23	SCE8G-8 SCIENCE 8					
24	CAMERON, LYNDAM					
ASP	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY	EMPTY

Appendix 10-Training Support and Professional Development 2016-17

Implementation Period Training, Support, and Professional Development
2016-2017

Planned Training/Support	Event & Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Seacoast Montessori Center Teacher Education Program	Begins July 2016 and continues through June 2017	Seacoast	A 5-8% increase in the ELA and Math formative and summative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	Based on our DTSDE recommendations, the school leaders and Literacy Coach will develop a procedure and clear expectations for teachers to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. The goal of the training is to have teachers Montessori certified at the level in which they teach. The Literacy Coach and the Program Coordinator will support the implementation of the Montessori training in the classroom.
Trauma Informed Care	Begins August 2016	District Staff	A 10% reduction in behavioral referrals measured by the number of ODRs	Analyzing ODR data Number of CSE referrals Suspension data Summary of Observation	Based on DTSDE recommendations, school leaders will meet and revise the conflict resolution protocol for staff to follow when addressing problem situations among students. This protocol will include appropriate parts of the Montessori peace curriculum and will be scaffolded and implemented at all grade levels in the school. This training will assist with this recommendation.
Restorative Practice	Begins August 2016	District Staff	A 10% reduction in behavioral referrals measured by the number of ODRs	Analyzing ODR data Number of CSE referrals Suspension data Summary of Observation	Based on our DTSDE recommendations school leaders will meet and revise the conflict resolution protocol for staff to follow when addressing problem situations among students. This protocol will include appropriate parts of the Montessori peace curriculum and will be scaffolded and implemented at all grade levels in the school. This training will assist with this recommendation.
Math Modules Aligned with Montessori Math	Begins July 2016 and continues	Building Math Teacher	A 5-8% increase in the Math	Lesson Plans Summary of Observations	Based on our DTSDE recommendations the school leaders and the Montessori Math Team (MMT) will develop a procedure and clear expectations for teachers

Curriculum (Curriculum Mapping)	through December 2017	and Montessori Math Committee	formative and summative assessments	Analyzing of formative and summative assessments Summary of Grade Level Meetings	to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. The MMT and the Program Coordinator will support the implementation of the Math Modules and Montessori curriculum implementation in the classroom. This training and curriculum work will assist with this recommendation.
Montessori Literacy Initiative (Year 2)	Begins July 2016 and continues through June 2017	Literacy Coach and Montessori Literacy Team	A 5-8% increase in the ELA formative and summative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	Based on our DTSDE recommendations, all teachers will begin to use the rubric created as part of the writing initiative. Teachers will ensure that students are taught how to use the rubric to guide writing and to self-evaluate their work. School leaders will monitor the use of the rubric during class visits. This initiative and training will help to support this work.
Explicit Instruction and Student Engagement	September 2016	District Staff	A 5-8% increase in the ELA and Math formative and summative assessments A 5% reduction in behavioral referrals that occurred during instructional periods measured by the number of ODRs	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	Based on our DTSDE recommendations, the school leaders and instructional coach will develop a procedure and clear expectations for teachers to identify important Montessori principles to be included in daily lessons across all content areas, which will lead to increased student engagement and peer interaction. These trainings will guide teachers on instruction and engagement.
Step Up to Writing	Begins September 2016 and continues	District Staff, Literacy Coach, and	A 5-8% increase in the ELA formative	Lesson Plans Summary of Observations	Based on our DTSDE recommendations, all teachers will begin to use the rubric created as part of the writing initiative. Teachers will ensure that students are taught how to use the rubric to guide writing and to self-

	through June 2017	Montessori Literacy Team	and summative assessments	Analyzing of formative and summative assessments Summary of Grade Level Meetings	evaluate their work. School leaders will monitor the use of the rubric during class visits. This initiative and training will help to support this work.
Data Driven Instruction	Begins September 2016 and continues through June 2017	District Staff, Literacy Coach, and Building Math Teacher	A 5-8% increase in the ELA and Math formative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	The school seeks to strengthen the use of the DDI process to support classroom instructional decisions that meet the rigorous expectations of the Common Core Learning Standards and the Montessori Curriculum. This training will help us meet the needs of all students in order to increase student achievement.
Rtl and Progress Monitoring	Begins September 2016 and continues through June 2017	District Staff, Literacy Coach, and Building Math Teacher	A 5-8% increase in the ELA and Math formative assessments	Lesson Plans Summary of Observations Analyzing of formative and summative assessments Summary of Grade Level Meetings	The school seeks to strengthen the use of differentiated instruction to meet the learning needs of all students in order to increase student achievement for all subgroups. In addition, the school seeks to strengthen the documentation of student data in order to support differentiated instruction to support classroom instructional decisions. Training on progress monitoring will help us meet this goal.

Appendix 11: Stakeholders Involvement and Engagement Chart

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

Appendix 12 – Year 1 Implementation Chart

Transformation Model Requirement:				
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.	
<ul style="list-style-type: none"> Implementation of a coherent balanced literacy backwards mapped curriculum at every grade level with a central focus on PK-8th grades. 	✓	August – December 2016	1.1, 1.4	
<ul style="list-style-type: none"> Staff professional development on, and use of, evidence-based best practices to consistently provide instruction to students that promotes higher-order thinking and pushes students to improve toward grade level standards. 	✓	September 2016 – June 2017	1.1	
<ul style="list-style-type: none"> Staff professional development on, and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring, and formative assessments. 	✓	September 2016 – June 2017	1.1, 1.2, 1.3	
<ul style="list-style-type: none"> Implementation of a school-wide Step Up To Writing initiative that is monitored and assessed with school-wide writing rubrics aligned to the ELA CCLS. 	✓	September 2016 – June 2017	1.1	
<ul style="list-style-type: none"> Offer Extended Learning Time (ELT) for 51% of students 1st-8th to include engaging academic enrichment afterschool. 	✓	October 2016 – May 2017	1.1, 1.2, 1.3, 2.2, 3.1	
<ul style="list-style-type: none"> Literacy Coach and reading teachers to monitor and support students' academic progress. 	✓	September 2016 – June 2017	1.2	
<ul style="list-style-type: none"> Implementation of a coherent ELA intervention model at every grade level. 	✓	September 2016 – June 2017	1.2, 1.3	
<ul style="list-style-type: none"> Maximize staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training. 	✓	September 2016 – June 2017	1.2, 1.3	
<ul style="list-style-type: none"> Targeted and aligned embedded professional development for teachers and teacher 	✓	August 2016 – June 2017	1.2	

Appendix 12 – Year 1 Implementation Chart

<p>assistants on Montessori Curriculum.</p>	<ul style="list-style-type: none"> • Staff professional development on, and use of, instructional strategies that focus on student engagement and differentiated instruction such as: <ul style="list-style-type: none"> ○ Effective use of technology ○ Small group instruction driven by data ○ Programmatic interventions (Journeys, Junior Grade Books, etc.) ○ Project based learning opportunities and peer reading 	<p>✓</p>	<p>August 2016 – June 2017</p>	<p>1.3</p>
<ul style="list-style-type: none"> • Targeted and aligned embedded professional development for teachers and teacher assistants and aides on literacy interventions (use of time, skills, and writing strategies). 	<p>✓</p>	<p>August 2016 – June 2017</p>	<p>1.3</p>	
<ul style="list-style-type: none"> • Implementation of the Step Up To Writing curriculum school-wide (PK-8) writing initiative that will be monitored and assessed with teacher developed school-wide cross-disciplinary writing rubrics aligned to the ELA CCLS. 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>1.4</p>	
<ul style="list-style-type: none"> • Provide students with actionable feedback, on writing assignments and projects that will help to inform their writing abilities. 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>1.4</p>	
<ul style="list-style-type: none"> • The program coordinator will support implementation of school improvement goals/objectives and help teachers monitor the implementation. 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>2.1</p>	
<ul style="list-style-type: none"> • Implementation of a coherent backwards mapped math curriculum at every grade level. 	<p>✓</p>	<p>September – December 2016</p>	<p>2.1</p>	
<ul style="list-style-type: none"> • Review of CCLS and Shifts for Math PK- Grade 8 in grade level meetings 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>2.1</p>	
<ul style="list-style-type: none"> • Review of grade level Math Modules and pacing guides to determine grade level benchmarks. 	<p>✓</p>	<p>August – October 2016</p>	<p>2.1</p>	
<ul style="list-style-type: none"> • Detailed review of grades 3-8 NYS Math Assessment data to determine current 	<p>✓</p>	<p>July – October 2016</p>	<p>2.1</p>	

Appendix 12 – Year 1 Implementation Chart

student achievement.				
<ul style="list-style-type: none"> • Creation of grade leveled student Math interim assessments, school-wide. 	✓	September 2016 – February 2017	2.1	
<ul style="list-style-type: none"> • District and building based professional development on, and use of, Data Driven Inquiry. 	✓	September 2016 – June 2017	2.1	
<ul style="list-style-type: none"> • Ensure that staff teaching PS through 8th grade are certified with appropriate Montessori teacher certifications. 	✓	September 2016 - ongoing	2.2	
<ul style="list-style-type: none"> • Implementation of a coherent backwards mapped math curriculum at every grade level with a central focus on PK-8th grades. 	✓	August – December 2016	2.2	
<ul style="list-style-type: none"> • Provide staff professional development on, and use of, evidence-based best practices to consistently provide instruction to students that promotes higher-order thinking and pushes students to improve toward grade level standards. Staff professional development on, and use of, Data Driven Inquiry to differentiate instruction in order to meet student academic needs based on data derived from school created interim assessments. 	✓	September 2016 – June 2017	2.2	
<ul style="list-style-type: none"> • Implementation of a Montessori Math curriculum that aligns with CCLS. 	✓	August – December 2016	2.2	
<ul style="list-style-type: none"> • Implementation of a coherent Math intervention model at every grade level. 	✓	August – December 2016	2.2	
<ul style="list-style-type: none"> • Targeted and aligned embedded professional development for teachers and teacher assistants on Montessori math materials and lessons. 	✓	September 2016 – June 2017	2.2	
<ul style="list-style-type: none"> • Revise the school schedule to maximize time for targeted data analysis and to plan for re-teaching to address gaps in instruction based on data. 	✓	September 2016 – June 2017	3.1	
<ul style="list-style-type: none"> • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the effective use of 	✓	September 2016 – June 2017	3.1, 3.2	

Appendix 12 – Year 1 Implementation Chart

<p>the DDI process across all grade levels and disciplines.</p>			
<ul style="list-style-type: none"> Identify teacher leaders to take on mentoring, turn-key training and school based team member roles in the effective use of the DDI process to improve academic achievement. 	<p>✓</p>	<p>September – October 2016</p>	<p>3.1, 3.2</p>
<ul style="list-style-type: none"> Provide students with feedback based on DDI and help them set goals for their learning. 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>3.1</p>
<ul style="list-style-type: none"> Create student work portfolios, and intervention plans for students who are behind academically. 	<p>✓</p>	<p>September 2016 – June 2017</p>	<p>3.1</p>
<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	<p>✓</p>	<p>August – October 2016</p>	<p>3.2</p>
<ul style="list-style-type: none"> Revise the school master schedule to provide extended and embedded collaborative professional learning community time. 	<p>✓</p>	<p>August – September 2016</p>	<p>3.2</p>



Buffalo Public Schools

Grants Development Department

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

District Attachments

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

Submitted July 20, 2016

Appendix A - New Education Bargain



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

RIGOROUS EARLY ELEMENTARY EDUCATION

STRONG COMMUNITY SCHOOLS

NEW INNOVATIVE HIGH SCHOOLS

EXTENDED LEARNING EXCELLENCE FOR ALL OUR STUDENTS

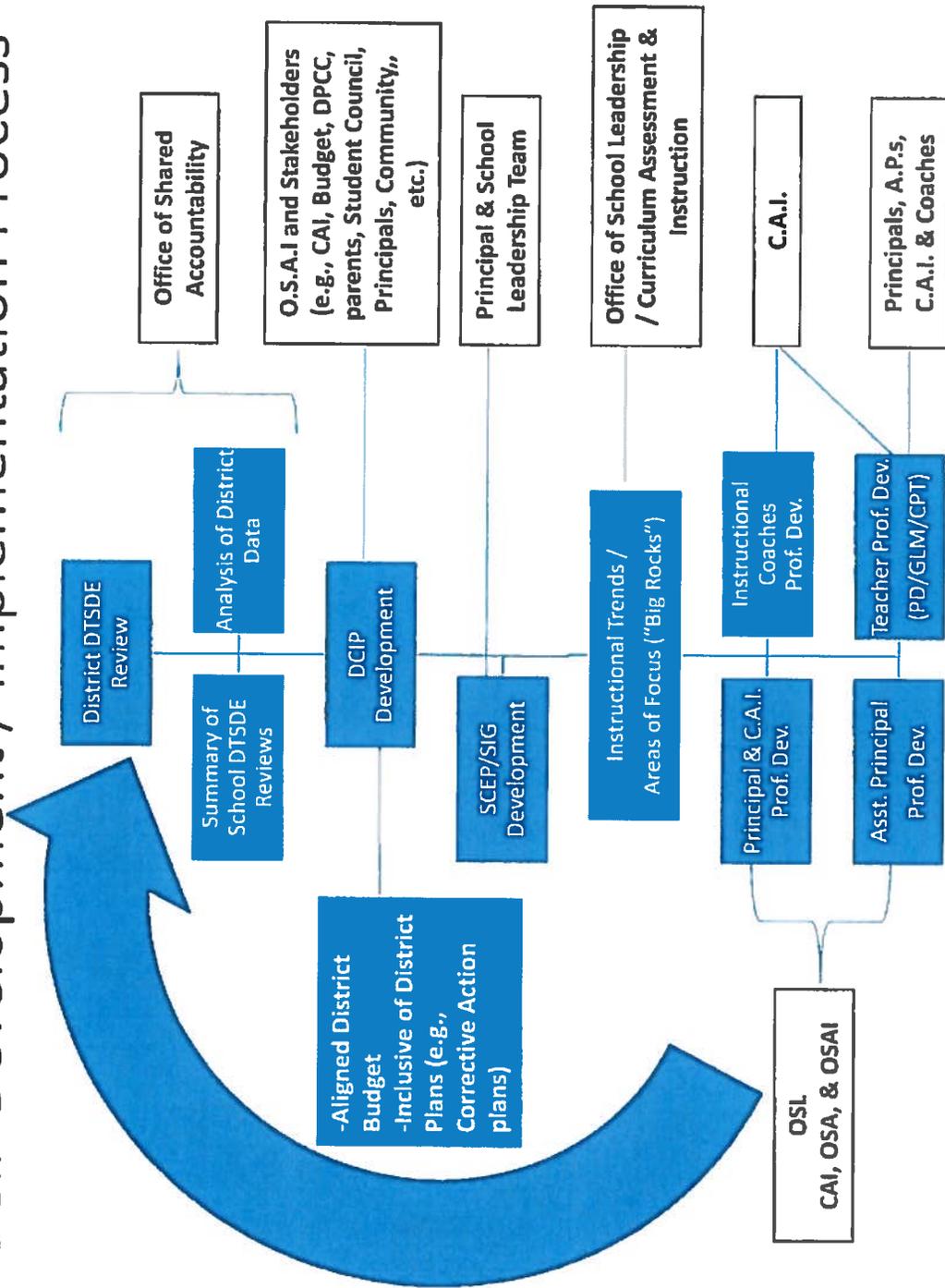
SERVICES FOR OUR NEEDIEST CHILDREN AND FAMILIES

NEW RELATIONSHIP WITH OUR TEACHERS

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

Appendix B – DCIP Development Implementation Process

DCIP Development / Implementation Process



Attachment C – Staffing – School-Based Budget

NON-NEGOTIABLE STAFFING LEVELS:

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

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

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

6. FLEXIBLE CONTRACT FOR EXCELLENCE FUND BUDGETS

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

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

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

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

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

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

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

6B. STATE GUIDELINES FOR CONTRACT FOR EXCELLENCE ALLOCATIONS

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

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

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

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

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

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

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

BUFFALO PUBLIC SCHOOLS – OFFICE OF SCHOOL LEADERSHIP

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

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

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

Attachment E – Supporting Labor Management Document



Buffalo Public Schools

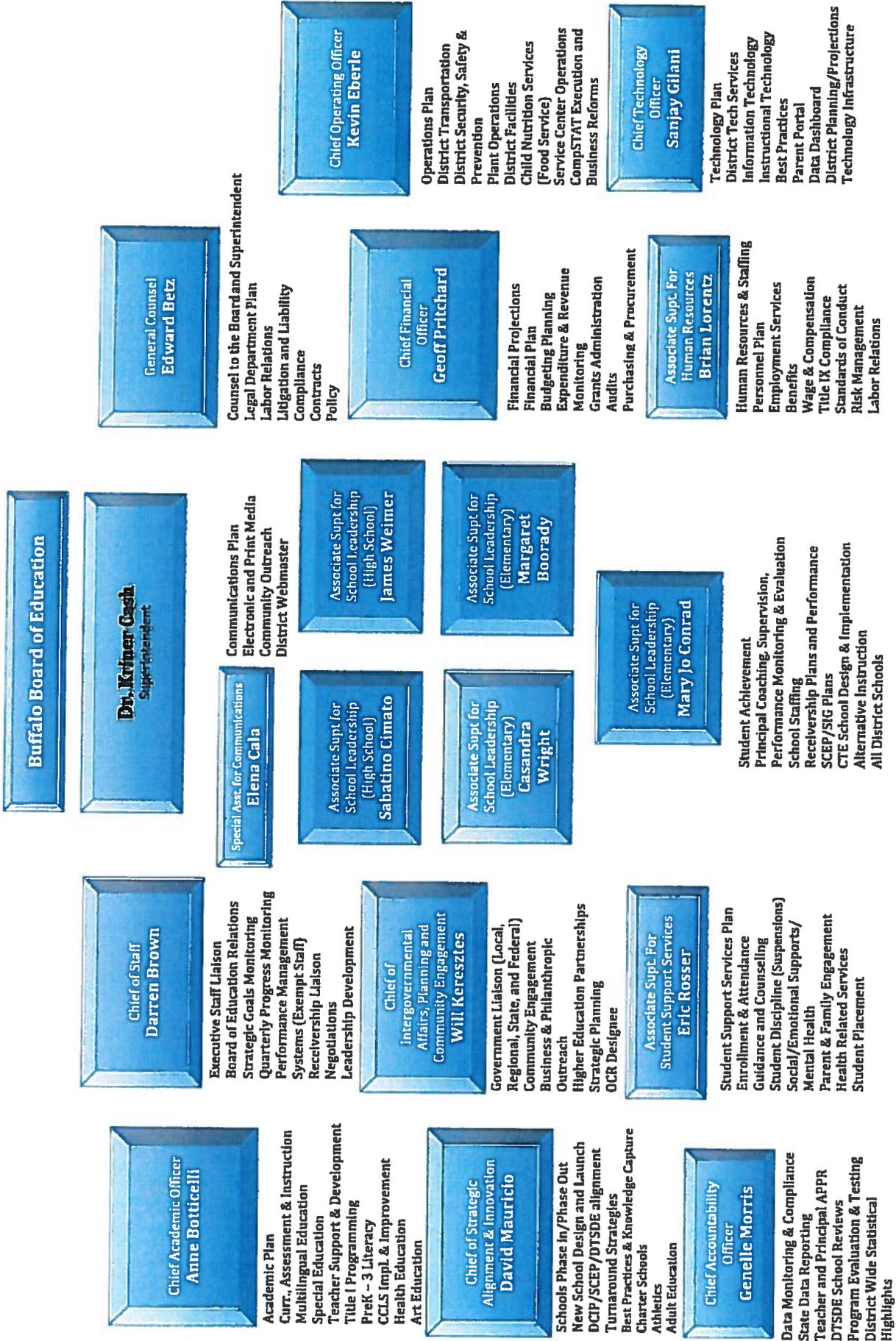
City Hall • Buffalo, New York 14202
Telephone: (716) 816-3625 • Fax: (716) 851-3554

Supporting Labor Management Document

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

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

APPENDIX F



Appendix G- Support and Accountability for Priority Schools Timeframe

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

Appendix G- Support and Accountability for Priority Schools Timeframe

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

Appendix H - District-wide Training Programs – Teacher Capacity

July 1, 2016 – June 30, 2017

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