



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)

140600010061 PS 61 AT 171

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:

298

School Address (Street, City, Zip Code):

453 Lerory Avenue, Buffalo 14215

Status of School:

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

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

Select the SIG Model for this School Application

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

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

Early Learning Intervention

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

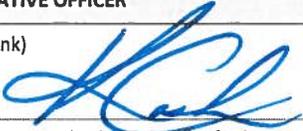
DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

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	
Arthur O. Eve School of Distinction #61				140600 01 0061	
Grade Levels Served by the Priority School Identified in this Application				School NCES #	
PK-4				3605850 00352	
Total Number of Students Served by the Priority School Identified in this Application				School Address (Street, City, Zip Code)	
298				453 Leroy Ave, Buffalo, NY 14215	

School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation and Reform Framework <input type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input checked="" 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 7/18/14
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
<p>Increase capacity of the Human Resources department.</p>	<ul style="list-style-type: none"> • The District created a new title of HR Manager with the responsibility of directly overseeing the staffing and hiring responsibilities of the department. She manages the candidate pool for all subject areas, resulting in an increase in the total number of available candidates and minority candidates. Previously, recruitment, screening, and selection of candidates was a lower Priority for this office; it is now a major focus. • The department has been restructured to create teams that focus on specific groups of schools, in alignment with the service structure of the Office of School Leadership (OSL). Each school has a specific, designated point of contact in HR and OSL to provide more customized service.
<p>Strengthen partnerships with local colleges, universities, and other teacher preparation programs that have candidates who meet BCSD needs.</p>	<ul style="list-style-type: none"> • The HR Manager and team have developed stronger partnerships with local colleges and universities. These relationships have led to on-campus recruitment opportunities beyond traditional student job fairs, as well as referrals from the career office. When students visit the career office, staff are more knowledgeable about District opportunities and better equipped to identify appropriate matches for students. • BCSD staff recently attended a multilingual conference and rented a booth to recruit multilingual candidates. • Developed recruitment tools such as thumb drives with video intended to attract diverse talent to BCSD, and a direct link to the Career page for applications. • Maintaining partnership with Teach for America (TFA) to recruit candidates for positions that the District typically struggles to fill. • Partnering with Niagara University to offer 78 teachers and administrators TLQP (Teacher/Leader Quality Partnership) certification training in response to the needs of the ESL population. • In response to our request for high-need ESL teachers, TFA arranged for a local college to cross-train TFA candidates to obtain TESOL certification.

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

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

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

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

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

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

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

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

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

emphasis on the required instructional shifts.

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

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

Appendix H - District-wide Training Programs – Teacher Capacity

July 1, 2016 – June 30, 2017

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

E. District External Partner Recruitment, Screening, and Matching

i. Selection Process

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

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

ii. Procurement and Budget Timelines

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

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

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

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

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

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

School Enrollment Characteristics

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

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

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

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

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

ii. Policies and Practices Ensuring School Access

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

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

iii. Strategies to Address Disproportionality

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

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

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

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

The process begins with the review of the following data:

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

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

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

G. District Level Labor and Management Consultation and Collaboration

i. Consultation and Collaboration

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

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

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

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

Meeting Schedule for Review of School Plans

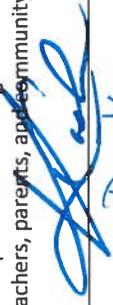
School	Meeting – Draft of Plan	Meeting – Final Plan
Dr. A Pantoja School #18	June 23, 2016	July 13, 2016
Montessori School #32	June 30, 2016	July 13, 2016
Arthur O. Eve School #61	July 11, 2016	July 14, 2016
Early Childhood Center #82	June 22, 24, 27, 2016	July 11- 14, 2016
Alternative School #131	July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

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

Attachment A
Consultation and Collaboration Documentation Form
Arthur O. Eve School of Distinction - #61

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

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

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

II. School-level Plan – Turnaround, Transformation, and Early Learning Intervention

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

i. Student Population

In the 2015-2016 school year, the Arthur O. Eve School of Distinction #61 had 312 students enrolled in grades pre-K-4. Demographically, the students were 80 percent African American, 9 percent Latino, 1 percent Asian or Native Hawaiian/Other Pacific Islander, 5 percent White, and 4 percent Multiracial. Approximately 96 percent of the student body was economically disadvantaged and qualified for free and reduced lunch. Students with disabilities constituted for 23 percent of the total population, and were enrolled across five self-contained classrooms and Co-Integrated classrooms.

Additionally, 1 percent of the student population was Limited English Proficient.

The student achievement tables below show the achievement scores for the Arthur O. Eve School of Distinction #61 for the 2014- 2015 school year (2015-2016 data is not yet available). These data indicate that the Arthur O. Eve School of Distinction #61 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 does not currently have a plan for triangulation of math data and currently uses the math checkpoints and exit tickets per the EngageNY modules as the progress monitoring tool.

Addressing this deficit is an important component of the Arthur O. Eve School of Distinction #61, Early Learning Intervention plan. *Please see attached Appendix 1: School Data Chart.*

Analysis of trends in the student data indicate that the number of students scoring in the lower levels of achievement increases from 1st to 3rd grade, and though there is a small decrease in grade 4 the overall percentage of students scoring in the lower levels is above 90%. In math, the percentages scoring in the lower range is again well above 90%. This trend, clearly indicates a need for improvement in student achievement at all grade levels, at the school which is an Early Childhood School.

Attendance The rate of attendance for the 2015-2016 school year was 90%. Historically, the Arthur O. Eve School of Distinction #61 has maintained a student daily attendance rate of between 88- 89% (in 2014-2015 the attendance rate was 89.4%). The Arthur O. Eve School of Distinction #61, 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.

Discipline For the 2015-2016 school year, there were 495 discipline referrals for major offenses. Of those, 47 students had three or more repeat offenses. Most offenses occurred in the classroom with classroom disruption reported as the most frequent offense. Insubordination was another commonly occurring discipline issue. The data also indicate that hallways are the location where discipline infractions occur frequently. During the 2015-2016 school year, 21.6 percent of the student body experienced a period of suspension. Overall, there were a total of 49 suspensions (12 formal suspensions and 37 informal suspensions).

ii. Diagnostic School Review Process

The systemic, in-depth diagnostic school review of the Arthur O. Eve School of Distinction #61 was conducted, in November 2015, 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 the Arthur O. Eve School of Distinction #61 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 of this Early Learning Plan and will lead to dramatic improvement in student achievement.

iii. Evidence of Community and Family Input

The school is working to develop more strategies to increase family and community engagement. The school is implementing many initiatives in an attempt to increase parental involvement and engagement within the school. The school's new leader has implemented an open door policy and has also started a suggestion box in the main office. The school leader has also made it a priority to articulate the school's expectations to stakeholders by including them on all school communications and by posting them in the school's main hallway in student friendly language. While the school leader has prioritized communication with parents and families, school stakeholders articulated in focus groups the need for increased parental involvement and support. Teachers regularly communicate with parents through the use of the student take home folder and the school newsletter. One teacher is using a texting program to notify parents of student homework and talked about the programs positive results, but use of this program is isolated to a few teachers. Additionally, these modes of communication are often one way forms of communication, rather than modes to facilitate reciprocal communication. The school's Parent Student Organization (PSO) is working to take an active role in increasing parental involvement. The PSO is sponsoring a two hour pledge initiative in which they are working to get all parents to volunteer for two hours during the school year as a method to encourage parents to play a more active role in the education of their children. The PSO is also working with community supports to provide parents with opportunities to work towards their General Education Development (GED) and job readiness training. This is in addition to the school holding family nights in an effort to work with parents on how they can support their child's learning at home. For example, at a math family night, families learned to play math games to reinforce student

skills and were provided with the resources to make these games so that they can be implemented at home. Although the school is hosting educational family nights, school stakeholders articulated that attendance is sporadic which impedes the impact of these activities. The parent focus group acknowledged many ways that the school shares data with them including parent portal, progress reports, report cards, and take home folders. Although parents were able to acknowledge how data is shared with them, their knowledge of data was limited to pass or fail, rather than how it can be used to improve student learning. As a result, despite the schools efforts, families do not regularly play an active role in their child's learning.

Our DTSDE Report Recommends: In order to create a culture of partnership where the entire community is working to support student academic progress, school stakeholders should:

- Collaborate with parents and school partners to develop a comprehensive plan to bolster parent engagement to support improved student performance and achievement. This plan should be developed in collaboration with all school stakeholders and include trainings for parents on supporting student academics at home and sharing of best practices to promote a stronger home-school communication.

iv. Existing School Capacity, Strengths, and Needs

The following strengths, existing capacity, systemic gaps and needs reported in the 2015 DTSDE Review have been discussed at various stakeholder meetings.

Strengths:

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

- The school has adequate Common Core Learning Standard~ approved ELA and Math curriculum resources for classrooms.
- The school has an implemented Positive Behavior Interventions (PBIS) systems that benefit many, but not all students.
- The school has access to an assessment system that can be used to collect timely student data based on instruction.

Needs:

The school has a new Principal and did not have an Assistant Principal at the time of the Review (one was assigned in early June 2016). There are many part-time staff, in key positions in the school (Building Reading Teacher, Building Math Teacher, Social Worker, School Psychologist, and Student Support Team Chairperson). The year prior (2014- 2015), the Principal was out on a leave of absence. Although the school has a new leader, the following themes remain consistent:

- While the school has CCLS aligned resources, they are being inconsistently adapted based on student needs and data. This has resulted in the lack of systemic differentiated instruction, in the school which addresses the diverse needs of students and has further impedes the schools ability to close its' achievement gaps.
- The school has new focuses (with the new leadership), which at the time of the Review were too new to evaluate their effectiveness.
- PBIS initiatives are not consistently being implemented in a way that has the ability to impact all students.

- There is a lack of students being consistently cognitively engaged in their learning.

Building Capacity:

During the 2015-2016 school year, the school leadership team inclusive of administrators (school and district), teachers, and parents collaboratively submitted a RFP for the Socio-Economic Integration Grant (SEIG) based on recommendations from an in-depth study by the Office of Civil Rights. The study shared that the Arthur O. Eve School of Distinction #61 is disproportionately segregated by ethnicity and socio-economics. Submission of the RFP required the school leadership team to take a deep look at both the identified strengths and weaknesses of the school in addition to taking a comprehensive look at what needs to be done to improve student outcomes at the Arthur O. Eve School of Distinction #61. The school leadership team developed a comprehensive Strategic Plan. This plan will serve as the framework for the development of the SIG which will transform the Arthur O. Eve School of Distinction #61 into a high performing school of the arts.

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

For several years, the Arthur O. Eve School of Distinction #61 has struggled to make real consistent academic progress. The students demonstrate a limited mastery of core skills particularly in literacy and mathematics. The diagnostic, systemic school review enabled the Arthur O. Eve School of Distinction #61 to identify connections between systems gaps and student achievement, therefore allowing the school staff to prioritize critical needs. These needs, once addressed, will accelerate student performance and academic growth. Based on student performance data, classroom observations with actionable feedback, and evidence collected by the DTSDE school review and school and district leaders, four central challenges to student performance improvement at the Arthur O. Eve School of Distinction #61 have been identified.

These four challenges will drive the prioritized needs and are listed on *Appendix 2: "Prioritized Identified Needs."*

B. School Model and Rationale

i. Rationale for Model Key Design Elements

When selecting a model for the Arthur O. Eve School of Distinction #61's 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 the Arthur O. Eve School of Distinction #61, identified during the needs assessment.

Effective visionary leadership from the principal is a critical element of successful school reform. For the Arthur O. Eve School of Distinction #61 principal, 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 Early Learning Intervention Model.

The Early Learning Intervention Model was chosen because of the needs at the Arthur O. Eve School of Distinction #61, 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 are most pronounced at the early grade levels.

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 early learning prevention and intervention the staff can begin the process of creating a consistent plan of action for effectively addressing student needs at the earliest levels.

In addition, educational research indicates that early prevention and early

intervention yields substantial, early gains with long-term positive impact on student achievement. In a school, and school community, that have suffered years of under-performance, early wins are crucial. School-wide achievement starts at the earliest grade levels, allowing students, parents, staff and the community to see success from the outset. Another consideration when selecting the Early Learning Intervention Model was the skill set of the current leadership. The leadership team at the Arthur O. Eve School of Distinction #61 has gained the trust of the staff who are eager to support the stability and growth offered by consistent leadership with a vision for the future of the Arthur O. Eve School of Distinction #61. The school's leadership team has expertise in, and passion for, early learning and literacy that makes the implementation of an Early Learning Intervention Model an excellent and highly viable choice for the Arthur O. Eve School of Distinction #61.

ii. Process by Which Model Was Chosen

The District began its model-selection process by developing a school profile that included the characteristics of the Arthur O. Eve School of Distinction #61, 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 the Arthur O. Eve School of Distinction #61. 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 Early Learning Intervention Model, for this school:

1. How will the district support the school leader in making and sustaining strategic staffing in the school?
2. What is the district's own capacity to support the early learning intervention, including the implementation of required, recommended, and diagnostically determined strategies?
3. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the early learning intervention?
4. 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 the Early Learning Intervention 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 rigorous implementation of the CCLS aligned reading program and tiered differentiated instruction, comprising of prevention and early intervention of Tier I, Tier II, and Tier III instruction.

Objective 1: Increase student achievement in ELA through consistent implementation of the CCLS aligned reading program and tiered differentiated instruction support resulting in a 25% increase of students in Pk-2nd reading on grade level by the end of the year (June 2017).

Key Strategies:

- Creation and training for the school's Early Learning Intervention Team (ELIT), which will consist of the school's: Principal, Assistant Principal, Literacy Coach, Building Reading Teacher(s), Building Math Teacher, Social Worker, SAY YES Facilitator, and a member of the Buffalo F.A.T.H.E.R.'s (school partner) to meet weekly to rigorously collect, analyze early warning data and to then provide guidance for appropriate early academic, attendance, and behavioral interventions.
- Expansion of the school's PK and current full day kindergarten program and a class size reduction of no more than 20 to address literacy development at an early age.
- Place a Teacher Aide or Assistant in every PK and K classroom to ensure a 10:1 child to instructor ratio.
- Implementation of coherent backwards mapped literacy curriculum modules at every grade level with a central focus on PK-2nd 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 Running Records and 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 to include engaging academic enrichment afterschool.

Assessment: Grade K-2 DIBELS BOY, MOY, and EOY scores and weekly 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 25% increase of students in Pk-2nd grades reading on grade level by the end of the year.

Key Strategies:

- Literacy Coach to monitor and support progress.
- Development of the Early Learning Intervention Team (ELIT).
- Expansion of the school's PK and current full day kindergarten program and a class size reduction of no more than 20 to address literacy development at an early age.
- Place a Teacher Assistant in every PK and K classroom to ensure a 10:1 child to instructor ratio.
- Implementation of a coherent ELA intervention model at every grade level with a central focus on PK-2nd.
- 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 early learning interventions (use of time, skills, and skill attainment).
- Staff professional development on, and use of, data driven intervention instruction based on information derived from Running Records and programmatic monitoring and formative assessments
- Offer Extended Learning Time (ELT) for students to include an engaging academic enrichment afterschool program.

Assessment: Grade K- 2 DIBELS BOY, MOY, and EOY scores and weekly school- based interim assessments which focus on reading and writing, as well as Reading curriculum unit assessment scores.

Objective 3: Targeted literacy interventions for students in grades 3 and 4 that result in a yearly 10% increase of students reading on grade level 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 skill attainment).
- Staff professional development on, and use of, data driven intervention instruction based on information derived from Running Records and programmatic monitoring and formative assessments.
- Offer Extended Learning Time (ELT) for students to include an engaging academic enrichment afterschool program.

Assessment: School created Wednesday Interim assessments and NYS CCLS assessments in grade 3 and grade 4.

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 backwards mapped literacy curriculum at every grade level.
- Implementation of the Step Up To Writing curriculum school-wide (PK-4) writing initiative that will be monitored and assessed with teacher developed school-wide cross-disciplinary writing rubrics aligned to the ELA CCLS.
- Providing students and families with actionable feedback, on writing assignment 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 Wednesday interim assessments in all grades PK through 4.

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 Principal will designate the Assistant Principal (who has an extensive background in Math) will monitor and support implementation.
- Development of ELIT Math Taskforce.
- Implementation of a coherent backwards mapped math curriculum at every grade level with a central focus on PK-2nd grades.
- Review of CCLS and Shifts for Math PK- Grade 4 in grade level meetings
- Review of grade level Math Modules and pacing guides to determine grade level benchmarks.
- Detailed review of grades 3-4 NYS Math Assessment data to determine current student achievement.
- Creation of grade leveled student Math interim assessments for Wednesday assessments, school-wide.
- District and building based professional development on, and use of, Data Driven Inquiry.

Assessment: The ELIT Team's yearly meeting schedule, meeting attendance, and meeting minutes, as well as Wednesday interim assessment results and a data review protocol.

Objective 2: Implement early math intervention in grades PK through 2 that results in a 10% increase in student achievement each year.

Key Strategies:

- Development of ELIT Team consisting of PK and Kindergarten teachers, Special Education teachers, the Literacy Coach, Building Reading Teachers and Administrators. This team will meet on a bi-weekly basis.
- Expansion of the school’s PK and current full day kindergarten program and a class size reduction of no more than 20 to address literacy development at an early age.
- Place a Teacher Assistant in every PK and K classroom to ensure a 10:1 child to instructor ratio.
- Implementation of a coherent backwards mapped math curriculum at every grade level with a central focus on PK-2nd 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 school –wide PK-4 school-wide math fluency initiative that includes daily fluency checks and sprints in addition to the regular math block.
- Implementation of a coherent Math intervention model at every grade level with a central focus on PK-2nd grades.
- Targeted and aligned embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment).
- Offer Extended Learning Time (ELT) for students to include an engaging academic enrichment afterschool program.

Assessment: Math intervention interim assessments including Module Unit Tests, School-Based Interim Assessments and other appropriate assessments.

Objective 3: Implement targeted Math interventions for students in grades 3 and 4 that result in a yearly 10% increase in student Math achievement.

Key Strategies:

- Implementation of a coherent Math intervention model at every grade level
- Staff professional development on, and use of, instructional strategies that focus on student engagement and differentiated instruction.
- Targeted and aligned embedded professional development for teachers and teacher assistants on Math interventions (use of time, skills, and skill attainment).
- Staff professional development on, and use of, data driven intervention instruction based on information derived from school based interim math assessments.
- Offer Extended Learning Time (ELT) for students to include an engaging academic enrichment afterschool program.

• *Assessment:* School created Math interim assessments and summative NYS math assessment data.

iii. Additional Goals and Objectives

Goal 3: Create school structures and systems that support instruction and maximize time on task.

Objective 1: Increase academic engaged time through the delivery of effective instruction that results in a 10% increase in overall student academic achievement in grades PK-4.

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.
- Expansion of the school's K and grade 1 full day programs to reflect a district initiative which supports a class size reduction of no more than 20 students, as a means to address literacy development at an early age.
- Place a Teacher Assistant in every PK and K classroom to ensure a 10:1 child to instructor ratio.
- Revise the school schedule to maximize time for core instruction and to provide interventions and differentiated instructional time, and student support services.
- Create incentives to reward teachers for improving student achievement.
- Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles.
- 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: Student local and NYS assessments and year end grade reports, ODRs

Objective 2: Within three years (2016- 2019) 100% of teachers at the Arthur O. Eve School of Distinction #61 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.
- Create incentives to reward teachers for improving student achievement.
- Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles.

Assessment: Teachers' approved APPR scores for 2016, 2017, 2018 and 2019.

Goal 4: Increase the use of data to drive instruction

Objective 1: A PLC (Professional Learning Community) focused on the Early Learning Intervention Model will provide the forum for all school based teams (SBMT, School Based Leadership Team "SBLT", Student Support Team "SST", and ELIT) to analyze data to drive instruction and intervention.

Key Strategies:

- Literacy Coach to monitor and support implementation.
- Development of ELIT Team, school based teams' meeting master schedule including topics.
- SBMT to establish a system for collecting, organizing, and summarizing student data.
- SBLT to ensure that interim and summative assessments are administered on time and appropriately.
- Build the capacity of all school based teams to analyze student-level data and use it to inform instruction and intervention.

Assessment: School based teams' meeting agendas, master schedules, meeting minutes, data collection, GANTT chart and review plans, data analysis protocols, school administration observations and one-on-one meeting feedback with teachers, improved student literacy scores.

Objective 2: Teachers at every grade level will create a developmentally appropriate plan for using data to provide feedback to students.

Key Strategies:

- SBLT to establish a system for collecting, organizing, and summarizing student data and share with staff.
- SBLT to ensure that formative and summative assessments are administered on time and appropriately.
- Provide professional development for teachers on the collection and use of data for instruction, intervention and student and parent communication/feedback.
- Build school wide accountability and capacity through individual teacher /administrator data meetings.
- Revise the school master schedule to provide extended and embedded collaborative professional learning community time.

Assessment: Teacher created developmentally appropriate action plans for using data to provide feedback to students, school administration observations and one-on-one meetings with teachers.

Goal 5: Establish a school culture focused on achievement and engage families as partners in their children's learning.

Objective 1: Using a perception of school climate survey, parent self-reporting of positive school climate will increase by 15% each year.

Key Strategies:

- The SBMT will use a perceptions survey for parents and create and implement a plan for administering, collecting, analyzing, and sharing survey data.
- The SBMT will develop a coherent strategy and formalized plan for two-way teacher and family communication plan.
- Share survey results with staff and provide staff with training on using the teacher and family communication plan.
- Build families' capacity to support their student's academic progress using parent-centered programs inclusive of a parent facilitator.
- Teacher implementation of the teacher and family communication plan.
- Provide multi-tiered systems of support (MTSS-B) to ensure students are ready to learn by providing positive classroom environments, engaging student work, and reinforcement of the home – school connection.

Assessment: Data from the parent perceptions of school climate survey.

Objective 2: Reduce student major ODRs (e.g., classroom disruption, insubordination) by a minimum of 10% per year, from 495 to 446.

Key Strategies:

- Provide multi-tiered systems of support (MTSS-B) to ensure students are ready to learn by providing positive classroom environments, engaging student work, and reinforcement of the home – school connection.
- Continue implementation of the Cohort 1 MTSS-B Partnership Grant with the Buffalo F.A.T.H.E.R.'s to increase parent engagement that is focused on improving student achievement and attendance in the school.

Assessment: District ODR data collected through the SCTG by district staff and the SCTG funded external evaluator.

Objective 3: Increase student daily attendance from 90% to 92% by June 2019

Key Strategies:

- Provide multi-tiered systems of support (MTSS-B) to students are provided a learning environment that proactively addresses student behavior and learning issues.
- Offer Extended Learning Time (ELT) for students to include an engaging academic enrichment afterschool program.

Assessment: District attendance data collected through the Department of Student Support Services.

ECC #61 Attachment B
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average 2014-15	Baseline Data 2014-15	Actual 2015-16 (when available)	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2020-21
I. Leading Indicators									
a. Number of minutes in the school year	min	73,320	79,920	79,920	82,320	82,320	82,320	82,320	82,320
b. Student participation in State ELA assessment	%	89%	90.9%	TBD	95%	95%	95%	95%	95%
c. Student participation in State Math assessment	%	83%	89.7%	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%	88.2%	89.0%	90.0%	90.5%	91.0%	91.5%	92.0%
f. Student completion of advanced coursework	%	66.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Suspension rate	%	14%	13.3%	7.0%	6.9%	6.8%	6.7%	6.6%	6.5%
h. Number of discipline referrals	num	917	687	537	520	510	500	490	480
i. Chronic absenteeism rate	%	46%	50.8%	44.4%	40.4	36.4	32.4	28.4	24.4
j. Teacher attendance rate	%	91%	93.5%	94.4%	95%	95.2%	95.4%	95.6%	95.8%
k. Teachers rated as “effective” and “highly effective”	%	83%	85%	TBD	90%	91%	92%	93%	94%
l. Hours of professional development to improve teacher performance	num	1279	1328	2645	2910	3201	3521	3873	4260
m. Hours of professional development to improve leadership and governance	num	146	66	48	73	98	123	148	173
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	123	972	992	1091	1200	1320	1452	1597
II. Academic Indicators									
a. ELA performance index	PI	52.1	32.9	TBD	49.6	66.3	83.0	99.7	116.4
b. Math performance index	PI	59.7	44.9	TBD	60.4	75.9	91.4	106.9	122.4
c. Student scoring “proficient” or higher on ELA assessment	%	14%	2.9%	TBD	12.6	22.3	32.0	41.7	51.4
d. Students scoring “proficient” or higher on Math assessment	%	17%	5.8%	TBD	15.2	24.6	34.0	43.4	52.8
e. Average SAT score	score	1194	N/A	N/A	N/A	N/A	N/A	N/A	N/A
f. Students taking PSAT	%	66.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced	%	8%	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

designation									
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 3: Checklist for Determining Priority School Leader Qualifications

To ensure that the Arthur O. Eve School of Distinction #61 will be transformed into a culture of learning and high student success, Buffalo City School District has identified specific leadership competencies for Turnaround School 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

(Please see Appendix 4: Principal’s Biography; Please also see Appendix 5: Administrators’ Resumes)

iii. Action Steps Necessary to Put a New Leader in Place (Not Applicable)

iv. Principal Job Description and Duties

(Please see Appendix 6: Principal Job Posting and Assistant Principal Job Posting)

v. Current Supporting Leadership

The School Based Leadership Team supports the vision of the leadership at the Arthur O. Eve School of Distinction #61. In addition to the Principal and Assistant Principal, members of this team include teachers from each grade level, as well as special education teachers, the Instructional Coach, the Building Reading Teacher and the Guidance Counselor.

This team met monthly during the 2015-16 school year, but will increase meetings to weekly for the coming school year to 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.

TONJA M. WILLIAMS, Ed.D.

100 Ranch Trail West
Williamsville, New York 14221
(716)228-8895
Tmwilliams@buffaloschools.org

CERTIFICATION: **Harvard University, 2013**
School Turnaround Leader's Certificate of Completion

New York State School District Administrator (S.D.A.) 2002
Permanent Certificate
Canisius College- Buffalo, New York 14208

New York State School Counseling Certificate, 1995
Permanent Certificate
Canisius College- Buffalo, New York 14208

EDUCATION: Ed.D. Executive Leadership May 2011
St. John Fisher College- Rochester, New York
Honors: Most Scholarly Dissertation Award
Kappa Delta Pi Induction

Ed.M. Educational Counseling May 1990
Canisius College- Buffalo, New York 14208
Honors: Who's Who Amongst American Colleges & Universities

Bachelor of Science, Health and Human Services May 1996
Medaille College- Buffalo, New York 14214
Honors: Graduation with Magna Cum Laude Honors

ADMINISTRATIVE

EXPERIENCE: **Elementary School Principal, Buffalo Public Schools**
August 2011- Present

Director of Guidance and Counseling, Buffalo Public Schools
November 2002- August 2011.

Supervisor of Safe and Drug Free Schools, Buffalo Public Schools
June 2001- November 2002

Acting Supervisor of Pupil Personnel Services
December 1999- June 2001

TEACHING

EXPERIENCE: **Minority Teaching Fellow,**
Canisius College
August 2008- 2011

**School Counselor
Buffalo Public Schools
September 1990- December 1999**

LEADERSHIP

EXPERIENCES: Socio-Economic Integration Grant Approved March 2015
Presenter at the National SAM's Conference Jan. 2014
School Improvement Grant Approved in Round I Nov. 2011

**RESULTS AND
OUTCOMES:**

Magic Penny Reading: BOY 4% proficient- MOY 33% proficient
Short Term Suspensions decreased by more than 50% from 2015 to 2016
Tiered Fidelity Inventory Increase from 51% in 2015 to 87% in 2016
School-Wide Evaluation Tool Overall School Increase from 54%
in 2015 to 84% in 2016

REFERENCES:

Ms. Casandra Wright
Buffalo Public Schools
Associate Superintendent of School Leadership
(716)816-3536

Dr. Will Keresztes
Buffalo Public Schools
Associate Superintendent
(716)816-3596

Mr. David Rust
SAY YES to Education
Executive Director
(716)713-4991

Appendix 5: Principal & Assistant Principal Resumes

JODI P. HAMMOND
106 Brinton Street
Buffalo, New York 14214
716/867-4567 ~ jphammond317@gmail.com

NYS CERTIFICATIONS

School Building Leader (SBL)
Elementary Education (Pre K-6)
Business/Distributive Education (K-12)

EDUCATION

Canisius College, Buffalo, NY, (2015) School Building Leader Certification (GPA 4.0)
Medaille College, Buffalo, NY, (2004) Master of Science in Education (GPA 3.9)
Medaille College, Buffalo, NY, (2003) Bachelor of Science in Liberal Studies, *Cum Laude* (GPA 3.65)

ADMINISTRATIVE EXPERIENCE

BUFFALO PUBLIC SCHOOLS

ARTHUR O. EVE SCHOOL OF DISTINCTION #61
ASSISTANT PRINCIPAL

(6/10)

GRANTS DEVELOPMENT DEPARTMENT
PROJECT ADMINISTRATOR

(8/14)

- Assisted in the development, writing and submission of district grant proposals and special projects; specifically, prepared and completed the filing of the Socio-Economic Integration grant application for the early childhood arts program proposed for Arthur O. Eve School of Distinction #61;
- Provided side-by-side assistance to school leaders in preparing Receivership applications; assisted with district-level coordination of budgets, applications, staffing requests, and work plans for same;
- Work closely with multiple grant managers providing technical assistance, processing amendments, preparing budgets and budget narratives, preparing and submitting year-end reports, and communicating with grantors at the local, state and federal levels;
- Development of budgets and budget narratives for proposals, special projects, and existing multi-year grants;
- Assist in the formulation of measurable outcomes, objectives, and project goals for new and existing grants;
- Supervise the collection of data, prepare and submit required reports at both milestones and at the conclusion of grants.

SCHOOL #72, LORRAINE ELEMENTARY SCHOOL

Administrative Intern & Supporting Building Principal

- Created the 2014-15 and 2015-16 Master Schedule for PK-8 building
- Assisted with interviewing candidates for teaching and teaching assistant positions
- Summer School Program Administrator
- Developed Opening Day teacher information packets
- BEDS day coordinator
- Conducted data analysis of NYS test results and district level common assessments.
- Led and managed Grade Level Meetings focused around data discussions.
- Facilitated professional development for teachers for use of Illuminate program through use of CFA, teacher-designed formative assessments, curriculum based benchmark assessments, EngageNY modules
- Served as catalyst for data-inquiry planning on individual teacher consultations, grade level consultations and school-wide trainings.

Appendix 5: Principal & Assistant Principal Resumes

- Coordinated all teacher recommendations for retentions, and conducted the meetings to discuss same.
- Managed the schedule for students and staff for both the regular school day and the extended learning time.
- In-serviced teachers that are new to the district and/or building with technology, protocols, supplies, daily routines and expectations.
- Coordinated the Differentiated Reading Block schedule for K-6 students, including scheduling teachers and students in the correct pathway.
- Assisted with discipline matters as needed; attended to lunch duty and bus duty on a daily basis.
- Participated in conflict resolution, including, but not limited to, staff/staff, student/staff, and staff/parent conflicts.

RELATED TRAINING AND COURSEWORK

- Skillful Observation & Coaching Lab presented by Mike Rutherford (May, 2015 ~ 2 days)
- AIR Associates Instructional Coach trainings (2013-14 and 2014-15 school years)
- Teaching is the Core (Assessment Review Committee) with Chris Balow (2015 ~ 4 days)
- Instructional Coach Boot Camp (July 2014 ~ 1 day)
- Participated in multiple trainings on NYS Math Modules, Journeys, Think Central, M-Class/Amplify, Illuminate, EdVantage, PGS, Infinite Campus, LMA/SLO Writing, and SCEP Training Workshops

LEADERSHIP EXPERIENCES

- At the request of District Administrators, I have shared and presented on best practices for instructional leadership, including the Data Room Gallery Walk for Principals, Assistant Principals and Instructional Coaches.
- Junior High Summer School (2014) Coordinator: Responsible for scheduling the summer school students, assisted with enrollments and cancelling enrollments, handled transportation, arrival and dismissal procedures.
I prepared the Summer School Teacher Handbook, as well as the Student Handbook. I assigned classrooms and managed the teacher supplies and materials. I also assisted with student discipline. Further, I managed staff needs, duties and responsibilities and coordinated facility issues including classroom assignments, collaborating with Maintenance Staff, furniture and equipment requests, etc.
- APPR Committee of 40 for negotiations with BPS and BTF: This unique experience provided me the opportunity to collaborate with teachers and district administrators on the development of the APPR Agreement. I gained a thorough knowledge of the process and expectations for the APPR for teachers.
- Additional Leadership Experiences:
School Leadership Team (School 72)
Site-Based Management Team (School 72, School 30 and School 38)
Infinite Campus Focus Group for BTF
Executive Committee
Buffalo Teacher Center Instructor
Curriculum Committees for Math, Science and Assessment Review

TEACHING EXPERIENCE

BUFFALO PUBLIC SCHOOLS

SCHOOL #72, LORRAINE ELEMENTARY SCHOOL, Buffalo, New York

- Facilitated Grade Level Meetings and Common Planning Time Meetings
- Created, managed and maintained master-schedule
- Planned and facilitated individual coaching sessions for teachers.
- Coordinated and managed Extended Learning Time Program for approximately 330 students
- Developed and facilitated new course for Buffalo Teacher Center entitled “*BPS Data Systems*”
- Coordinated all NYS and District assessments.
- Participated as a member of the School Leadership Team

Appendix 5: Principal & Assistant Principal Resumes

- Managed curriculum resources and materials, including the purchase, distribution and maintenance of inventory.
- District Assessment Review Committee Member
- District Math Curriculum team, and “trainer of the trainers” for the NYS Math assessment scoring

SCHOOL #30, FRANK A. SEDITA ACADEMY, Buffalo, New York

Teacher (Grades 3 & 5)

- District Curriculum Committees for Math and Science
- Implemented CCLS, including aligning curriculum and creating supplements for district use
- Created, input and maintained Infinite Campus for the building including master schedule
- Analyzed student data to determine school-wide levels of appropriate instruction
- Instructor for Teacher Center Course on using the Grade Book feature on Infinite Campus
- Turn-keyed multiple trainings to staff regarding APPR, SLOs, and Infinite Campus
- Technology assistance and trouble-shooting for teachers including the interactive white board
- Testing coordinator and administrator of 4th grade NYS Science Performance Assessment

Building Math Teacher

- Provide mathematics academic intervention services to at-risk students
- Collaborate with the classroom teacher in planning and implementation including working with students in small groups, co-teaching the whole group, and providing demonstration lessons for the classroom teacher
- Liaison between Mathematics Department and Building Principal and Teachers
- Actively participated in Math Action Team including work on CSEP Plan
- Coordination of Grade Level Meetings (Mathematics)
- Text book coordinator including purchasing, distribution and inventory control
- Testing Coordinator for NYS Assessments
- Provided training for district teachers to score the NYS Mathematics Assessment

OUR LADY OF SACRED HEART, Orchard Park, New York

Middle School Math Teacher (Grades 6, 7 and 8)

VII. REFERENCES

Mr. Todd Miklas
Principal, #197
Buffalo Public Schools
716-816-4500

Mrs. Sharon McCormick
Assistant Principal, #72
Buffalo Public Schools
716-816-4809

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

E. Instructional Staff

i. Effectiveness Ratings of Staff

The Arthur O. Eve School of Distinction #61 is currently staffed with 100% fully certified teachers. Five percent (5%) of the teaching staff has less than three years of experience. For 2015- 16 the school had a total of 30.8 instructional staff members. Please see attached “*Appendix 7: Instructional Staff Members*”. The HEDI ratings for the 2015-16 school year have not been released. The ratings for the 2014-15 school year include 19 Highly Effective; 3 Effective; 0 Developing; 3 Ineffective and 1 Unable to Determine.

ii. Current School Staffing Profile

The Arthur O. Eve School of Distinction #61 believes that teachers could benefit from professional development that improves their capacity to deliver differentiated and engaging instruction and early learning interventions as well as the use of data to drive instructional decision-making which are likely to lead to higher instruction and well managed classrooms.

As identified during the systematic in-depth diagnostic school review, teachers at the Arthur O. Eve School of Distinction tend to deliver lessons planned for whole groups, 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. Overall, the DTSDE report shared that in several classrooms instruction did match the rigor needed for CCLS and a general focus was to teach foundation (lower level) skills.

Classroom visitations during the DTSDE review revealed a significant number of classes manage student behaviors well, but there are a few where the students were off task and easily distracted. These few classrooms generate the highest numbers of Office Disciplinary Referrals and short and long term suspensions. Not all classrooms had school wide expectations or rules posted.

In order to meet the high needs of the students at the Arthur O. Eve School of Distinction #61, 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 that all students will 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.

The teachers at the Arthur O. Eve must consistently test learning and skillfully use analysis to create action plans to re-teach/adjust instruction using differentiated instruction to ensure a likelihood of student growth. All 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.

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), reducing class size to a maximum of 18 students in PK and 20 in K, providing relevant professional development that is targeted with on-going training on data driven instruction, and 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 and Building Reading Teacher to support the goals of the Early Learning Intervention plan. These coaches will additionally provide teachers with pedagogical support and ongoing training within the Common Core Learning Standards, and develop teacher's capacity for data use in order to ensure student's reach their academic potential. These initiatives will be monitored by building administrators during 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 school effect 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 Arthur O. Eve School of Distinction #61.

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 Arthur O. Eve School of Distinction #61 will follow BCSD’s “Guideline for Teacher Transfer and Staffing.” This process is as follows: (1) The teacher submits a letter of voluntary transfer to the chief academic officer, which results in the teacher’s name being placed on the seniority list by Human Resources; (2) the teacher is notified by the supervisor or director of the vacancy; (3) the school principal consults the teacher’s personnel file (this step is optional); (4) the principal accepts or declines the teacher. After the voluntary transfer process is complete, the principal will have the ability to hire for positions that are still vacant based on early learning intervention school needs.

BCSD follows established recruitment and hiring guidelines for instructional staff. Opportunities to work with BCSD are posted on the 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 the 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 in the Early Learning Intervention turnaround

plan at the Arthur O. Eve School of Distinction #61 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 Arthur O, Eve School of Distinction #61 staff meets these goals.

F. Partnerships

i. Implementation Partners and Their Roles

The Arthur O. Eve School of Distinction 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 Early Learning Intervention 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 the complexities surrounding infusing arts curriculums to strengthen 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 Reggio Emilia approach which is an educational philosophy focused on preschool and primary education. This philosophy was developed by a teacher, Lois Malaguzzi who believed that children were in need of a new way of learning.

They boast an expertise in providing instructional coaching, curriculum mapping, professional development training in implementing the Reggio Emilia approach. This pedagogy is likely to result in student engagement and increased learning and teaching.

Prior to the 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 dreams. The meeting would garner an opportunity for the school and experts in implementing the Reggio Emilia design 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 Arthur O. Eve School of Distinction #61.

The five principles that would be focused on in the implementation of the Reggio Emilia approach at the Arthur O. Eve School of Distinction #61 would begin implementation in grades K-2 and would grow to include grade 3 in 2017-18 and grade 4 in 2018-19 and would 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- Reggio Emilia 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- In the Reggio Emilia approach 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- Reggio Emilia 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 continuum from home to school to home again and the Reggio Emilia 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

Please See Attachment C.

iii. How External Partners will be Held Accountable for Performance

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

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

Measurable Outcomes. The accountability of our external partners is based on

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

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

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

District Contract Management and Oversight. 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 *(Please see Appendix 8: School Organizational Chart)*

i. Management and Team Structures

The following interactions will take place among members of the Arthur O. Eve School of Distinction #61 staff and the teams described in the organizational chart:

The Principal and Assistant Principal will focus on creating and sustaining a cohesive, Professional Learning Community (PLC) within the school. The PLC will focus on curriculum, instruction, and assessment as the primary vehicles for improving student achievement and school culture, particularly in the early grades.

The School Based Leadership Team (SBLT) will assist the principal with major decisions related to culture, curriculum, data development, parental engagement, and professional development) by engaging in consultation and by making recommendations.

The Early Learning Intervention Team (ELIT) will assist with collecting early warning student data from multiple places and creating action plans for immediate prevention and intervention supports.

The School Data Inquiry Team (SDIT) is responsible for collecting and analyzing school data, developing and adapting common assessment instruments, identifying student learning needs, researching and implementing best practices, and monitoring results. Members of the team are responsible for communicating with staff about findings from data analysis and providing teachers with various strategies to meet the needs of each student.

The Site Based Management will work with the school administration and support the process of planning, developing, and overseeing the annual professional development calendar. This team will also share responsibility for disseminating information throughout the building and ensuring all members of the school community provide input into discussions related to culture, curriculum, data development, parental engagement, and professional development.

The Student Support Team (SST) will provide professional development to faculty that addresses the needs of the special education population and social/ emotional well-being of all students in the school.

The governance structure for the Arthur O, Eve School of Distinction #61 is based on the idea that every adult within the school community can make a vital contribution to the academic, personal, and social growth of our students the governance structure reflects the ideal that all voices should be heard. The school leader is committed to the principle and practice of reaching consensus when making decisions about policy and operations. Governance is not based on the authority of the principal alone and the school does not implement a win-lose voting system. All members of the school leadership work to reach compromise and build understanding and agreement among teachers, administrators and other members of the school community.

ii. Day-to-Day Operations

The school's management responsibilities are shared among the administrators at the Arthur O. Eve School of Distinction #61, which includes one principal and one assistant principal. In the 2016-2017 school year, this team will have the responsibility and authority for decision making and the school will implement a distributed leadership practice. Detailed descriptions of these leadership teams and their responsibilities regarding academics and operations are presented below.

The Principal is responsible for day-to-day decision making and modeling and monitoring the school's mission and vision. In addition the principal will be responsible for overseeing professional development, curriculum, and data analysis and observing and evaluating and providing feedback regarding teacher performance, including selecting and dismissing staff. The principal is primarily responsible for communicating ongoing changes, progress, and developments occurring throughout the school. Another responsibility also managing the school based budget and ensuring that spending is aligned with the mission and the school improvement goals. The Principal is also responsible for implementing the APPR cycle.

The Assistant Principal will share responsibility for curriculum, instruction, and assessment. Specific areas of responsibility include: observing and evaluating and providing feedback regarding teacher performance, conducting professional development and/or developing teacher improvement plans, attending designated team meetings, supporting data analysis, and assisting teachers in planning interventions and preventions. The Assistant Principal will communicate updates on the efforts in these areas by attending a weekly leadership meeting set up by the Principal to monitor teaching and learning. In addition, the Assistant Principal will be active in increasing parent and community engagement through a variety of communications and school-wide events.

The SBLT facilitates the involvement of the school community in designing and implementing the School Improvement Grant. The team will advance at deepening their knowledge in the areas of teaching and learning through embedded professional development.

This team will be frequently engaged in educational books studies in order to deepen their knowledge of best teaching practices. They will also be active in coordinating the activities associated with the design and implementation of the School Improvement Grant. The SLT members will meet regularly to report/inform stakeholders about results, success, and challenges. The main focus for this team will be to engage in the practice of building capacity within the school climate.

ELIT leads the development, implementation and monitoring of the school improvement plan. The goal of this team is to maximize the contribution of each staff member, foster collaborative participation in instructional planning decisions and focus staff attention on strategies for improving the educational performance of all students. Members of this team which are our administration, literacy coach, building reading personnel, plus each team leader from each grade level will monitor the reform efforts set forth in this grant. They will track the progress and implementation of Arthur O. Eve School of Distinction #61's Early Learning Intervention efforts. They will also assist the school principal regarding communication updates regarding the Early Learning Intervention efforts throughout the school year.

The SBMT will be empowered to develop, monitor and revise the school improvement plan to address a broad range of educational issues as they relate to the improvement of student performance in their individual building. The key charge of the SBMT will be to seek broad-based agreement among all the school stakeholders on activities, practices or policies that significantly impact and improve student achievement. To accomplish this general charge, the SBMT is advised to make certain preliminary decisions that establish team procedures before addressing educational issues. These decisions will solidify the SBMT and provide a focus and framework for

subsequent decision-making.

The SST includes the guidance counselor, student support chair, social worker, and school psychologist, school-wide community partners, teachers, teacher assistants and the assistant principal. Team responsibilities include providing families the appropriate services when students encounter academic, personal, and social dilemmas. Members of this team coordinate services with outside agencies (i.e., for shelter, therapy), oversee the internal referral process for special education, write and implement individualized education programs and monitor and regulate compliance. This team also coordinates, monitors, and collects the data for analysis at each level of the PBIS program. The team provides biweekly meetings for review of collected data and the review of additional families, teachers, and students requesting help in all facets related to daily life. This team will communicate monthly to the Arthur O. Eve School of Distinction #61's community regarding the PBIS data and services offered. In addition, student discipline data will be reviewed frequently and the team will implement interventions for individual students.

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

iii. Annual Professional Performance Review (APPR) Plan

Under Education Law 3012-c, all probationary and contract teachers will be observed by the principal or assistant principal who have both 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 out 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.

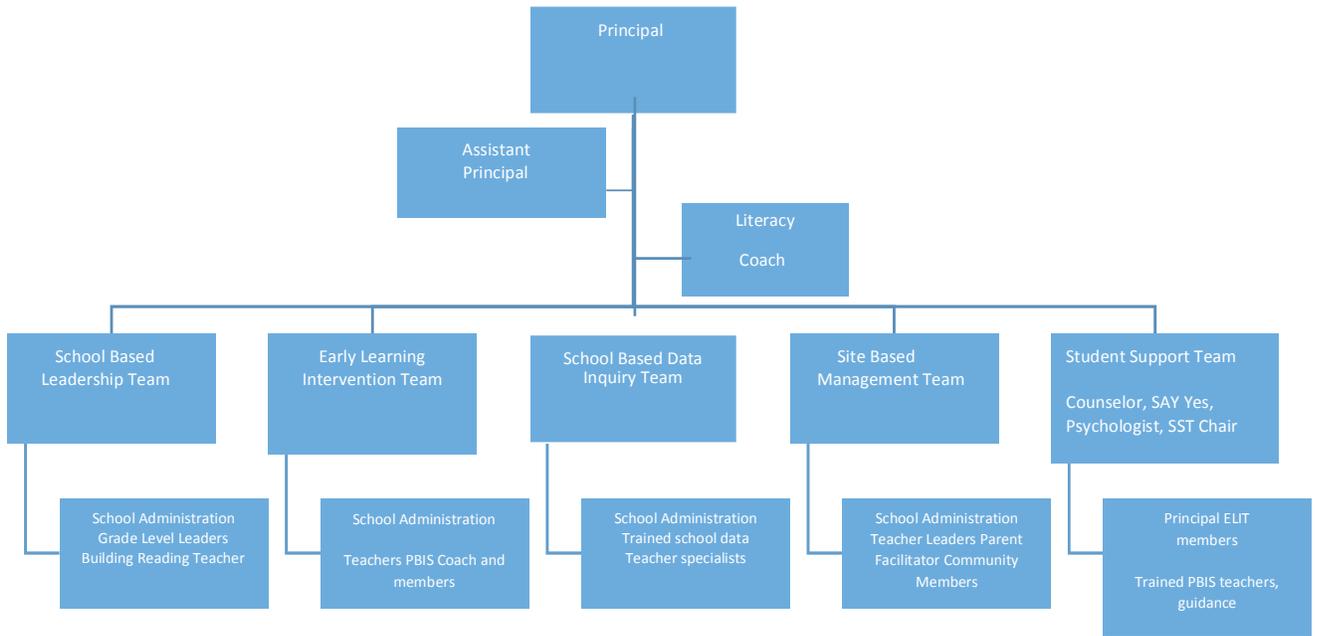
The District will review and revise the APPR process based on Education Law 3012d.

iv. Calendar of Events to Support APPR Implementation
(Please see attached Appendix 9.)

Appendix 8: School Organizational Chart

Arthur O. Eve School of Distinction #61

School Organizational Chart



2016-2017 APPR Time Line

July 2016

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

August 2016

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

September 2016

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

October 2016

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

November 2016

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

December 2016

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

January 2017

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

February 2017

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

March 2017

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

April 2017

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

May 2017

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

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

H. Educational Plan

i. Curriculum

Currently, as the students at the Arthur O. Eve School of Distinction #61 continue their education pathway beyond first grade the achievement gap continues to widen. Our goal with the Early Learning Intervention Model plan is to provide staff with embedded professional development centered around effective academic interventions while ensuring a preventative plan is developed and implemented. The Arthur O. Eve School of Distinction #61 will do this by enhancing our capacity to access curricular resources that have proven success in developing foundational reading and writing and mathematics skills. The school has determined curriculum needs addressed in this section by analyzing data on students' academic performance. Consequently it is determined that the school needs to focus on math and literacy foundational skills as it relates to curriculum. The Arthur O. Eve School of Distinction #61 wants to ensure that all students have access to curriculum that is adapted to remediate and to accelerate learning.

Analysis of student achievement data indicates that there is a gap between the majority of students' at the Arthur O. Eve School of Distinction #61's actual reading achievement levels and the grade level materials presented in the Harcourt Houghton Mifflin Journeys resources provided at the District level. In order to help students access the Journeys curriculum, the school has purchased non-fiction texts at various grade levels to implement a leveled approach paired with a student intervention plan. Teachers will use these resources to provide scaffolded support and increase opportunities for students to utilize HHM Journeys at the appropriate reading levels. Teachers will utilize additional supplemental programs such as the Magic Penny to enhance and reinforce foundational literacy skills intervention program, in Kindergarten to provided intense intervention and develop individualized student plans.

Teachers will use and adapt these resources and materials to help differentiate instruction and bridge the gap in writing and reading. All the intervention materials that will be used will be carefully vetted to ensure their alignment with our students needs and in return provide success in literacy and numeracy. In order to determine success with these interventions, a progress monitoring system will be established for specific levels of interventions. Regular progress monitoring is critical in order to monitor and adjust instruction to ensure alignment with CCLS and interventions are successful.

A major shift in the curriculum practices at the Arthur O. Eve School of Distinction #61 includes looking at the curriculum through a backward mapping approach. Teachers will access the NYS CCLS and identify the skills that students at each grade level must know and be able to do by the end of that specific grade level. Teachers will deepen their knowledge of the curriculum and collaborate by designing curriculum maps specific to grade levels. In addition, teachers will be provided intense embedded planning time to meet in both vertical and horizontal planning team as it relates to the curriculum. This specially designed approach to addressing curriculum needs establishes a school wide approach to inter-disciplinary teaching of curriculum. Using this thematic planning based approach will aide in the coherence of teaching curriculum and make it meaningful for students.

In addition to backwards mapping, another impactful shift will be the development of a school-wide writing approach. The coach and teachers will be provided with extensive professional development in the Step Up To Writing pedagogy. Teachers

will collaborate both vertically and horizontally to develop CCLS aligned writing rubrics for each grade level. Once developed, the student-friendly writing rubrics will be used consistently and proactively across the entire school community across all content and special areas. Frequent analysis of student work paired with the student-friendly writing rubrics will aid in the much needed criteria for success in writing skills.

ii. Instruction

School turnaround instruction competencies are comprehensive of both teaching and learning. Key components of effective school turnaround practices must include the following:

- Strong leadership,
- Effective teachers,
- Redesigned schedules,
- Rigorous and aligned instructional programs,
- Use of data for continuous improvement,
- Safe and healthy students, and
- Family and community engagement.

The Arthur O. Eve School of Distinction #61 staff will develop an instructional system for prevention and intervention. By incorporating high quality research based instruction for literacy and numeracy skills, staff will prepare our students to meet CCLS. The school will be committed to utilizing instructional practices and strategies that incorporate the 21st century skills into all content areas. Rigorous and aligned instructional practices are a lead indicator for successful school turnaround.

The school has identified two sub areas of instructional practices: teacher and leader practices and student practices. Universally, all students will receive instructional practices that incorporate the six ELA and Math shifts as evidenced through the use of the Tri-State Rubric when lesson planning, providing student feedback, classroom visits and regular focused walks.

Students will be provided research based core instructional strategies to achieve mastery of content. For example, some of these instructional practices will include: explicit instruction, peer to peer coaching, think pair share, write aloud, modeling writing, student friendly rubrics, centered based learning, leveled reading practices, use of manipulatives, and essential differentiated instructional techniques. When more intense instruction and intervention is required, a more targeted approach will be utilized. Tier II and Tier III instructional strategies will be implemented along with additional supplemental resources. For example, when a student in 1st grade requires additional intervention in literacy foundational skills, an intervention program may aid in mastery of those skills. Not only will a supplemental program be utilized but also additional staff resources. The Building Reading Teacher will be assigned to provide small group and individualized instruction to identified students.

Teachers will develop individualized student intervention plans that will be monitored and adjusted every three –five weeks of instruction based on the level of intervention required. Students that are at proficient levels in ELA and math will be accelerated using a similar approach. The general education teacher will group students based on academic levels and provide accelerated teaching strategies and learning opportunities for this population of students. For example, students may complete Reggio Emilia entrenched research based learning projects and/or partake in high level literature

circles.

In addition to structured embedded professional development on early intervention and prevention instructional strategies, the literacy coach will provide modeling and side by side coaching to teachers based on need and support for further skill development. Providing this support will develop the skillset of the teacher as and the confidence to engage in turnaround practices. In addition, this personalized level of support is aligned to the core competencies of a turnaround teacher. Some of the needed teacher and leader practices for the Arthur O. Eve School of Distinction #61 are listed below:

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

Please see Appendix 10: Instructional Strategies for Tier I, Tier II and Tier III.

iii. Use of Time

(Please see Appendix 11: 2016-17 Approved District Calendar; and Appendix 12: School Building Schedule for 2016-17)

The school day will begin at 8:55 am and ends at 3:35 pm. Students are in school for a total of 6.5 hours each day and attend school for 186 days a school year. The Arthur O. Eve School of Distinction #61 has determined that our students need additional instruction and enrichment time in order to increase student achievement.

The Arthur O. Eve School of Distinction #61 will be implementing a school-wide differentiated reading block for 60 minutes each day. This will allow students the fluidity to “walk-to” the appropriate level of instruction, whether they need to receive a higher or a lower tier of small group instruction during that differentiation block, and is intended to meet the needs of all learners.

The Extended Learning Time (ELT) programming outlined in this section will allow for better meeting the needs of the students. Additionally, the Arthur O. Eve School of Distinction #61 has identified several ways to improve the after school programs it has run in previous years. Several improvements will be made to the current after school, in order to support the vision and goals of the SIG plan. One improvement will be to ensure the after school program partners with Buffalo Hearing and Speech and will follow a specific curriculum. The ELT will be restructured to ensure targeted interventions are in place for all students using research based programs that are align with grade level standards. The afterschool program will add an additional 2 hours to each school day for

a total of 400 extra hours or 15 extra school days.

The ELT program at the Arthur O. Eve School of Distinction #61's programming will provide students with research-based opportunities for academic and enrichment co-curricular activities after school. All programs will be implemented with fidelity. The school expects that the extra learning time program will result in increased math and literacy skills and scores for participating students.

The ELT program will run October 2016 until May 2017 from 3:35pm to 5:35pm Monday through Friday which is in excess of the required 200 additional hours. The Arthur O. Eve School of Distinction #61 will focus its' increase of instruction time in the areas of literacy, math and visual and performing arts. The overarching goal is to provide quality creative learning experiences for participating students. Buffalo Hearing and Speech will partner with the school and will support specific criteria for early learning intervention that will help students become proficient in the areas of reading and math. The content of afterschool learning activities will be consistent with the CCSS instruction happening during the regular school day. This program will maximize learning and prepare students to excel both socially and academically.

As indicated in the Needs Assessment section of this grant application, the Arthur O. Eve School of Distinction embraces the core value that the school needs to focus on the whole child and provide opportunities for social and emotional growth in addition to academic learning opportunities. For this reason, our after school programming will also include activities such as yoga, chorus, and African Dance. Incorporating these culturally enriching programs will enable the school to address students' socio-emotional and physical activity needs while simultaneously supporting the BCSD's Health and Wellness Initiative. The after school program will also include a book club. These activities will align with the grade level instruction and provide participating students with an opportunity to extend the learning that is taking place during the regular school day.

The approach of using extra time also includes strategies which will maximize the available instructional time in each learning block. To this end, the Arthur O. Eve School of Distinction #61 will engage in professional development that enables our teachers to develop more effective lesson plans and learn new strategies for making effective use of available instructional minutes. Additional professional development will focus on strategies for lesson planning that reduce the amount of instructional time lost due to transitions. Teachers' implementation of these strategies, in conjunction with the behavior and classroom management strategies discussed throughout this grant application of this application, will result in more effective use of available instructional time. The planned professional development to support these efforts is outlined in *Appendix 13: Implementation Period Training, Support and Professional Development.*

iv. Data/Driven Instruction/Inquiry (DDI)

A major change to the instructional program and practice at the Arthur O. Eve School of Distinction #61, 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.

Arthur O. Eve School of Distinction #61 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., "Do Now's," 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 the Arthur O. Eve School of Distinction and from other schools.

Arthur O. Eve School of Distinction 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 the Arthur O. Eve School of Distinction #61 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, the Arthur O. Eve School of Distinction #61 is part of the Multi-Tiered Systems and Supports-Behavior (MTSS-B) Cohort 1 through the School Climate Transformation Grant. 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 MTSS-B, RtI periods, and ELIT. 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 1-4. Through the use of data students are targeted to differentiate the instruction to the needs of those children. ELIT 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. The team will form partnerships with classroom teachers and be available when needed.

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 ELIT (team) 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. Structures have been put in place to address Tier 1 and Tier 2 needs during the 2015- 2016 year. Through summer trainings the MTSS-B team will develop systems and structures to be put in place for the 2016-2017 for Tier 3 and thereafter. The team will constantly re-design, implement, and enhance Tier 1, Tier 2, and Tier 3 systems and supports, to provide maximized services.

Through the implementation of MTSS-B, the Arthur O. Eve School of Distinction #61 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 Student Support Team (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 comprehensive, 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 MTSS-B, which includes a core team of trained staff and a school partner, the Buffalo F.A.T.H.E.R.'s which has been introduced to the system based on the core beliefs of positive behavioral interventions through the initial training for MTSS-B. The shared vision that is currently in place is based upon 3 core expectations of respect, responsibility and readiness to learn.

The PBIS team has developed a plan to be implemented by all staff to ensure school wide consistency using positive behavioral expectations. A set of key systems and structures are developed, which encourage and teach students expected behaviors both in the classroom and school. A set of procedures will be developed by the MTSS-B to assist classroom teachers to proactively manage learning environments and minimize inappropriate behaviors. Staff will be provided with professional development and coaching by the SST with regard to the development of classroom structure, routines, predictability, and positively stated expectations that are both age and ability appropriate.

The PBIS team has developed rules and behavioral expectations and provided staff with an opportunity for input. These school-wide rules and positive expectations are taught to the students and consistently reinforced by all staff within the school. Clearly stated procedures for established behaviors and deterring undesirable behaviors has been 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, it is expected that the number of office discipline referrals will decrease and will only be used when the teacher has exhausted all other resources as stated the school's behavioral matrix.

vii. Parent and Community Engagement

Support systems are integral to the educational development of any student. The Arthur O. Eve School of Distinction #61 is motivated to change, develop, and innovate educational supports to meet the needs of diverse learners. Additionally, the school acknowledges a need to create systems which will foster familial and community support. These additional supports will address the academic and social-emotional needs of the students beyond the classroom, extending beyond the school day. This requires concerted effort to engage parents by empowering families with a variety of ways to participate and give the community a voice in the school. As an under-performing school, the Arthur O. Eve School of Distinction #61 has a need for more parent and

community involvement and improved teacher-parent communication.

The Arthur O. Eve School of Distinction #61 will continue encouraging community involvement through the Site Based Management Team (SBMT). The SBMT oversees all school policies, procedures, committees, and rules. It is comprised of school administration, teachers, community advocates, the Buffalo F.A.T.H.E.R.'s (school partner), a parent facilitator, Say Yes representatives, and parents. The Arthur O. Eve School of Distinction #61 is developing digital modes of communication to keep parents informed and to give parents a platform to voice questions, concerns, and offer assistance. There are numerous resources for parents on the District website, but parent and community involvement needs to be fostered through a personal, school-based approach. A district created app, titled, Schoolology is a Facebook clone that allows parents to be informed in real time of student achievement and behavior as well as providing quick and easy communication with the teacher. Class Dojo is another site that will be implemented school-wide at the Arthur O. Eve School of Distinction #61 that will allow parents instantaneous daily communication. Professional development training on these apps, have begun at the school.

The school is in the process of developing an attractive, engaging school webpage that will be informative to parents and the community. This will be a gateway for school-community communication. This valued resource has been under-utilized in the past. Staff are in the process of developing the informational aspects of their teacher webpages, and may add user interactivity aspects such as blogs, community submitted articles, and sign-up areas for school activities.

At the Arthur O. Eve School of Distinction #61, a large emphasis is being put into parent involvement starting at Pre K. The expectation is that parents will continue their involvement as student's progress in their education. In order to achieve this school leadership is developing expectations for teacher-parent communication. The school's MTSS-B partner, Buffalo F.A.T.H.E.R.'s is creating a plan, in collaboration with the SST that will work address and support the school's youngest learners into Pre K and Kindergarten. This will help to engage students and parents at the beginning of their education so that positive relationships and habits are formed. Since regular attendance in Pre K and Kindergarten is critical to academic success, good attendance habits are taught and reinforced throughout the school year.

The school will regularly use its school website to notify parents and the school community about important information. The Arthur O. Eve School of Distinction #61 will create regular updates to notify the community about: (1) student progress report dates; (2) report card dates; (3) open house dates; and (4) town meetings dates; (5) volunteer opportunities; (6) important updates academic initiatives. In order to increase the frequency and regularity of home school communication, the Connect Ed system will be used. The Connect Ed system allows campus leaders and security professionals to send time-sensitive notifications to thousands of people in minutes through phone, email and text. The school will use this system to provide our school with a new means of engaging families. The use of this service will be particularly helpful when students' progress reports and report card mailings are done and are likely to result in increased parent awareness of the distribution of this important academic information. It will also be helpful at the beginning of the year when the Arthur O. Eve School of Distinction #61 are arranging Open House meetings and inviting parents in to meet the teachers and staff.

To increase opportunities to engage parents, the Arthur O. Eve School of Distinction #61 will collaborate with community centers and churches to hold “town hall” style meetings in various zip codes of the student population.

I. Training, Support, and Professional Development

i. School Involvement in Development of Plan

Anticipating the release of the SIG Cohort 7 RFP, District and school leaders began

conversations about the needs at the Arthur O. Eve School of Distinction #61 and possible strategies for developing a rigorous plan to turnaround the under-achievement at the school. The Arthur O. Eve leaders developed a SIG Team of school leaders to review the SIG RFP and application. Although the time frame for submission, was quick, the school scheduled and held meetings to discuss student, teacher and overall school community strengths and weaknesses and began developing a plan in preparation for the collaborative SIG application writing process.

Once the RFP was released, the SIG team, guided by the district selected the Early Learning Intervention Model, and the turnaround plan began to take form. School leadership, staff, partners, and parents were able to initially identify those areas where additional supports were needed, and it was those needs that drove the selection of key initiatives and strategies to be implemented in order to make quick and sustainable gains. In addition, these needs were also at the root of the selection of the professional development that the school community will need to be able to receive in order to meet the goals of the Early Learning Intervention plan, and greatly improve student achievement.

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

ii. Implementation Period

(Please see Appendix 13: Implementation Period Training, Support and Professional Development Chart)

iii. Evaluation Plan

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

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

- Sign-in sheets that record the names of participating teachers.
- Activity logs that record the specific supports provided to individual teachers and/or groups of teachers.
- Activity logs that record the frequency and the duration of weekly observations, type of feedback provided, and the type/number of new

instructional strategies applied.

- Surveys and evaluation forms assess teachers' perceptions and increase a likelihood that practices will be applied.

Based on the collection of this information, the Arthur O. Eve School of Distinction 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.

The Arthur O. Eve School of Distinction #61 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.

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/ Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Journeys Reading Program Backward Mapping	Began In May and will cont. in July	Reading Building Personnel	A 10% increase in the ELA assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, there is a need for lesson planning in the reading program Journeys and the use of all related materials. The Literacy Coach will be assigned to work directly in the classroom teacher and provide modeling, guided practice.
Math Modules	Begins July and continues monthl	District PD Math Building Personnel	A 10% increase in the Math assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, there is a need for Planning with the Math Modules and the use of all related materials. Math teachers will be assigned to work directly with the teacher and provide modeling, guided practice assigned to work directly in the classroom with the teacher and provide modeling and guided practice.
Classroom Management MTSS-B	Begins July and continue throughout the 16-17 school year	Book Study SST District Staff	A 10% reduction in behavioral referrals measured by the number of ODRS	Analyzing the ODR data, number of referrals, suspension data Data table from tier 2 and tier 3 effects Summary of observations	As indicated in the school’s mission the Arthur O. Eve school of Distinction seeks to create a culture that all can Improve in literacy. For this to happen there must be Management in classroom areas. . This will address the ODRs data that indicates we have a lack of skill in the area of classroom management. The training will be more specific to the teacher skills building.
Data Driven Instruction	July 2016 Through	BCSD DDI Training	Changes in pre-post scores in	Teachers will develop a “toolkit” of DDI strategies that can be used in the	The school seeks to use DDI to support their grade level in examining the end-goal test, and to subsequently formulate their interim assessments. This will lead the staff to

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/ Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
	17 school year	Book Study Literacy coach Grade Level Leaders Administration Psychologist	classroom assessments	upcoming school year. Team will create long term and short term goals as a Data Team for the 2016-2017 school year Teachers will collaborate and plan for the 2016-2017 school year, where they will turn-key the information learned at the first four sessions at a faculty meeting. Visual displays of data results from interim assessments Analyzing of interim assessments data against the end assessment for rigorous alignment with the CCSS Grade Level Team meeting Summaries Summary of Observations	building their lesson plans to meet rigor of the end assessment and make sure that students will be college and career ready.

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/ Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Common Core	July, August and throughout the year	District PD Literacy Coach Reading and Grade Level Leaders	A 10% increase in ELA/Math assessment scores Changes in parallel assessment scores	Analyzing both instruction and interim assessments against the alignment to the CCSS Lesson Plans Summary of Observations	Our teachers will receive training to sequence and scaffold content and highlight alignment with CCLS for ELA & Literacy and the PARCC Frameworks. Teachers will use the end-of-module performance task to gather information on whether students are achieving the standards. Teachers will develop daily lesson plans that include guiding questions, recommended texts, scaffolding strategies, and other classroom resources that are aligned to CCLS.
Instructional Strategies Differentiated Instruction Early Learning Intervention Higher Order Thinking Techniques	September throughout the 16-17 school year.	District PD Instructional coaches Reading Building Personnel Administration Magic Penny	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	The school will incorporate differentiated instructional Strategies to increase academic rigor, and students will be Engaged in complex, academically rigorous activities at challenging levels. This will also reduce frequent student boredom, frustration and misbehavior. Use differentiated instruction to meet the learning needs of all students. Differentiated instruction was noted to be a weakness of our teachers during the DTDSE and will lead to increased focus on subgroups. The incorporation of higher order thinking skills will provide much needed rigor and challenge to school academics and will align with CCLS. The use of Blooms Taxonomy will prepare students to become college and career ready.

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Co-Teaching	September	District PD Administration	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	Develop collaborative lesson plans, including rigorous instruction that includes various co-teaching techniques that align to the CCLS. This PD will also benefit differentiation and target classrooms with SPED and/or ELL students.

J. Communication and Stakeholder Involvement/Engagement

i. Regular and Systematic Updates to Stakeholders

(Please see Appendix 14: Stakeholders Involvement and Engagement Chart)

One of the core beliefs driving the early learning intervention 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 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.

The Arthur O. Eve School of Distinction #61 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

(Please see Appendix 15: Key Strategies for Year One Implementation Chart.)

ii. Early Wins

Successful turnaround leaders identify a few high-priority goals that will yield visible results and serve to motivate and engage all stakeholders in the change process. These early wins must be targeted, based on a review of data, and directly impact student learning outcomes. The early wins for the Arthur O. Eve School of Distinction #61 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 Common Core.
- The use of high impact teaching strategies and increased student engagement as measured by classroom observations and instructional walkthroughs.
- Improved implementation of MTSS-B as evidenced by lower rates of discipline referrals.
- 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 Journeys and Math Modules and develop effective lesson 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.
- Trends in student eligibility for rewards ceremonies.
- Time and outcomes from referrals to student support services.
- Trends in staff APPR ratings.
- Attendance rates at monthly professional development sessions.
- Number of new lesson plans created.
- Attendance in after school and summer school programming

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

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

iii. Leading Indicators of Success

Adapted from other schools districts' "charting the course" monthly meetings, the Arthur O. Eve School of Distinction #61 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 School Improvement Grant application.

While data analysis and questions to identify the root cause are essential components, reflection, problem solving, and common planning must lead to action. During each meeting, action steps or new ideas for how to better implement the strategy and commits to action items that will be discussed and agreed upon. Action items should be done in stages, with a combination of short-term and long-term actions. Recognizing quick successes on the short-term items will create momentum for longer-term actions. Once an action item has been implemented, it is important to evaluate ongoing progress in order to continuous improvement. Schools should look at both short- and long-term indicators to gauge effectiveness.

These meetings will be driven by the leading indicators of success outlined below. The Arthur O. Eve School of Distinction #61 will maintain a constant vigil on the leading indicators, and closely monitors 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

(Please see Appendix 10: Key Strategies for year One Implementation Chart.)

= Required Field

Local Agency Information		
Funding Source:	SIG Cohort 7 @ #61	
Report Prepared By:	Ashley Wakelee / Tonja Williams	
Agency Name:	Buffalo City School District	
Mailing Address:	419 City Hall	
	<i>Street</i>	
	Buffalo	NY 14202
	<i>City</i>	<i>State Zip Code</i>
Telephone # of	<input type="text" value="(716) 816-3625"/>	County: <input type="text" value="Erie"/>
E-mail Address:	<input type="text" value="bpsgrants@buffaloschools.org"/>	
Project Funding Dates:	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 7/14/16

RECEIVED
 PROJECTS
 2016 JUN 13 PM 12:10

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$9,526
Description of Item	Quantity	Unit Cost	Proposed Expenditure
<i>DISTRICT</i>			
Software - Next Lesson Licenses	varies	varies	8,149
<i>#61 - ARTHUR O. EVE SCHOOL OF DISTINCTION</i>			
Instructional Materials			
"Bringing Reggio Emilia Home" paperback book for all staff	60	22.95	1,377

TRAVEL EXPENSES			
Subtotal - Code 46			\$5,476
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
#61 - ARTHUR O. EVE SCHOOL OF DISTINCTION			
Employee Conference/PLO:			
Admin / Teacher	Cadwell Collaborative Conferences	TBD	5,476

EMPLOYEE BENEFITS

		Subtotal - Code 80	\$127,144
Benefit			Proposed Expenditure
Social Security		0.0765	21,422
Retirement	New York State Teachers	0.120	31,002
	New York State Employees	0.155	3,360
	Other - Pension		
Health Insurance	Admin (0.17)	16,547	2,813
	Exempt (0.17)	16,547	2,813
	Teachers (2.84)	15,532	44,111
	PCTEA	12,578	
	Aides/Assistants (1.0)	9,385	9,385
Worker's Compensation		0.0315	8,821
Unemployment Insurance		0.004	1,121
Other (Identify)			
Supplemental Benefits	Admin (0.17)	530	91
	Exempt (0.17)	530	91
	Teachers (2.84)	525	1,491
	PCTEA	575	
	Aides/Assistants (1.0)	540	540
	Transp. #264	450	
	ENG/CUST#409	500	
Life Insurance		19.80	83

INDIRECT COST		
A.	Modified Direct Cost Base - Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25000 and any flow through funds) ** Manual Entry	\$461,166
B.	Approved Restricted Indirect Cost Rate	3.00%
C.	Subtotal - Code 90	\$13,834

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

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

Indirect cost rate last adjusted on 8/14/15

PURCHASED SERVICES WITH BOCES

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

MINOR REMODELING

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

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$258,347
Support Staff Salaries	16	\$21,673
Purchased Services	40	\$64,000
Supplies and Materials	45	\$9,526
Travel Expenses	46	\$5,476
Employee Benefits	80	\$127,144
Indirect Cost	90	\$13,834
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$500,000

REVIEWED / RECOMMENDED

Richard Thompson 7/14/16

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 *Dr. Kriner Cash*

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 - Arthur O. Eve School of Distinction - #61					
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	\$ 258,347	Professional Salaries	15	\$ 264,106	Professional Salaries	15	\$ 270,038
Support Staff Salaries	16	\$ 21,673	Support Staff Salaries	16	\$ 22,223	Support Staff Salaries	16	\$ 22,789
Purchased Services	40	\$ 64,000	Purchased Services	40	\$ 64,000	Purchased Services	40	\$ 59,000
Supplies and Materials	45	\$ 9,526	Supplies and Materials	45	\$ 1,000	Supplies and Materials	45	\$ 1,000
Travel Expenses	46	\$ 5,476	Travel Expenses	46	\$ 5,259	Travel Expenses	46	\$ 837
Employee Benefits	80	\$ 127,144	Employee Benefits	80	\$ 128,848	Employee Benefits	80	\$ 131,772
Indirect Cost (IC)	90	\$ 13,834	Indirect Cost (IC)	90	\$ 14,564	Indirect Cost (IC)	90	\$ 14,564
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	\$ 272,281	Professional Salaries	15	\$ 273,577	Professional Salaries	15	\$ 1,338,349
Support Staff Salaries	16	\$ 23,372	Support Staff Salaries	16	\$ 23,973	Support Staff Salaries	16	\$ 114,030
Purchased Services	40	\$ 54,000	Purchased Services	40	\$ 49,000	Purchased Services	40	\$ 290,000
Supplies and Materials	45	\$ 1,000	Supplies and Materials	45	\$ 1,000	Supplies and Materials	45	\$ 13,526
Travel Expenses	46	\$ -	Travel Expenses	46	\$ -	Travel Expenses	46	\$ 11,572
Employee Benefits	80	\$ 134,783	Employee Benefits	80	\$ 137,886	Employee Benefits	80	\$ 660,433
Indirect Cost (IC)	90	\$ 14,564	Indirect Cost (IC)	90	\$ 14,564	Indirect Cost (IC)	90	\$ 72,090
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

ARTHUR O. EVE SCHOOL OF DISTINCTION - #61

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
District	Project Administrator (0.17 FTE)	15	13,617	14,026	14,447	14,881	15,328	District position to assist Grants Department with finance management of grant.	The need for this position will be reevaluated at the conclusion of the grant.
District	Program Evaluator (0.17 FTE)	15	14,450	14,884	15,331	15,791	16,265	District position to evaluate the effectiveness of programming.	The need for this position will be reevaluated at the conclusion of the grant.
School	Building Math Teacher (1.00 FTE)	15	57,622	59,351	61,132	62,966	64,855	To provide instruction for students in the area of math and also support the district initiative for smaller class sizes.	Position will be reduced when funding ends.
School	Building Reading Teacher (1.00 FTE)	15	57,622	59,351	61,132	62,966	64,855	Provides support to students in reading.	Position will be reduced when funding ends.
School	Social Worker (0.50 FTE)	15	28,977	29,847	30,743	31,666	32,616	The social worker will work side by side with other members of the Student Support Team and work with students on an individualized and group basis.	Position will be reduced when funding ends.
School	Art Teacher (0.17 FTE)	15	9,795	10,089	10,392	10,704	11,026	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	Music Teacher (0.17 FTE)	15	9,795	10,089	10,392	10,704	11,026	The additional FTE will enable there to be a full time Music 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	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 Ancillary – ELT	15	29,232	29,232	29,232	29,232	29,232	To provide students with after school opportunities through extended learning time.	When the grant concludes, the ELT services will be included in the school based budget or funded by alternative funding sources.
School	Curriculum Committee – Teacher	15	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.
School	Curriculum Committee – Admin	15	1,344	1,344	1,344	1,344	1,344	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.

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	Daily Substitute	15	20,160	20,160	20,160	16,294	11,297	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	Administrative Substitutes	15	3,000	3,000	3,000	3,000	3,000	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	Teacher Aide (1.00 FTE)	16	18,310	18,860	19,426	20,009	20,610	An additional teacher aide will serve to provide additional coverage for staff to serve students.	School will initially try and sustain this position via building based budget.
School	Teacher Aide – ELT	16	3,363	3,363	3,363	3,363	3,363	To provide students with after school opportunities through extended learning time.	When the grant concludes, the ELT services will be included in the school based budget or funded by alternative funding sources.
School	Contract Services – DTSDE Survey	40	3,000	3,000	3,000	3,000	3,000	This is a requirement of the grant	As the grant ends, this will not be needed.
School	Contract Services – OEE – DTSDE Review	40	11,000	11,000	11,000	11,000	11,000	DTSDE Review Priority School Requirement	As the grant ends, this will not be needed.
School	Contract Services – Turnaround Partner TBD	40	50,000	50,000	45,000	40,000	35,000	Collaborative will provide continuing professional development and mentoring within the Early Intervention Model framework.	As the grant concludes, teachers will be knowledgeable about program delivery and instructional strategies to support the sustainability beyond the period of the grant.

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	Software – Next Lesson Software Licenses	45	8,149	-	-	-	-	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.
School	Instructional Materials	45	1,377	1,000	1,000	1,000	1,000	To provide instructional materials to support the curriculum.	The materials will be utilized throughout the grant period.
School	Employee Conference/PLO – Cadwell Collaborative Conferences	45	5,476	5,259	837	-	-	To provide staff development and to support initiatives.	This will not be necessary once the grant period ends.
District/School	Employee Benefits	80	127,144	128,848	131,772	134,783	137,886	Employee benefits include: Social Security, Retirement, Workers’ Compensation Insurance, Unemployment Benefits, Health Insurance, Supplemental Benefits, and Life Insurance.	As the grant concludes, employee benefits will be covered by the funding source directly related to salary expenses.
District/School	Indirect Costs	90	13,834	14,564	14,564	14,564	14,564	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 - Arthur O. Eve School of Distinction - #61

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	 7/18/14

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 - Arthur O. Eve School of Distinction - #61

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	\$258,347.00	
3.	Support Staff Salaries	\$21,673.00	
4.	Fringe Benefits	\$127,144.00	
5.	Indirect Costs	\$13,834.00	
6.	Rent/Lease/Utilities*	\$0	
7.	Sum of lines 2, 3, 4, 5, and 6		\$420,998.00
8.	Line 1 minus Line 7		\$79,002.00
9.	M/WBE Goal percentage (30%)		0.30
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		\$23,701.00

*If not included in #5

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

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

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

Date: 7/18/16
PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT:
 Name of M/WBE: REACH Educational Solutions Federal ID No.: 47-2322388
 Address: 557 Grand Concourse Suite 3-167 Phone No.: (646) 389-8228
 City, State, Zip Code: Bronx, NY 10451 E-mail: mgfields@reachedsolutions.com

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:
Professional services related to school review.

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):
 The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).
 The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER CONDITIONED UPON THE BIDDER'S EXECUTION OF A CONTRACT WITH THE NEW YORK STATE EDUCATION DEPARTMENT.
 Signature of Authorized Representative of M/WBE Firm: Monica George Fields
 Signature of Authorized Representative of M/WBE Firm: Monica George Fields
 Printed or Typed Name and Title of Authorized Representative
 The estimated dollar amount of the agreement \$ 11,000.00
 Date: 7/15/16

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

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

Bidder Name: Buffalo City School District Federal ID No.: 16-6001554
 Address: 419 City Hall Phone No.: 716-816-3625

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

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

Date: 7/18/16

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

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

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

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).
 The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

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

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

Date: July 13, 2016 Schwal G


 Signature of Authorized Representative of M/WBE Firm

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

M/WBE UTILIZATION PLAN

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

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

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME PLC Associates, Inc. ADDRESS PO Box 130 CITY, ST, ZIP Pittsford, NY 14534 PHONE/E-MAIL 585-264-0886 / pciaburri@plcassociates.com FEDERAL ID No. 16-1474033	NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	Professional Services related to school review at #61.	\$ 3,000.00
NAME REACH Educational Solutions ADDRESS 557 Grand Concourse Suite 3-167 CITY, ST, ZIP Bronx, NY 10451 PHONE/E-MAIL 646-389-8228 / mgfields@reachedsolutions.co FEDERAL ID No. 47-2322388	NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	Professional Services related to school review at #61.	\$ 11,000.00

PREPARED BY (Signature)  DATE 7/18/16

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

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

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

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

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

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

Contractor
 Subcontractor

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

EEO - Job Categories	Hispanic or Latino		Race/Ethnicity - report employees in only one category																
	Total Work Force		Male					Not-Hispanic or Latino					Female						
	Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	
Executive/Senior Level Officials and Managers	3	4	23	7		1					36	19							1
First/Mid-Level Officials and Managers	4	4	25	13							48	43							
Professionals	30	138	694	73		4	5				2241	340							29
Technicians			15	3							4	8							1
Sales Workers																			
Administrative Support Workers	1	23	8	2		1	1				146	81							3
Craft Workers	3		64	18							1								
Operatives																			
Laborers and Helpers	1		15	14															
Service Workers	15	86	69	97							351	367							14
TOTAL	57	913	227			6	8				2827	858							45

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

DATE: 7/18/16
 TELEPHONE/EMAIL: (716)816-3625/BPSGrants@buffaloschools.org

Print or type: _____
 EEO 100

REQUEST FOR WAIVER FORM

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

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

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

<input checked="" type="checkbox"/> MBE Waiver - A waiver of the MBE goal for this procurement is requested.	<input checked="" type="checkbox"/> WBE Waiver - A waiver of the WBE goal for this procurement is requested.
<input type="checkbox"/> Total <input checked="" type="checkbox"/> Partial 41 %	<input type="checkbox"/> Total <input checked="" type="checkbox"/> Partial 41 %

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.

<p>NAME OF PREPARER: Dr. Kriner Cash</p> <p>TITLE OF PREPARER: Superintendent</p> <p>TELEPHONE: 716-816-3625</p> <p>EMAIL: BPSGrants@buffaloschools.org</p>	<p align="center">FOR AUTHORIZED USE ONLY</p> <p>REVIEWED BY: _____</p> <p>DATE: _____</p> <p>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</p> <p>COMMENTS:</p>
---	---

REQUIREMENTS AND DOCUMENT SUBMISSION INSTRUCTIONS

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

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

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

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

PROJECT/CONTRACT # RFP# GC16-105

I, Dr. Kriner Cash
(Bidder/Applicant)

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

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

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

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

Submit additional pages as needed.



Authorized Representative Signature

7/18/16

Date

NOT APPLICABLE

**Arthur O. Eve School of Distinction #61
Data Charts**

	Level	ELA Proficiency (DIBELS)	ELA Proficiency % (DIBELS)
K	Benchmark	26	47%
	Strategic/Intensive	29	53%
1st	Benchmark	27	55%
	Strategic/Intensive	22	45%
2nd	Benchmark	10	21%
	Strategic/Intensive	37	79%

	Level	ELA Count	ELA Percentages	Math Count	Math Percentages
3rd	4+3	0	0%	2	5%
	2+1	42	100%	40	95%
4th	4+3	2	7%	2	7%
	2+1	26	93%	26	93%

**Arthur O. Eve School of Distinction #61
Prioritized Needs**

Need 1 - To develop a system for identifying and monitoring early prevention and intervention of Tier I, Tier II, and Tier III ELA and Math instruction issues. The Arthur O. Eve School of Distinction #61 has been identified as a priority or failing school for several years, with proficiency rates in ELA and Math in the range of 0-7%. Research indicates that exposure to engaging, consistent and appropriately rigorous curriculum and instruction, and interventions, at the earliest grade levels has a likelihood for substantial impact on students' academic attainment with long term effects.

- *Low rigor of classroom instruction:* In the 2014-2015 school year, fewer than 15% of the students in 3rd-4th grades scored at basic proficient levels in ELA and Math on the New York State ELA and Math CCLS Assessments. Particularly in reading and English/Language Arts (ELA), data suggests that students are not provided with rigorous instruction every day in every classroom.
- *Lack of structure for preventive and interventions to address academic needs:* While the school has CCLS aligned resources, they are being inconsistently adapted based on student needs and data. This has resulted in students primarily being provided with instruction that is not addressing the diverse academic needs further impeding the schools ability to close the achievement gap. Students have limited exposure to preventative instruction and interventions.

Need 2 -- To create school structures and systems that support engaging instruction and maximize time on task: Current structures and systems at the Arthur O. Eve School of Distinction #61 are not conducive to consistent, high- quality teaching and learning and need to be redesigned in order to make the most of instructional time during the regular school day and to provide engaging, evidence-based, and enriching extended learning time, for a majority of the students.

- *School schedule does not maximize instructional time:* Due to structural issues in the school schedule, core instructional subjects are regularly split and at times cut short, and prevent teachers from providing high-quality instruction during a continuous core instructional period and cause students to miss critical standards based instruction. Teacher resources are not being maximized by using the 90 minute Math block to teach the core subject in a whole group setting, rather than adhering to the district's recommendation for 60 minutes of core instruction and 30 minutes of differentiated instruction to specifically meet individual student needs. The schedule for the 2016-17 school year is being developed to maximize instructional time for all students. The newly appointed Assistant Principal has received district-level training on scheduling, and has had this responsibility for the past several years at previous schools.
- *Disruption of core instructional time:* Students with disabilities are at times pulled from core classes to receive specialized services (i.e. speech, OT, PT). This leads to interrupted classroom instruction and a school environment that does not focus primarily on teaching and learning.

Appendix 2: Prioritized Identified Needs

Need 3 – **To increase the use of data to drive instruction:** Inconsistency in the delivery of CCLS aligned resources, instruction that meets diverse student needs, the use of data for decision-making and PBIS (MTSS) implementation are DTDSE identified challenges that are reflective of key staff being part time and an unfilled administrative position, for a majority of the school year. The regular collection and informed use of data is a deficit that, when remedied, will lead to a shared and focused effort, improving student achievement both academically and socially.

- *Lack of use of constant and consistent data to drive instruction:* According to the DTSDE, teachers do not formally and consistently use a data cycle in a transparent manner to identify “root causes” for why students struggle. Student performance did not grow, overall between the 2015-16 school years’ middle- of -year (MOY) and end-of-year (EOY) DIBELS and district assessments, suggesting that teachers did not know how to analyze data thoroughly, and/or did not know how to change their practice in response to the data.

Need 4 - **To establish a school culture focused on achievement and engage families as partners in their children’s learning:** Historical deficiencies in academics have contributed to a school climate of under-performance. Student behavior and attendance, along with both student and parent engagement, has suffered. The evidence manifests in low assessment scores, and high numbers of Office Discipline Referrals (ODRs). There has been a limitation and inconsistency in how the Arthur O. Eve School of Distinction #61 has been able to implement a First Responder System and teacher training to create a shared vision for student behavior among teachers, parents, and students.

- *Disruption of core instructional time:* An analysis of the data reveals, that there are small groups of teachers who generate the most Office Disciplinary Referrals. These teachers lack the training and expertise to address and de-escalate behavioral issues in the classroom and hallway. This leads to interrupted classroom instruction and a school environment that does not focus primarily on teaching and learning.
- *Limited number of focused approaches to engage families as partners in their children’s learning:* Parent-teacher conferences are optional. The school has struggled to build relationships with families that focus on academic achievement. The school does not have existing formal systems to coordinate support for families. Going forward, providing supports for families will help improve students’ attendance, behavior and academic achievement.

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

¹This 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 3: 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 3: 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 3: 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 3: 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 3: Checklist for Determining Priority School Leader Qualifications

Part II: District Assertions

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

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

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

Principal's Biography

Dr. Williams has an extensive background in public school and post-secondary education that expands some 25 years. After getting her Bachelor's Degree in Human Services, she worked at Alfred University in Alfred, New York as an Assistant Director of the Higher Educational Opportunity Program (HEOP) which recruited inner-city youth with academic promise, but were also at-risks of non-success for completing their college education. She then returned to school and earned her Master's Degree in Counseling Education. Graduating within a year, she began her career as a School Counselor with the Buffalo Public School District at B.U.I.L.D. Academy School in 1990.

After several years there, she was recruited for a school counseling position with the Mecklenburg County School District, and began working at Coulwood Middle School, in a newly created position as a Counselor/Coordinator where she worked with students, teachers, and parents with at-risk students to help turnaround their academic and behavioral challenges. Her work was so successful that she was invited to work at Johnson C. Smith University in Charlotte, North Carolina to provide interventions to students experiencing academic failure.

An ill parent brought her back to Buffalo and she returned to a career as a School Counselor with the Buffalo Public Schools for the next six years. She was assigned to multiple schools (as is common with school counselor positions) and gained experience at the elementary, middle, and high school levels. Her last position as a School Counselor was at the nationally ranked, City Honors School where she stayed for three years until being asked to accept a temporary administrative position as a Hearing Officer by the then Superintendent of Schools, Marion Canedo.

That temporary assignment turned into a permanent career in administration. Dr. Williams, supervised the NYSED Safe and Healthy School's Grant before becoming the Director of Guidance and Counseling for the Buffalo Public Schools. A position that she held for nine years, supervising 120 school counselors at all schools in the district. While in that position she returned to school, to pursue her doctorate degree. As a doctoral student she secured a very competitive Minority Teaching Fellowship with Canisius College, in Buffalo New York and taught undergraduate and graduate level courses to education major students. She was awarded a Doctorate of Education in Executive Leadership in May 2011.

Dr. Williams pursued her dream of becoming a school principal and was assigned to lead Futures Academy School #37, a school with a trend of failure. Attendance was the lowest in the district. The rate of student transiency was at 41%, students were constantly entering and leaving. Suspensions in the district were at the second highest amongst elementary schools, and academic proficiency rates were well below the district and the state's average.

While at Futures several things happened. She immediately sought resources that would make the school aesthetically beautiful and clean, a place that looked like a learning environment. The school got a new playground, the building was painted and new furniture for students arrived along with computers and new books. She was given the task as a brand new principal to collaborate on writing for a NYSED Turnaround School Improvement Grant (SIG)

which could ultimately mean that they would need to leave the school, as the mandate requires that 50% of the teaching staff be removed. Not an easy feat, but she and her team did just that. The school was awarded a SIG grant and collaborated with National partners and consultants, implementing several initiatives which would turn the school around. The results were: (a) drastically reduced behavior infractions; (b) increased attendance, receiving recognition by the Board of Education in 2013 as one of the Top 10 Schools for school-wide attendance increase; (c) transiency rates that were cut in half; (d) academic achievement rates that were rising from the level 1 to level 2 scores on NYS CCLS assessments. Several news stories and newspaper articles were done on the remarkable changes taking place.

In August 2015, she became the principal at the Arthur O. Eve School of Distinction #61, which was at a Focus School status. In September 2015, the school wrote for a Socio-Economic Integration Grant from NYSED and in February 2016 was informed of its success. The purpose of the grant is to increase diversity in the school, and to ultimately increase student achievement. In March the school was informed that it was identified as a new Priority Status School. Dr. Williams in her optimism, looks at this as yet another great opportunity for her to lead the Arthur O. Eve School of Distinction#61 into a premium early childhood school of the arts where academic achievement levels will soar.

Her entire career as an administrator, has been about her strong desire was to build leadership capacity and skills, with her entire staff as a means for creating a successful school environments of learning and teaching. Dr. Williams has influenced as many as nine teacher leaders to enroll in education administration, two of which are now sitting administrators~ one a Dean of Students and another an Assistant Principal. She continues to lead others and build capacity in staff.

Dr. Williams has successfully completed a Turnaround Leaders course at Harvard University's School of Education in 2014 and was selected to present at a National School Manager Administration (S.A.M.) conference for school administrators, in San Diego, California in February 2015. She has received many community recognitions and awards for her commitment to excellence in education, including from the: Mayor of the City of Buffalo, Erie County Community Action Organization, Business First News, and Leadership Buffalo.

TONJA M. WILLIAMS, Ed.D.

100 Ranch Trail West
Williamsville, New York 14221
(716)228-8895
Tmwilliams@buffaloschools.org

CERTIFICATION: **Harvard University, 2013**
School Turnaround Leader's Certificate of Completion

New York State School District Administrator (S.D.A.) 2002
Permanent Certificate
Canisius College- Buffalo, New York 14208

New York State School Counseling Certificate, 1995
Permanent Certificate
Canisius College- Buffalo, New York 14208

EDUCATION: Ed.D. Executive Leadership May 2011
St. John Fisher College- Rochester, New York
Honors: Most Scholarly Dissertation Award
Kappa Delta Pi Induction

Ed.M. Educational Counseling May 1990
Canisius College- Buffalo, New York 14208
Honors: Who's Who Amongst American Colleges & Universities

Bachelor of Science, Health and Human Services May 1996
Medaille College- Buffalo, New York 14214
Honors: Graduation with Magna Cum Laude Honors

ADMINISTRATIVE EXPERIENCE: **Elementary School Principal, Buffalo Public Schools**
August 2011- Present

Director of Guidance and Counseling, Buffalo Public Schools
November 2002- August 2011.

Supervisor of Safe and Drug Free Schools, Buffalo Public Schools
June 2001- November 2002

Acting Supervisor of Pupil Personnel Services
December 1999- June 2001

TEACHING EXPERIENCE: **Minority Teaching Fellow,**
Canisius College
August 2008- 2011

**School Counselor
Buffalo Public Schools
September 1990- December 1999**

**LEADERSHIP
EXPERIENCES:**

Socio-Economic Integration Grant Approved	March 2015
Presenter at the National SAM's Conference	Jan. 2014
School Improvement Grant Approved in Round I	Nov. 2011

**RESULTS AND
OUTCOMES:**

Magic Penny Reading: BOY 4% proficient- MOY 33% proficient
Short Term Suspensions decreased by more than 50% from 2015 to 2016
Tiered Fidelity Inventory Increase from 51% in 2015 to 87% in 2016
School-Wide Evaluation Tool Overall School Increase from 54%
in 2015 to 84% in 2016

REFERENCES:

Ms. Casandra Wright
Buffalo Public Schools
Associate Superintendent of School Leadership
(716)816-3536

Dr. Will Keresztes
Buffalo Public Schools
Associate Superintendent
(716)816-3596

Mr. David Rust
SAY YES to Education
Executive Director
(716)713-4991

Appendix 5: Principal & Assistant Principal Resumes

JODI P. HAMMOND
106 Brinton Street
Buffalo, New York 14214
716/867-4567 ~ jphammond317@gmail.com

NYS CERTIFICATIONS

School Building Leader (SBL)
Elementary Education (Pre K-6)
Business/Distributive Education (K-12)

EDUCATION

Canisius College, Buffalo, NY, (2015) School Building Leader Certification (GPA 4.0)
Medaille College, Buffalo, NY, (2004) Master of Science in Education (GPA 3.9)
Medaille College, Buffalo, NY, (2003) Bachelor of Science in Liberal Studies, *Cum Laude* (GPA 3.65)

ADMINISTRATIVE EXPERIENCE

BUFFALO PUBLIC SCHOOLS

ARTHUR O. EVE SCHOOL OF DISTINCTION #61 (6/16-Present)
ASSISTANT PRINCIPAL

GRANTS DEVELOPMENT DEPARTMENT (8/15-Present)
PROJECT ADMINISTRATOR

- Assisted in the development, writing and submission of district grant proposals and special projects; specifically, prepared and completed the filing of the Socio-Economic Integration grant application for the early childhood arts program proposed for Arthur O. Eve School of Distinction #61;
- Provided side-by-side assistance to school leaders in preparing Receivership applications; assisted with district-level coordination of budgets, applications, staffing requests, and work plans for same;
- Work closely with multiple grant managers providing technical assistance, processing amendments, preparing budgets and budget narratives, preparing and submitting year-end reports, and communicating with grantors at the local, state and federal levels;
- Development of budgets and budget narratives for proposals, special projects, and existing multi-year grants;
- Assist in the formulation of measurable outcomes, objectives, and project goals for new and existing grants;
- Supervise the collection of data, prepare and submit required reports at both milestones and at the conclusion of grants.

SCHOOL #72, LORRAINE ELEMENTARY SCHOOL

Administrative Intern & Supporting Building Principal (5/14-8/15)

- Created the 2014-15 and 2015-16 Master Schedule for PK-8 building
- Assisted with interviewing candidates for teaching and teaching assistant positions
- Summer School Program Administrator
- Developed Opening Day teacher information packets
- BEDS day coordinator
- Conducted data analysis of NYS test results and district level common assessments.
- Led and managed Grade Level Meetings focused around data discussions.
- Facilitated professional development for teachers for use of Illuminate program through use of CFA, teacher-designed formative assessments, curriculum based benchmark assessments, EngageNY modules
- Served as catalyst for data-inquiry planning on individual teacher consultations, grade level consultations and school-wide trainings.

Appendix 5: Principal & Assistant Principal Resumes

- Coordinated all teacher recommendations for retentions, and conducted the meetings to discuss same.
- Managed the schedule for students and staff for both the regular school day and the extended learning time.
- In-serviced teachers that are new to the district and/or building with technology, protocols, supplies, daily routines and expectations.
- Coordinated the Differentiated Reading Block schedule for K-6 students, including scheduling teachers and students in the correct pathway.
- Assisted with discipline matters as needed; attended to lunch duty and bus duty on a daily basis.
- Participated in conflict resolution, including, but not limited to, staff/staff, student/staff, and staff/parent conflicts.

RELATED TRAINING AND COURSEWORK

- Skillful Observation & Coaching Lab presented by Mike Rutherford (May, 2015 ~ 2 days)
- AIR Associates Instructional Coach trainings (2013-14 and 2014-15 school years)
- Teaching is the Core (Assessment Review Committee) with Chris Balow (2015 ~ 4 days)
- Instructional Coach Boot Camp (July 2014 ~ 1 day)
- Participated in multiple trainings on NYS Math Modules, Journeys, Think Central, M-Class/Amplify, Illuminate, EdVantage, PGS, Infinite Campus, LMA/SLO Writing, and SCEP Training Workshops

LEADERSHIP EXPERIENCES

•At the request of District Administrators, I have shared and presented on best practices for instructional leadership, including the Data Room Gallery Walk for Principals, Assistant Principals and Instructional Coaches.

•Junior High Summer School (2014) Coordinator: Responsible for scheduling the summer school students, assisted with enrollments and cancelling enrollments, handled transportation, arrival and dismissal procedures.

I prepared the Summer School Teacher Handbook, as well as the Student Handbook. I assigned classrooms and managed the teacher supplies and materials. I also assisted with student discipline. Further, I managed staff needs, duties and responsibilities and coordinated facility issues including classroom assignments, collaborating with Maintenance Staff, furniture and equipment requests, etc.

•APPR Committee of 40 for negotiations with BPS and BTF: This unique experience provided me the opportunity to collaborate with teachers and district administrators on the development of the APPR Agreement. I gained a thorough knowledge of the process and expectations for the APPR for teachers.

•Additional Leadership Experiences:
School Leadership Team (School 72)
Site-Based Management Team (School 72, School 30 and School 38)
Infinite Campus Focus Group for BTF
Executive Committee
Buffalo Teacher Center Instructor
Curriculum Committees for Math, Science and Assessment Review

TEACHING EXPERIENCE

BUFFALO PUBLIC SCHOOLS (9/05-08/15)
SCHOOL #72, LORRAINE ELEMENTARY SCHOOL, Buffalo, New York

Instructional Coach (8/13-8/15)

- Facilitated Grade Level Meetings and Common Planning Time Meetings
- Created, managed and maintained master-schedule
- Planned and facilitated individual coaching sessions for teachers.
- Coordinated and managed Extended Learning Time Program for approximately 330 students
- Developed and facilitated new course for Buffalo Teacher Center entitled "*BPS Data Systems*"

Appendix 5: Principal & Assistant Principal Resumes

- Coordinated all NYS and District assessments.
- Participated as a member of the School Leadership Team
- Managed curriculum resources and materials, including the purchase, distribution and maintenance of inventory.
- District Assessment Review Committee Member
- District Math Curriculum team, and "trainer of the trainers" for the NYS Math assessment scoring

SCHOOL #30, FRANK A. SEDITA ACADEMY, Buffalo, New York

Teacher (Grades 3 & 5)

(9/07-6/13)

- District Curriculum Committees for Math and Science
- Implemented CCLS, including aligning curriculum and creating supplements for district use
- Created, input and maintained Infinite Campus for the building including master schedule
- Analyzed student data to determine school-wide levels of appropriate instruction
- Instructor for Teacher Center Course on using the Grade Book feature on Infinite Campus
- Turn-keyed multiple trainings to staff regarding APPR, SLOs, and Infinite Campus
- Technology assistance and trouble-shooting for teachers including the interactive white board
- Testing coordinator and administrator of 4th grade NYS Science Performance Assessment

Building Math Teacher

(9/05-6/07)

- Provide mathematics academic intervention services to at-risk students
- Collaborate with the classroom teacher in planning and implementation including working with students in small groups, co-teaching the whole group, and providing demonstration lessons for the classroom teacher
- Liaison between Mathematics Department and Building Principal and Teachers
- Actively participated in Math Action Team including work on CSEP Plan
- Coordination of Grade Level Meetings (Mathematics)
- Text book coordinator including purchasing, distribution and inventory control
- Testing Coordinator for NYS Assessments
- Provided training for district teachers to score the NYS Mathematics Assessment

OUR LADY OF SACRED HEART, Orchard Park, New York
Middle School Math Teacher (Grades 6, 7 and 8)

(9/04-8/05)

VII. REFERENCES

Mr. Todd Miklas
Principal, #197
Buffalo Public Schools
716-816-4500

Mrs. Sharon McCormick
Assistant Principal, #72
Buffalo Public Schools
716-816-4809

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

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

RECRUITMENT BULLETIN #15-251

PRINCIPAL

MAY 13, 2016

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

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

Appendix 6: Principal & Assistant Principal Job Posting

- 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**

Assistant Principal School #61 RB 15-168

Summary

Title: Assistant Principal School #61 RB 15-168
ID: 2106
Department: School Administration
Location: School Location
Division: Instructional

Description

**RECRUITMENT BULLETIN #15-168
JANUARY 29, 2016**

**ASSISTANT PRINCIPAL
SCHOOL #61**

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
Arthur O. Eve School of Distinction #61**

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 experience in an Early Childhood Educational setting and/ or experiences with grants and Arts in Education programming are preferred.

RESPONSIBILITIES:

The Assistant Principal will report directly to the School's 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;
- implementing a new CCLS aligned Arts educational program that will be accessible to all students at the school;
- ensuring the updating, and maintenance of all grant reporting and compliance facets;
- collaboratively working with the MTSS-B grant and community based organizations operating within the school;
- 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;

Appendix 6: Principal & Assistant Principal Job Posting

- 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.)

SELECTION:

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: February 11, 2016

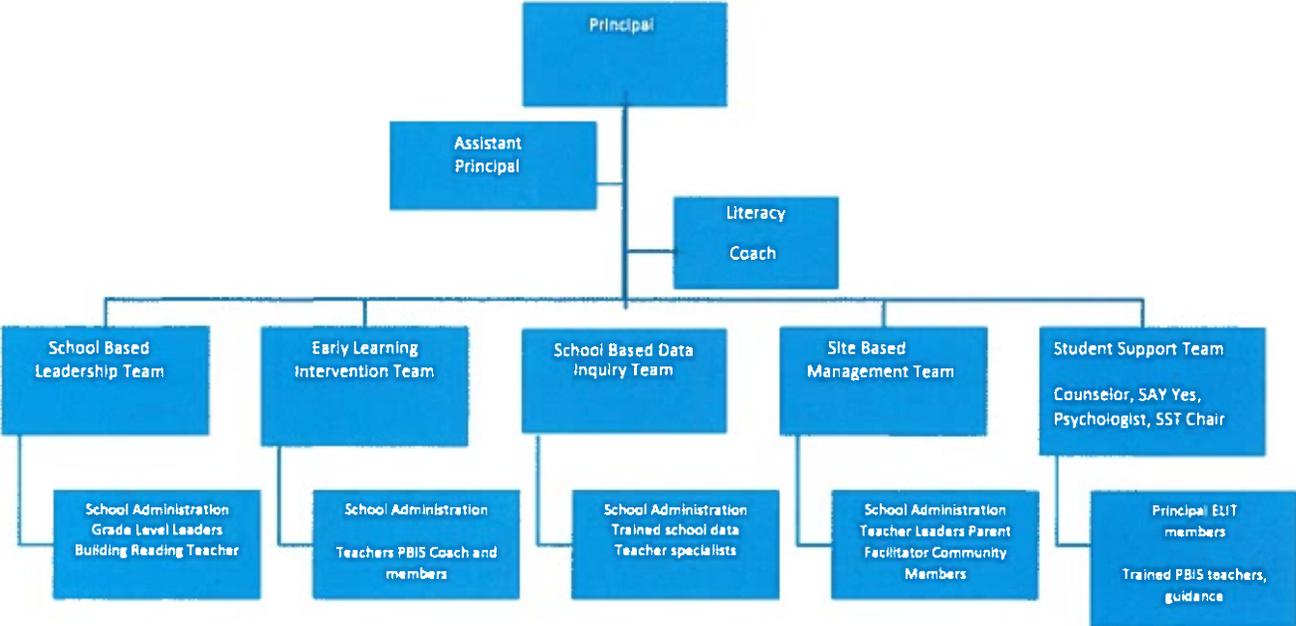
Instructional Staff

- 7 special education teachers;
 - 5 self-contained in grades 1, 2, 3, and two grade 4 classes
 - 2 Co-Integrated teachers in grades K and 4
- 16 general education teachers:
 - PK- 3 classrooms
 - K- 3 classrooms
 - Grade 1- 2 classrooms
 - Grade 2- 2 classrooms
 - Grade 3- 2 classrooms
 - Grade 4- 2 classrooms
- 2 Building-Wide Instructional positions;
 - 1 Instructional Coach
 - .5 Building Reading
 - .5 Building Math
- 2.8 Arts Instructional positions
 - 1.5 Physical Education
 - .8 Instrumental and Vocal Music positions
 - .5 Art position
- .5 Librarian
- 2.5 Student Support Team Staff
 - 1.0 Guidance Counselor
 - 0.5 School Psychologist
 - 0.5 Student Support Team Chair
 - 0.5 Social Worker

Appendix 8: School Organizational Chart

Arthur O. Eve School of Distinction #61

School Organizational Chart



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

July 2016

- **Mandatory Evaluator Re-certification Trainings (3 full days)**

August 2016

- **August Leadership Administrator's Retreat (1/2 day)-**
- **PM: NYSUT & Marshall Rubric**

September 2016

- **School-based TIP/PIP training**
- **TIPS/PIP due (date pending approval of District Calendar)**

October 2016

- **Principal/ AP Leadership Development meeting (3 hours)**
- **Principal Evaluator Development meeting**
- **SLO/LMA's due * date to be determined**
- **Once SLO/LMAs are locked a report will be generated containing errors in the SLO/LMAs. Instructional Specialists for APPR will review the report and contact Principals/Directors regarding revisions needed.**

November 2016

- **Principal/ AP Leadership Development meeting (3 hours)**
- **SLO/LMA feedback for revisions/ corrections**

December 2016

- **Principal/ AP Leadership Development meeting (3 hours)**
- **Observation #1 should be in PGS * date to be determined**
- **A report detailing which teachers have not yet received an observation for the 2016-20176 school year will be reviewed by the Instructional Specialists for APPR. The Assistant Superintendent for Shared Accountability/Chief Information Officer will be notified of irregularities.**

January 2017

- **Principal/ AP Leadership Development meeting (3 hours)**
- **All non 3012C Teacher's mid year evaluations will be due to departments**

Appendix 9 – APPR 2016-17 Calendar of Events

February 2017

- **Principal/ AP Leadership Development meeting (3 hours)**

April 2017

- **Principal/ AP Leadership Development meeting (3 hours)**
- **Artifacts (if continued) must be submitted in PGS by teachers**
- **Once the artifact portal is locked the Instructional Specialists for APPR will generate a report including teachers who did not submit artifacts. The report will be reviewed and Principals/Directors will be contacted regarding irregularities.**

May 2017

- **Principal/ AP Leadership Development meeting (3 hours)**
- **Observation #2 should be in PGS* date to be determined**
- **Artifacts should be rated in PGS* date to be determined**
- **A report detailing which teachers have not yet received two observations for the 2015-2016 school year will be reviewed by the Instructional Specialists for APPR. The Assistant Superintendent for Shared Accountability/Chief Information Officer will be notified of irregularities.**
- **Teachers' 60 points will be calculated at this time. Irregularities will be reviewed and corrected by the Instructional Specialists for APPR.**

Instructional Strategies for Tier I, Tier II and Tier III

UNIVERSAL & PREVENTATIVE (TIER I)	INTERVENTION (TIER II)	SPECIALIZED INTERVENTION (TIER III)
<p><i>Pre-Kindergarten</i></p> <p>Big Day Reading Program</p> <p>Oral language development</p> <p>School-Wide Writing Program</p> <p>Building Blocks Math Program</p> <p><i>K-4th Grades</i></p> <p>HMM Journeys Core Reading Program</p> <p>Leveled Reading Practices</p>	<p><i>Pre-Kindergarten</i></p> <p>Core Reading /Math Programs Magic Penny Program Language for Learning</p> <p><i>K-4th Grades</i></p> <p>Core Reading /Math Programs (Intervention component)</p> <p>Magic Penny Programs (K-2nd Grades)</p> <p>Leveled Reading Practices</p>	<p><i>Pre-Kindergarten</i></p> <p>Building Reading Specialists added instruction</p> <p>Student Support Team Intervention</p> <p><i>K-4th Grades</i></p> <p>SRA Reading Mastery/Direct Instruction Program</p> <p>Adapted CCLS Math Modules Building Reading Specialists added instruction</p> <p>Student Support Team intervention</p> <p>ELT Participation</p>

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

JULY 2016

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

AUGUST 2016

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

SEPTEMBER 2016

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

OCTOBER 2016

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

NOVEMBER 2016

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

DECEMBER 2016

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

JANUARY 2017

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

FEBRUARY 2017

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

MARCH 2017

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

APRIL 2017

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

MAY 2017

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

JUNE 2017

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

Days of Session/Attendance

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

Total Teacher Days: 186

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

IMPORTANT DATES

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

- H.S. Regents Exams
- 3-8 NYSED Testing
- Schools Closed
- X Central Office Also Closed
- Sup't. Conference Day
- Early Release Day

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

**Arthur O. Eve School of Distinction #61
2016-2017**

School Wide Differentiation Block from 9:30-10:30 each day!

Kindergarten	
9:30 - 10:30	Differentiation
10:30 - 10:55	Science/SS
10:55 - 11:25	Special
11:30 - 12:00	Lunch
12:00 - 12:15	Recess
12:15 - 1:45	Reading
1:45 - 3:15	Math

1 st Grade	
9:30 - 10:30	Differentiation
10:30 - 12:00	Reading
12:05 - 12:35	Lunch
12:35 - 12:45	Recess
12:45 - 1:15	Special
1:20 - 2:50	Math
2:50 - 3:15	Science/SS

2nd Grade	
9:30 - 10:30	Differentiation
10:30 - 11:30	Math
11:30 - 12:00	Special
12:05 - 12:35	Lunch
12:35 - 12:45	Recess
12:50 - 2:20	Reading
2:20 - 3:15	Science/SS

3rd Grade	
9:30 - 10:30	Differentiation
10:30 - 12:00	Reading / ELA
12:10 - 12:40	Special
12:45 - 1:15	Lunch
1:15 - 1:30	Recess
1:30 - 2:30	Math
2:30 - 3:15	Science/SS

4th Grade	
9:30 - 10:30	Differentiation
10:30 - 11:30	Reading / ELA
11:30 - 12:30	Math
12:30 - 12:45	Recess
12:45 - 1:15	Lunch
1:20 - 2:00	Special
2:00 - 3:00	Science/SS

Specials by Grade Level	
10:55 - 11:25	Kinder
11:30 - 12:00	2 nd Grade
12:10 - 12:40	3 rd Grade
12:45 - 1:15	1 st Grade
1:20 - 2:00	4 th Grade
2:00 - 2:30	Lunch

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Journeys Reading Program Backward Mapping	Began In May and will cont. in July	Reading Building Personnel	A 10% increase in the ELA assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, there is a need for lesson planning in the reading program Journeys and the use of all related materials. The Literacy Coach will be assigned to work directly in the classroom teacher and provide modeling, guided practice.
Math Modules	Begins July and continues month	District PD Math Building Personnel	A 10% increase in the Math assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, there is a need for Planning with the Math Modules and the use of all related materials. Math teachers will be assigned to work directly with the teacher and provide modeling, guided practice assigned to work directly in the classroom with the teacher and provide modeling and guided practice.
Classroom Management MTSS-B	Begins July and continue throughout the 16-17 school year	Book Study SST District Staff	A 10% reduction in behavioral referrals measured by the number of ODRS	Analyzing the ODR data, number of referrals, suspension data Data table from tier 2 and tier 3 effects Summary of observations	As indicated in the school's mission the Arthur O. Eve school of Distinction seeks to create a culture that all can Improve in literacy. For this to happen there must be Management in classroom areas. . This will address the ODRs data that indicates we have a lack of skill in the area of classroom management. The training will be more specific to the teacher skills building.
Data Driven Instruction	July 2016 Through	BCSD DDI Training	Changes in pre-post scores in	Teachers will develop a "toolkit" of DDI strategies that can be used in the	The school seeks to use DDI to support their grade level in examining the end-goal test, and to subsequently formulate their interim assessments. This will lead the staff to

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
	17 school year	Book Study Literacy coach Grade Level Leaders Administration Psychologist	classroom assessments	<p>upcoming school year.</p> <p>Team will create long term and short term goals as a Data Team for the 2016-2017 school year</p> <p>Teachers will collaborate and plan for the 2016-2017 school year, where they will turn-key the information learned at the first four sessions at a faculty meeting.</p> <p>Visual displays of data results from interim assessments</p> <p>Analyzing of interim assessments data against the end assessment for rigorous alignment with the CCSS</p> <p>Grade Level Team meeting Summaries</p> <p>Summary of Observations</p>	<p>building their lesson plans to meet rigor of the end assessment and make sure that students will be college and career ready.</p>

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Common Core	July, August and throughout the year	District PD Literacy Coach Reading and Grade Level Leaders	A 10% increase in ELA/Math assessment scores Changes in parallel assessment scores	Analyzing both instruction and interim assessments against the alignment to the CCSS Lesson Plans Summary of Observations	Our teachers will receive training to sequence and scaffold content and highlight alignment with CCLS for ELA & Literacy and the PARCC Frameworks. Teachers will use the end-of-module performance task to gather information on whether students are achieving the standards. Teachers will develop daily lesson plans that include guiding questions, recommended texts, scaffolding strategies, and other classroom resources that are aligned to CCLS.
Instructional Strategies Differentiated Instruction Early Learning Intervention Higher Order Thinking Techniques	September through-out the 16-17 school year.	District PD Instructional coaches Reading Building Personnel Administration Magic Penny	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	The school will incorporate differentiated instructional Strategies to increase academic rigor, and students will be Engaged in complex, academically rigorous activities at challenging levels. This will also reduce frequent student boredom, frustration and misbehavior. Use differentiated instruction to meet the learning needs of all students. Differentiated instruction was noted to be a weakness of our teachers during the DTDSE and will lead to increased focus on subgroups. The incorporation of higher order thinking skills will provide much needed rigor and challenge to school academics and will align with CCLS. The use of Blooms Taxonomy will prepare students to become college and career ready.

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Co-Teaching	September	District PD Administration	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	Develop collaborative lesson plans, including rigorous instruction that includes various co-teaching techniques that align to the CCLS. This PD will also benefit differentiation and target classrooms with SPED and/or ELL students.

Appendix 14: Stakeholders Involvement and Engagement Chart

Audience	Communication Goal	Method, Time, and Place
<p>Parents</p>	<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
<p>Teachers</p>	<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
<p>Community</p>	<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 15: Key Strategies for Year 1 Implementation

Early Learning Intervention Model Requirement: Offer full-day kindergarten; implement or expand a high-quality preschool program and provide educators with time for joint planning across grades to facilitate effective teaching and learning.			
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<ul style="list-style-type: none"> • Early Learning Intervention Coordinator to monitor and support implementation. • Development of the Early Learning Intervention Team of Educators (ELIT). • 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. • Staff PK & K classrooms with teachers certified in early childhood education. • Place a Teacher Assistant in every PK and K classroom to ensure a 10:1 child to instructor ratio. • Expansion of the school's PK and current full day kindergarten program and a class size reduction of no more than 20 to address literacy development at an early age. • Revise the school master schedule to provide extended and embedded professional learning community time. • Teacher self-assessment of instructional capacity and professional development needed/received. • Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training. • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. • 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 local assessments. 	<p>X</p>	<p>September</p> <p>September</p> <p>August/September</p> <p>September</p> <p>September</p> <p>September</p> <p>September</p> <p>October</p> <p>October</p> <p>October</p> <p>Year 2 – Teacher Leaders Identified 7/15</p> <p>September - Ongoing</p> <p>Begun 7/16 – Ongoing</p>	<p>1.1, 1.2, 2.1, 2.2, 4.1, 1.1, 1.2, 2.1, 2.2, 4.1, 3.1, 3.2, 3.3</p> <p>3.2, 3.3</p> <p>1.1, 1.2, 2.2, 3.1, 1.1, 1.2, 2.2, 3.1</p> <p>1.1, 1.2, 2.2, 3.1</p> <p>3.2, 3.3, 4.2</p> <p>3.2</p> <p>1.2, 1.3</p> <p>3.1, 3.3</p> <p>1.1, 2.2</p> <p>1.1, 2.2</p>

Appendix 15: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> • Targeted and aligned embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment). 	X	October	1.2, 1.3, 2.2, 2.3
<ul style="list-style-type: none"> • Staff professional development on, and use of, data driven intervention instruction based on information derived from Running Records and programmatic monitoring and formative assessments 	X	Begun 7/16 – Ongoing	1.2, 1.3
<ul style="list-style-type: none"> • Implementation of a coherent ELA intervention model at every grade level with a central focus on PK-2nd grades. 	X	October	
<ul style="list-style-type: none"> • Implementation of a coherent balanced literacy backwards mapped curriculum at every grade level. 	X	September	
<ul style="list-style-type: none"> • Implementation of a school –wide PK-4 writing initiative that is monitored and assessed with teacher developed school-wide cross-disciplinary writing rubrics aligned to the ELA CCLS. 	X	November	
<ul style="list-style-type: none"> • Creation of student writing portfolios for teacher review, for student assessment and feedback and to inform instruction. 	X	January	
<ul style="list-style-type: none"> • Implementation of a coherent backwards mapped math curriculum at every grade level with a central focus on PK-2nd grades 	X	September	
<ul style="list-style-type: none"> • Implementation of a school –wide PK-4 school-wide math fluency initiative that includes daily fluency checks and sprints in addition to the regular math block. 	X	September	
<ul style="list-style-type: none"> • Implementation of a coherent Math intervention model at every grade level with a central focus on PK-2nd grades. 	X	November	
<ul style="list-style-type: none"> • Yearly meeting schedule and pacing plan for ELIT Math Taskforce assessment development. 	X	October	
<ul style="list-style-type: none"> • Review of CCLS for Math and Math Modules to determine grade level benchmarks 	X	October	
<ul style="list-style-type: none"> • Review of grades 3-4 NYS Math Assessment data to determine current student achievement 	X	October	
<ul style="list-style-type: none"> • Development of grade leveled student formative and summative assessments, with a focus on grades PK-2 	X	October - ongoing	
<ul style="list-style-type: none"> • ELIT Math Taskforce professional development on, and use of, Data Driven Inquiry to develop a data review protocol for staff analysis of newly developed formative and summative assessments. 	X	April	
<ul style="list-style-type: none"> • Provide students with feedback based on DDI and help them set goals for their learning. 	X	November	
<ul style="list-style-type: none"> • Create student work portfolios, and intervention plans for students who are behind academically. 	X	January	

Appendix 15: Key Strategies for Year 1 Implementation

Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<p>Early Learning Intervention Model Requirement (Transformation): Identify and reward school leaders and teachers who improve student achievement outcomes, remove those who do not, and recruit and retain high-quality staff.</p>			
<ul style="list-style-type: none"> • Instructional Coach to monitor and support implementation. • Development of the Early Learning Intervention Team of Educators (ELIT). • Staff PK & K classrooms with teachers certified in early childhood education. • Place a Teacher Assistant in every PK and K classroom to ensure a 10:1 child to instructor ratio. • 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. • Staff PK & K classrooms with teachers certified in early childhood education. • Create incentives to reward teachers for 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. • Teacher self-assessment of instructional capacity and professional development needed/received. • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. • 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 Running Records and programmatic monitoring and formative assessments. • Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training. 	<p>X X X X X X X X X X X X X X X X X X</p>	<p>September September September September September September Year 2- September 2017 September October October Year 2 – Teacher Leaders Identified 7/17 September Begun July/16 – Ongoing</p>	<p>Identify and reward school leaders and teachers who improve student achievement outcomes, remove those who do not, and recruit and retain high-quality staff.</p>

Appendix 15: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> • Targeted and aligned embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment). • Staff professional development on, and use of, data driven intervention instruction based on information derived from Running Records and programmatic monitoring and formative assessments • ELIT Math Taskforce professional development on, and use of, Data Driven Inquiry to develop a data review protocol for staff analysis of newly created formative and summative assessments. • Build school wide accountability and capacity through individual teacher /administrator data meetings. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>October</p> <p>September – Ongoing</p> <p>Begun July/15 – Ongoing</p> <p>April</p> <p>October - Ongoing</p>	
<p>Early Learning Intervention Model Requirement (Transformation): Provide additional time for students to learn core academic content by extending the school day, week and/or year; provide more time for teachers to collaborate.</p>			
<p>Key Strategies</p>	<p>Implement Year 1?</p>	<p>Timeline</p>	<p>Goal/Obj.</p>
<ul style="list-style-type: none"> • Development of the Early Learning Intervention Team of Educators (ELIT). • Offer Extended Learning Time (ELT) for students, to include an engaging academic enrichment afterschool program. • Revise the school schedule to maximize time in core instruction by extending the school day, provide interventions and differentiated instructional time, and student support services. • Revise the school master schedule to provide extended and embedded collaborative professional learning community time. • Targeted and aligned embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment). • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>September</p> <p>September</p> <p>September</p> <p>October</p> <p>September - Ongoing</p> <p>Year 2 – Teacher Leaders Identified 7/17</p>	

Appendix 15: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	X	September	
<p>Early Learning Intervention Model Requirement (Transformation): Provide the school with sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes.</p>			
<p>Key Strategies</p>	Implement Year 1?	Timeline	Goal/Obj.
<p>The Arthur O. Eve School of Distinction #61 will have the flexibility to operate the school in a way that will substantially improve student achievement while receiving District level support. The school leader will have the ability to impact school staffing through teacher transfer conversations and the new hire interview process, and will revise school schedules and extended learning time. The various School Based Teams form governing school bodies that provide the school with the autonomy to make decision and mid-course corrections that are based on student and staff needs, and tailored to Early Learning Intervention Model turnaround plan.</p> <ul style="list-style-type: none"> Literacy Coach to monitor and support implementation. Development of the Early Learning Intervention Team of Educators (ELIT). 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. Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. Revise the school schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. Revise the school master schedule to provide extended and embedded collaborative professional learning community time. Build school wide accountability and capacity through individual teacher/administrator data meetings. The School Based Leadership Team (SBLT) will administering a teacher perceptions survey and collect, analyze and share survey results with staff. 	<p>X</p>	<p>September</p> <p>September</p> <p>September</p> <p>September</p> <p>September</p> <p>Year 2 – Teacher Leaders Identified 7/17</p> <p>September</p> <p>October – Ongoing</p> <p>October – Ongoing</p>	

Appendix 15: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> • School Based Inquiry Team (SBIT) to establish a system for collecting, organizing, and summarizing student data. • School Based Leadership Team will ensure that formative and summative assessments are administered on time and appropriately and the • SBIT will ensure that resultant data is analyzed on a regular schedule. • The School Based Management Team (SBMT) will use a perceptions survey for parents and create and implement a plan for administering, collecting, analyzing, and sharing survey data. • The SBMT will develop a coherent strategy and formalized plan for two-way teacher and family communication plan. • The SBMT will share survey results with staff and provide staff with training on using the teacher and family communication plan. • HPA will build families' capacity to support their student's academic progress using parent-centered programs inclusive of a parent facilitator and an on-site Family Resource Center. • Provide multi-tiered systems of support (MTSS-B) to ensure students are ready to learn by providing positive classroom environments, engaging student work, and reinforcement of the home – school connection. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>October administrator, February share data October – Ongoing</p> <p>October – Ongoing</p> <p>October – Ongoing</p> <p>October administrator, February share data October</p> <p>February</p> <p>September</p> <p>September</p>	
<p>Early Learning Intervention Model Requirement: Implement such strategies as financial incentives, flexible work conditions, and increased opportunities for promotion and/or career growth in order to recruit, place and retain teachers and leaders with the skills necessary to meet the needs of the school.</p>			
<p>Key Strategies</p>		<p>Implement Year 1?</p>	<p>Timeline</p> <p>Goal/Obj.</p>
<ul style="list-style-type: none"> • Literacy Coach to monitor and support implementation. • Development of the Early Learning Intervention Team of Educators (ELIT). • Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training. • 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. • Create incentives to reward teachers for improving student achievement. 		<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>September</p> <p>September</p> <p>September</p> <p>September</p>

Appendix 15: Key Strategies for Year 1 Implementation

<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 Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. • Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	<p>X</p>	<p>Year 2- September 2017 Year 2 – Teacher Leaders Identified 7/17 September</p>	
<p>Early Learning Intervention Model Requirement: Ensure high staff qualifications for the pre-school program, including a teacher with a bachelor’s degree in early childhood education or equivalent; have pre-school class sizes of no more than 20, and meet a child to instructor ratio of no more than 10 to 1.</p>			
<p>Key Strategies</p>			
<ul style="list-style-type: none"> • Literacy Coach to monitor and support implementation. • Development of the Early Learning Intervention Team (ELIT). • Expansion of the school’s PK and current full day kindergarten program and a class size reduction of no more than 20 to address literacy development at an early age. • Place a Teacher Assistant in every PK and K classroom to ensure a 10:1 child to instructor ratio. • Staff PK & K classrooms with teachers certified in early childhood education. • 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. • Create incentives to reward teachers for improving student achievement. • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. • Targeted and aligned embedded professional development for teachers and teacher assistants on early interventions (use of time, skills, and skill attainment). • 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. 	<p>Implement Year 1? X X X X X X X X X</p>	<p>Timeline September September September September September September Year 2- September 2017 Year 2 – Teacher Leaders Identified 7/17 September – Ongoing September – Ongoing</p>	<p>Goal/Obj.</p>

Appendix 15: Key Strategies for Year 1 Implementation

<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 Running Records and programmatic monitoring and formative assessments. • ELIT Math Taskforce professional development, and use of, Data Driven Inquiry to develop a data review protocol for staff analysis of newly created formative and summative assessments. • Staff professional development on, and use of, data driven intervention instruction based on information derived from ELIT Math Taskforce created formative assessments. • Participation in the School Climate Transformation Grant (SCTG) intensive MTSS-B professional development and support program (training in MTSS-B, Code of Conduct, Restorative Practices and Classroom Management) to increase staff knowledge and capacity and implement MTSS-B school-wide with consistency. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>Begun 7/16 - Ongoing</p> <p>April</p> <p>April</p> <p>Begun 7/16 - Ongoing</p>	
--	-------------------------------------	---	--

**Arthur O. Eve School of Distinction #61
Data Charts**

	Level	ELA Proficiency (DIBELS)	ELA Proficiency % (DIBELS)
K	Benchmark	26	47%
	Strategic/Intensive	29	53%
1st	Benchmark	27	55%
	Strategic/Intensive	22	45%
2nd	Benchmark	10	21%
	Strategic/Intensive	37	79%

	Level	ELA Count	ELA Percentages	Math Count	Math Percentages
3rd	4+3	0	0%	2	5%
	2+1	42	100%	40	95%
4th	4+3	2	7%	2	7%
	2+1	26	93%	26	93%

**Arthur O. Eve School of Distinction #61
Prioritized Needs**

Need 1 - To develop a system for identifying and monitoring early prevention and intervention of Tier I, Tier II, and Tier III ELA and Math instruction issues. The Arthur O. Eve School of Distinction #61 has been identified as a priority or failing school for several years, with proficiency rates in ELA and Math in the range of 0-7%. Research indicates that exposure to engaging, consistent and appropriately rigorous curriculum and instruction, and interventions, at the earliest grade levels has a likelihood for substantial impact on students' academic attainment with long term effects.

- *Low rigor of classroom instruction:* In the 2014-2015 school year, fewer than 15% of the students in 3rd-4th grades scored at basic proficient levels in ELA and Math on the New York State ELA and Math CCLS Assessments. Particularly in reading and English/Language Arts (ELA), data suggests that students are not provided with rigorous instruction every day in every classroom.
- *Lack of structure for preventive and interventions to address academic needs:* While the school has CCLS aligned resources, they are being inconsistently adapted based on student needs and data. This has resulted in students primarily being provided with instruction that is not addressing the diverse academic needs further impeding the schools ability to close the achievement gap. Students have limited exposure to preventative instruction and interventions.

Need 2 -- To create school structures and systems that support engaging instruction and maximize time on task: Current structures and systems at the Arthur O. Eve School of Distinction #61 are not conducive to consistent, high- quality teaching and learning and need to be redesigned in order to make the most of instructional time during the regular school day and to provide engaging, evidence-based, and enriching extended learning time, for a majority of the students.

- *School schedule does not maximize instructional time:* Due to structural issues in the school schedule, core instructional subjects are regularly split and at times cut short, and prevent teachers from providing high-quality instruction during a continuous core instructional period and cause students to miss critical standards based instruction. Teacher resources are not being maximized by using the 90 minute Math block to teach the core subject in a whole group setting, rather than adhering to the district's recommendation for 60 minutes of core instruction and 30 minutes of differentiated instruction to specifically meet individual student needs. The schedule for the 2016-17 school year is being developed to maximize instructional time for all students. The newly appointed Assistant Principal has received district-level training on scheduling, and has had this responsibility for the past several years at previous schools.
- *Disruption of core instructional time:* Students with disabilities are at times pulled from core classes to receive specialized services (i.e. speech, OT, PT). This leads to interrupted classroom instruction and a school environment that does not focus primarily on teaching and learning.

Appendix 2: Prioritized Identified Needs

Need 3 – **To increase the use of data to drive instruction:** Inconsistency in the delivery of CCLS aligned resources, instruction that meets diverse student needs, the use of data for decision-making and PBIS (MTSS) implementation are DTDSE identified challenges that are reflective of key staff being part time and an unfilled administrative position, for a majority of the school year. The regular collection and informed use of data is a deficit that, when remedied, will lead to a shared and focused effort, improving student achievement both academically and socially.

- *Lack of use of constant and consistent data to drive instruction:* According to the DTSDE, teachers do not formally and consistently use a data cycle in a transparent manner to identify “root causes” for why students struggle. Student performance did not grow, overall between the 2015-16 school years’ middle- of -year (MOY) and end-of-year (EOY) DIBELS and district assessments, suggesting that teachers did not know how to analyze data thoroughly, and/or did not know how to change their practice in response to the data.

Need 4 - **To establish a school culture focused on achievement and engage families as partners in their children’s learning:** Historical deficiencies in academics have contributed to a school climate of under-performance. Student behavior and attendance, along with both student and parent engagement, has suffered. The evidence manifests in low assessment scores, and high numbers of Office Discipline Referrals (ODRs). There has been a limitation and inconsistency in how the Arthur O. Eve School of Distinction #61 has been able to implement a First Responder System and teacher training to create a shared vision for student behavior among teachers, parents, and students.

- *Disruption of core instructional time:* An analysis of the data reveals, that there are small groups of teachers who generate the most Office Disciplinary Referrals. These teachers lack the training and expertise to address and de-escalate behavioral issues in the classroom and hallway. This leads to interrupted classroom instruction and a school environment that does not focus primarily on teaching and learning.
- *Limited number of focused approaches to engage families as partners in their children’s learning:* Parent-teacher conferences are optional. The school has struggled to build relationships with families that focus on academic achievement. The school does not have existing formal systems to coordinate support for families. Going forward, providing supports for families will help improve students’ attendance, behavior and academic achievement.

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 3: 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 3: 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 3: 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 3: 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 3: Checklist for Determining Priority School Leader Qualifications

Part II: District Assertions

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

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

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

Principal's Biography

Dr. Williams has an extensive background in public school and post-secondary education that expands some 25 years. After getting her Bachelor's Degree in Human Services, she worked at Alfred University in Alfred, New York as an Assistant Director of the Higher Educational Opportunity Program (HEOP) which recruited inner-city youth with academic promise, but were also at-risks of non-success for completing their college education. She then returned to school and earned her Master's Degree in Counseling Education. Graduating within a year, she began her career as a School Counselor with the Buffalo Public School District at B.U.I.L.D. Academy School in 1990.

After several years there, she was recruited for a school counseling position with the Mecklenburg County School District, and began working at Coulwood Middle School, in a newly created position as a Counselor/Coordinator where she worked with students, teachers, and parents with at-risk students to help turnaround their academic and behavioral challenges. Her work was so successful that she was invited to work at Johnson C. Smith University in Charlotte, North Carolina to provide interventions to students experiencing academic failure.

An ill parent brought her back to Buffalo and she returned to a career as a School Counselor with the Buffalo Public Schools for the next six years. She was assigned to multiple schools (as is common with school counselor positions) and gained experience at the elementary, middle, and high school levels. Her last position as a School Counselor was at the nationally ranked, City Honors School where she stayed for three years until being asked to accept a temporary administrative position as a Hearing Officer by the then Superintendent of Schools, Marion Canedo.

That temporary assignment turned into a permanent career in administration. Dr. Williams, supervised the NYSED Safe and Healthy School's Grant before becoming the Director of Guidance and Counseling for the Buffalo Public Schools. A position that she held for nine years, supervising 120 school counselors at all schools in the district. While in that position she returned to school, to pursue her doctorate degree. As a doctoral student she secured a very competitive Minority Teaching Fellowship with Canisius College, in Buffalo New York and taught undergraduate and graduate level courses to education major students. She was awarded a Doctorate of Education in Executive Leadership in May 2011.

Dr. Williams pursued her dream of becoming a school principal and was assigned to lead Futures Academy School #37, a school with a trend of failure. Attendance was the lowest in the district. The rate of student transiency was at 41%, students were constantly entering and leaving. Suspensions in the district were at the second highest amongst elementary schools, and academic proficiency rates were well below the district and the state's average.

While at Futures several things happened. She immediately sought resources that would make the school aesthetically beautiful and clean, a place that looked like a learning environment. The school got a new playground, the building was painted and new furniture for students arrived along with computers and new books. She was given the task as a brand new principal to collaborate on writing for a NYSED Turnaround School Improvement Grant (SIG)

which could ultimately mean that they would need to leave the school, as the mandate requires that 50% of the teaching staff be removed. Not an easy feat, but she and her team did just that. The school was awarded a SIG grant and collaborated with National partners and consultants, implementing several initiatives which would turn the school around. The results were: (a) drastically reduced behavior infractions; (b) increased attendance, receiving recognition by the Board of Education in 2013 as one of the Top 10 Schools for school-wide attendance increase; (c) transiency rates that were cut in half; (d) academic achievement rates that were rising from the level 1 to level 2 scores on NYS CCLS assessments. Several news stories and newspaper articles were done on the remarkable changes taking place.

In August 2015, she became the principal at the Arthur O. Eve School of Distinction #61, which was at a Focus School status. In September 2015, the school wrote for a Socio-Economic Integration Grant from NYSED and in February 2016 was informed of its success. The purpose of the grant is to increase diversity in the school, and to ultimately increase student achievement. In March the school was informed that it was identified as a new Priority Status School. Dr. Williams in her optimism, looks at this as yet another great opportunity for her to lead the Arthur O. Eve School of Distinction#61 into a premium early childhood school of the arts where academic achievement levels will soar.

Her entire career as an administrator, has been about her strong desire was to build leadership capacity and skills, with her entire staff as a means for creating a successful school environments of learning and teaching. Dr. Williams has influenced as many as nine teacher leaders to enroll in education administration, two of which are now sitting administrators~ one a Dean of Students and another an Assistant Principal. She continues to lead others and build capacity in staff.

Dr. Williams has successfully completed a Turnaround Leaders course at Harvard University's School of Education in 2014 and was selected to present at a National School Manager Administration (S.A.M.) conference for school administrators, in San Diego, California in February 2015. She has received many community recognitions and awards for her commitment to excellence in education, including from the: Mayor of the City of Buffalo, Erie County Community Action Organization, Business First News, and Leadership Buffalo.

TONJA M. WILLIAMS, Ed.D.

100 Ranch Trail West
Williamsville, New York 14221
(716)228-8895
Tmwilliams@buffaloschools.org

CERTIFICATION: **Harvard University, 2013**
School Turnaround Leader's Certificate of Completion

New York State School District Administrator (S.D.A.) 2002
Permanent Certificate
Canisius College- Buffalo, New York 14208

New York State School Counseling Certificate, 1995
Permanent Certificate
Canisius College- Buffalo, New York 14208

EDUCATION: Ed.D. Executive Leadership May 2011
St. John Fisher College- Rochester, New York
Honors: Most Scholarly Dissertation Award
Kappa Delta Pi Induction

Ed.M. Educational Counseling May 1990
Canisius College- Buffalo, New York 14208
Honors: Who's Who Amongst American Colleges & Universities

Bachelor of Science, Health and Human Services May 1996
Medaille College- Buffalo, New York 14214
Honors: Graduation with Magna Cum Laude Honors

ADMINISTRATIVE EXPERIENCE: **Elementary School Principal, Buffalo Public Schools**
August 2011- Present

Director of Guidance and Counseling, Buffalo Public Schools
November 2002- August 2011.

Supervisor of Safe and Drug Free Schools, Buffalo Public Schools
June 2001- November 2002

Acting Supervisor of Pupil Personnel Services
December 1999- June 2001

TEACHING EXPERIENCE: **Minority Teaching Fellow,**
Canisius College
August 2008- 2011

Appendix 5: Principal & Assistant Principal Resumes

School Counselor
Buffalo Public Schools
September 1990- December 1999

**LEADERSHIP
EXPERIENCES:**

Socio-Economic Integration Grant Approved	March 2015
Presenter at the National SAM's Conference	Jan. 2014
School Improvement Grant Approved in Round I	Nov. 2011

**RESULTS AND
OUTCOMES:**

Magic Penny Reading: BOY 4% proficient- MOY 33% proficient
Short Term Suspensions decreased by more than 50% from 2015 to 2016
Tiered Fidelity Inventory Increase from 51% in 2015 to 87% in 2016
School-Wide Evaluation Tool Overall School Increase from 54%
in 2015 to 84% in 2016

REFERENCES:

Ms. Casandra Wright
Buffalo Public Schools
Associate Superintendent of School Leadership
(716)816-3536

Dr. Will Keresztes
Buffalo Public Schools
Associate Superintendent
(716)816-3596

Mr. David Rust
SAY YES to Education
Executive Director
(716)713-4991

Appendix 5: Principal & Assistant Principal Resumes

JODI P. HAMMOND
106 Brinton Street
Buffalo, New York 14214
716/867-4567 ~ jphammond317@gmail.com

NYS CERTIFICATIONS

School Building Leader (SBL)
Elementary Education (Pre K-6)
Business/Distributive Education (K-12)

EDUCATION

Canisius College, Buffalo, NY, (2015) School Building Leader Certification (GPA 4.0)
Medaille College, Buffalo, NY, (2004) Master of Science in Education (GPA 3.9)
Medaille College, Buffalo, NY, (2003) Bachelor of Science in Liberal Studies, *Cum Laude* (GPA 3.65)

ADMINISTRATIVE EXPERIENCE

BUFFALO PUBLIC SCHOOLS

ARTHUR O. EVE SCHOOL OF DISTINCTION #61 (6/16-Present)
ASSISTANT PRINCIPAL

GRANTS DEVELOPMENT DEPARTMENT (8/15-Present)
PROJECT ADMINISTRATOR

- Assisted in the development, writing and submission of district grant proposals and special projects; specifically, prepared and completed the filing of the Socio-Economic Integration grant application for the early childhood arts program proposed for Arthur O. Eve School of Distinction #61;
- Provided side-by-side assistance to school leaders in preparing Receivership applications; assisted with district-level coordination of budgets, applications, staffing requests, and work plans for same;
- Work closely with multiple grant managers providing technical assistance, processing amendments, preparing budgets and budget narratives, preparing and submitting year-end reports, and communicating with grantors at the local, state and federal levels;
- Development of budgets and budget narratives for proposals, special projects, and existing multi-year grants;
- Assist in the formulation of measurable outcomes, objectives, and project goals for new and existing grants;
- Supervise the collection of data, prepare and submit required reports at both milestones and at the conclusion of grants.

SCHOOL #72, LORRAINE ELEMENTARY SCHOOL

Administrative Intern & Supporting Building Principal (5/14-8/15)

- Created the 2014-15 and 2015-16 Master Schedule for PK-8 building
- Assisted with interviewing candidates for teaching and teaching assistant positions
- Summer School Program Administrator
- Developed Opening Day teacher information packets
- BEDS day coordinator
- Conducted data analysis of NYS test results and district level common assessments.
- Led and managed Grade Level Meetings focused around data discussions.
- Facilitated professional development for teachers for use of Illuminate program through use of CFA, teacher-designed formative assessments, curriculum based benchmark assessments, EngageNY modules
- Served as catalyst for data-inquiry planning on individual teacher consultations, grade level consultations and school-wide trainings.

Appendix 5: Principal & Assistant Principal Resumes

- Coordinated all teacher recommendations for retentions, and conducted the meetings to discuss same.
- Managed the schedule for students and staff for both the regular school day and the extended learning time.
- In-serviced teachers that are new to the district and/or building with technology, protocols, supplies, daily routines and expectations.
- Coordinated the Differentiated Reading Block schedule for K-6 students, including scheduling teachers and students in the correct pathway.
- Assisted with discipline matters as needed; attended to lunch duty and bus duty on a daily basis.
- Participated in conflict resolution, including, but not limited to, staff/staff, student/staff, and staff/parent conflicts.

RELATED TRAINING AND COURSEWORK

- Skillful Observation & Coaching Lab presented by Mike Rutherford (May, 2015 ~ 2 days)
- AIR Associates Instructional Coach trainings (2013-14 and 2014-15 school years)
- Teaching is the Core (Assessment Review Committee) with Chris Balow (2015 ~ 4 days)
- Instructional Coach Boot Camp (July 2014 ~ 1 day)
- Participated in multiple trainings on NYS Math Modules, Journeys, Think Central, M-Class/Amplify, Illuminate, EdVantage, PGS, Infinite Campus, LMA/SLO Writing, and SCEP Training Workshops

LEADERSHIP EXPERIENCES

- At the request of District Administrators, I have shared and presented on best practices for instructional leadership, including the Data Room Gallery Walk for Principals, Assistant Principals and Instructional Coaches.
- Junior High Summer School (2014) Coordinator: Responsible for scheduling the summer school students, assisted with enrollments and cancelling enrollments, handled transportation, arrival and dismissal procedures.
I prepared the Summer School Teacher Handbook, as well as the Student Handbook. I assigned classrooms and managed the teacher supplies and materials. I also assisted with student discipline. Further, I managed staff needs, duties and responsibilities and coordinated facility issues including classroom assignments, collaborating with Maintenance Staff, furniture and equipment requests, etc.
- APPR Committee of 40 for negotiations with BPS and BTF: This unique experience provided me the opportunity to collaborate with teachers and district administrators on the development of the APPR Agreement. I gained a thorough knowledge of the process and expectations for the APPR for teachers.
- Additional Leadership Experiences:
School Leadership Team (School 72)
Site-Based Management Team (School 72, School 30 and School 38)
Infinite Campus Focus Group for BTF
Executive Committee
Buffalo Teacher Center Instructor
Curriculum Committees for Math, Science and Assessment Review

TEACHING EXPERIENCE

BUFFALO PUBLIC SCHOOLS (9/05-08/15)
SCHOOL #72, LORRAINE ELEMENTARY SCHOOL, Buffalo, New York

Instructional Coach (8/13-8/15)

- Facilitated Grade Level Meetings and Common Planning Time Meetings
- Created, managed and maintained master-schedule
- Planned and facilitated individual coaching sessions for teachers.
- Coordinated and managed Extended Learning Time Program for approximately 330 students
- Developed and facilitated new course for Buffalo Teacher Center entitled "*BPS Data Systems*"

Appendix 5: Principal & Assistant Principal Resumes

- Coordinated all NYS and District assessments.
- Participated as a member of the School Leadership Team
- Managed curriculum resources and materials, including the purchase, distribution and maintenance of inventory.
- District Assessment Review Committee Member
- District Math Curriculum team, and "trainer of the trainers" for the NYS Math assessment scoring

SCHOOL #30, FRANK A. SEDITA ACADEMY, Buffalo, New York

Teacher (Grades 3 & 5)

(9/07-6/13)

- District Curriculum Committees for Math and Science
- Implemented CCLS, including aligning curriculum and creating supplements for district use
- Created, input and maintained Infinite Campus for the building including master schedule
- Analyzed student data to determine school-wide levels of appropriate instruction
- Instructor for Teacher Center Course on using the Grade Book feature on Infinite Campus
- Turn-keyed multiple trainings to staff regarding APPR, SLOs, and Infinite Campus
- Technology assistance and trouble-shooting for teachers including the interactive white board
- Testing coordinator and administrator of 4th grade NYS Science Performance Assessment

Building Math Teacher

(9/05-6/07)

- Provide mathematics academic intervention services to at-risk students
- Collaborate with the classroom teacher in planning and implementation including working with students in small groups, co-teaching the whole group, and providing demonstration lessons for the classroom teacher
- Liaison between Mathematics Department and Building Principal and Teachers
- Actively participated in Math Action Team including work on CSEP Plan
- Coordination of Grade Level Meetings (Mathematics)
- Text book coordinator including purchasing, distribution and inventory control
- Testing Coordinator for NYS Assessments
- Provided training for district teachers to score the NYS Mathematics Assessment

OUR LADY OF SACRED HEART, Orchard Park, New York
Middle School Math Teacher (Grades 6, 7 and 8)

(9/04-8/05)

VII. REFERENCES

Mr. Todd Miklas
Principal, #197
Buffalo Public Schools
716-816-4500

Mrs. Sharon McCormick
Assistant Principal, #72
Buffalo Public Schools
716-816-4809

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

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

RECRUITMENT BULLETIN #15-251

PRINCIPAL

MAY 13, 2016

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

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

Appendix 6: Principal & Assistant Principal Job Posting

- 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**

Assistant Principal School #61 RB 15-168

Summary

Title: Assistant Principal School #61 RB 15-168
ID: 2106
Department: School Administration
Location: School Location
Division: Instructional

Description

**RECRUITMENT BULLETIN #15-168
JANUARY 29, 2016**

**ASSISTANT PRINCIPAL
SCHOOL #61**

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
Arthur O. Eve School of Distinction #61**

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 experience in an Early Childhood Educational setting and/ or experiences with grants and Arts in Education programming are preferred.

RESPONSIBILITIES:

The Assistant Principal will report directly to the School's 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;
- implementing a new CCLS aligned Arts educational program that will be accessible to all students at the school;
- ensuring the updating, and maintenance of all grant reporting and compliance facets;
- collaboratively working with the MTSS-B grant and community based organizations operating within the school;
- 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;

Appendix 6: Principal & Assistant Principal Job Posting

- 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.)

SELECTION:

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:** February 11, 2016

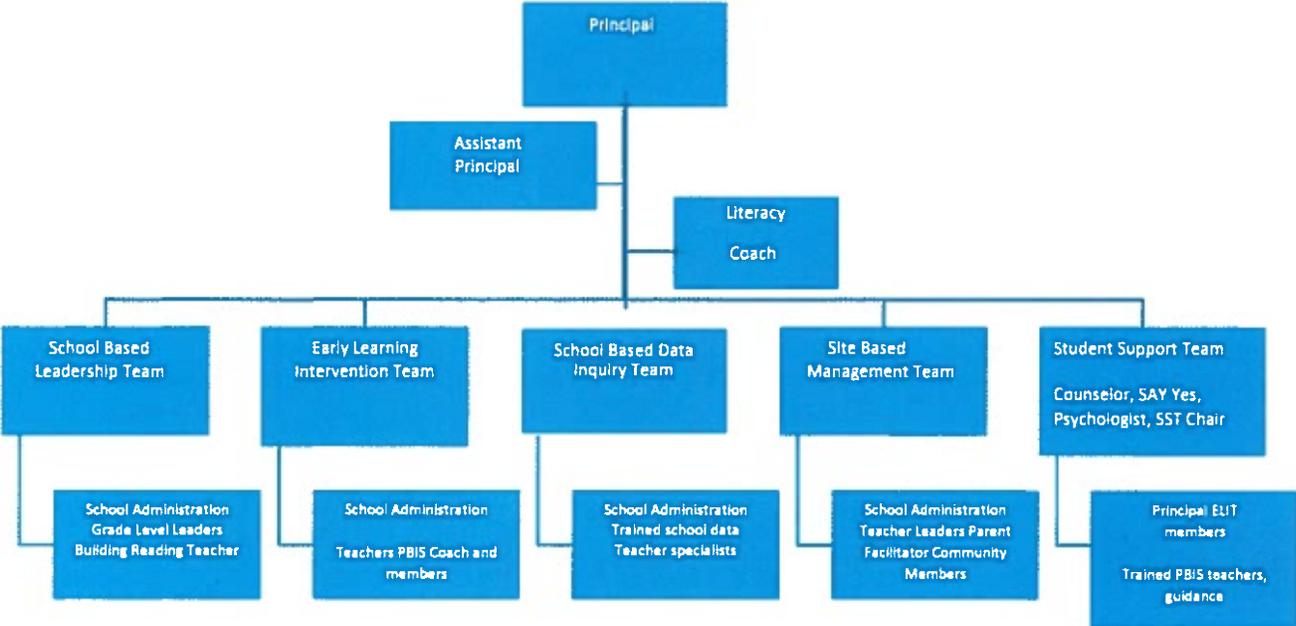
Instructional Staff

- 7 special education teachers;
 - 5 self-contained in grades 1, 2, 3, and two grade 4 classes
 - 2 Co-Integrated teachers in grades K and 4
- 16 general education teachers:
 - PK- 3 classrooms
 - K- 3 classrooms
 - Grade 1- 2 classrooms
 - Grade 2- 2 classrooms
 - Grade 3- 2 classrooms
 - Grade 4- 2 classrooms
- 2 Building-Wide Instructional positions;
 - 1 Instructional Coach
 - .5 Building Reading
 - .5 Building Math
- 2.8 Arts Instructional positions
 - 1.5 Physical Education
 - .8 Instrumental and Vocal Music positions
 - .5 Art position
- .5 Librarian
- 2.5 Student Support Team Staff
 - 1.0 Guidance Counselor
 - 0.5 School Psychologist
 - 0.5 Student Support Team Chair
 - 0.5 Social Worker

Appendix 8: School Organizational Chart

Arthur O. Eve School of Distinction #61

School Organizational Chart



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

July 2016

- **Mandatory Evaluator Re-certification Trainings (3 full days)**

August 2016

- **August Leadership Administrator's Retreat (1/2 day)-**
- **PM: NYSUT & Marshall Rubric**

September 2016

- **School-based TIP/PIP training**
- **TIPS/PIP due (date pending approval of District Calendar)**

October 2016

- **Principal/ AP Leadership Development meeting (3 hours)**
- **Principal Evaluator Development meeting**
- **SLO/LMA's due * date to be determined**
- **Once SLO/LMAs are locked a report will be generated containing errors in the SLO/LMAs. Instructional Specialists for APPR will review the report and contact Principals/Directors regarding revisions needed.**

November 2016

- **Principal/ AP Leadership Development meeting (3 hours)**
- **SLO/LMA feedback for revisions/ corrections**

December 2016

- **Principal/ AP Leadership Development meeting (3 hours)**
- **Observation #1 should be in PGS * date to be determined**
- **A report detailing which teachers have not yet received an observation for the 2016-20176 school year will be reviewed by the Instructional Specialists for APPR. The Assistant Superintendent for Shared Accountability/Chief Information Officer will be notified of irregularities.**

January 2017

- **Principal/ AP Leadership Development meeting (3 hours)**
- **All non 3012C Teacher's mid year evaluations will be due to departments**

Appendix 9 – APPR 2016-17 Calendar of Events

February 2017

- **Principal/ AP Leadership Development meeting (3 hours)**

April 2017

- **Principal/ AP Leadership Development meeting (3 hours)**
- **Artifacts (if continued) must be submitted in PGS by teachers**
- **Once the artifact portal is locked the Instructional Specialists for APPR will generate a report including teachers who did not submit artifacts. The report will be reviewed and Principals/Directors will be contacted regarding irregularities.**

May 2017

- **Principal/ AP Leadership Development meeting (3 hours)**
- **Observation #2 should be in PGS* date to be determined**
- **Artifacts should be rated in PGS* date to be determined**
- **A report detailing which teachers have not yet received two observations for the 2015-2016 school year will be reviewed by the Instructional Specialists for APPR. The Assistant Superintendent for Shared Accountability/Chief Information Officer will be notified of irregularities.**
- **Teachers' 60 points will be calculated at this time. Irregularities will be reviewed and corrected by the Instructional Specialists for APPR.**

Instructional Strategies for Tier I, Tier II and Tier III

UNIVERSAL & PREVENTATIVE (TIER I)	INTERVENTION (TIER II)	SPECIALIZED INTERVENTION (TIER III)
<p><i>Pre-Kindergarten</i></p> <p>Big Day Reading Program</p> <p>Oral language development</p> <p>School-Wide Writing Program</p> <p>Building Blocks Math Program</p> <p><i>K-4th Grades</i></p> <p>HMM Journeys Core Reading Program</p> <p>Leveled Reading Practices</p>	<p><i>Pre-Kindergarten</i></p> <p>Core Reading /Math Programs Magic Penny Program Language for Learning</p> <p><i>K-4th Grades</i></p> <p>Core Reading /Math Programs (Intervention component)</p> <p>Magic Penny Programs (K-2nd Grades) Leveled Reading Practices</p>	<p><i>Pre-Kindergarten</i></p> <p>Building Reading Specialists added instruction</p> <p>Student Support Team Intervention</p> <p><i>K-4th Grades</i></p> <p>SRA Reading Mastery/Direct Instruction Program</p> <p>Adapted CCLS Math Modules Building Reading Specialists added instruction</p> <p>Student Support Team intervention</p> <p>ELT Participation</p>

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

JULY 2016

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

AUGUST 2016

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

SEPTEMBER 2016

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

OCTOBER 2016

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

NOVEMBER 2016

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

DECEMBER 2016

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

JANUARY 2017

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

FEBRUARY 2017

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

MARCH 2017

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

APRIL 2017

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

MAY 2017

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

JUNE 2017

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

Days of Session/Attendance

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

Total Teacher Days: 186

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

IMPORTANT DATES

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

- H.S. Regents Exams
- 3-8 NYSED Testing
- Schools Closed
- Central Office Also Closed
- Sup't. Conference Day
- Early Release Day

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

Arthur O. Eve School of Distinction #61 2016-2017

School Wide Differentiation Block from 9:30-10:30 each day!

Kindergarten	
9:30 - 10:30	Differentiation
10:30 - 10:55	Science/SS
10:55 - 11:25	Special
11:30 - 12:00	Lunch
12:00 - 12:15	Recess
12:15 - 1:45	Reading
1:45 - 3:15	Math

1 st Grade	
9:30 - 10:30	Differentiation
10:30 - 12:00	Reading
12:05 - 12:35	Lunch
12:35 - 12:45	Recess
12:45 - 1:15	Special
1:20 - 2:50	Math
2:50 - 3:15	Science/SS

2nd Grade	
9:30 - 10:30	Differentiation
10:30 - 11:30	Math
11:30 - 12:00	Special
12:05 - 12:35	Lunch
12:35 - 12:45	Recess
12:50 - 2:20	Reading
2:20 - 3:15	Science/SS

3rd Grade	
9:30 - 10:30	Differentiation
10:30 - 12:00	Reading / ELA
12:10 - 12:40	Special
12:45 - 1:15	Lunch
1:15 - 1:30	Recess
1:30 - 2:30	Math
2:30 - 3:15	Science/SS

4th Grade	
9:30 - 10:30	Differentiation
10:30 - 11:30	Reading / ELA
11:30 - 12:30	Math
12:30 - 12:45	Recess
12:45 - 1:15	Lunch
1:20 - 2:00	Special
2:00 - 3:00	Science/SS

Specials by Grade Level	
10:55 - 11:25	Kinder
11:30 - 12:00	2 nd Grade
12:10 - 12:40	3 rd Grade
12:45 - 1:15	1 st Grade
1:20 - 2:00	4 th Grade
2:00 - 2:30	Lunch

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Journeys Reading Program Backward Mapping	Began In May and will cont. in July	Reading Building Personnel	A 10% increase in the ELA assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, there is a need for lesson planning in the reading program Journeys and the use of all related materials. The Literacy Coach will be assigned to work directly in the classroom teacher and provide modeling, guided practice.
Math Modules	Begins July and continues monthl	District PD Math Building Personnel	A 10% increase in the Math assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, there is a need for Planning with the Math Modules and the use of all related materials. Math teachers will be assigned to work directly with the teacher and provide modeling, guided practice assigned to work directly in the classroom with the teacher and provide modeling and guided practice.
Classroom Management MTSS-B	Begins July and continue through-out the 16-17 school year	Book Study SST District Staff	A 10% reduction in behavioral referrals measured by the number of ODRS	Analyzing the ODR data, number of referrals, suspension data Data table from tier 2 and tier 3 effects Summary of observations	As indicated in the school's mission the Arthur O. Eve school of Distinction seeks to create a culture that all can Improve in literacy. For this to happen there must be Management in classroom areas. . This will address the ODRs data that indicates we have a lack of skill in the area of classroom management. The training will be more specific to the teacher skills building.
Data Driven Instruction	July 2016 Through	BCSD DDI Training	Changes in pre-post scores in	Teachers will develop a "toolkit" of DDI strategies that can be used in the	The school seeks to use DDI to support their grade level in examining the end-goal test, and to subsequently formulate their interim assessments. This will lead the staff to

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
	17 school year	Book Study Literacy coach Grade Level Leaders Administration Psychologist	classroom assessments	<p>upcoming school year.</p> <p>Team will create long term and short term goals as a Data Team for the 2016-2017 school year</p> <p>Teachers will collaborate and plan for the 2016-2017 school year, where they will turn-key the information learned at the first four sessions at a faculty meeting.</p> <p>Visual displays of data results from interim assessments</p> <p>Analyzing of interim assessments data against the end assessment for rigorous alignment with the CCSS</p> <p>Grade Level Team meeting Summaries</p> <p>Summary of Observations</p>	building their lesson plans to meet rigor of the end assessment and make sure that students will be college and career ready.

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Common Core	July, August and throughout the year	District PD Literacy Coach Reading and Grade Level Leaders	A 10% increase in ELA/Math assessment scores Changes in parallel assessment scores	Analyzing both instruction and interim assessments against the alignment to the CCSS Lesson Plans Summary of Observations	Our teachers will receive training to sequence and scaffold content and highlight alignment with CCLS for ELA & Literacy and the PARCC Frameworks. Teachers will use the end-of-module performance task to gather information on whether students are achieving the standards. Teachers will develop daily lesson plans that include guiding questions, recommended texts, scaffolding strategies, and other classroom resources that are aligned to CCLS.
Instructional Strategies Differentiated Instruction Early Learning Intervention Higher Order Thinking Techniques	September through-out the 16-17 school year.	District PD Instructional coaches Reading Building Personnel Administration Magic Penny	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	The school will incorporate differentiated instructional Strategies to increase academic rigor, and students will be Engaged in complex, academically rigorous activities at challenging levels. This will also reduce frequent student boredom, frustration and misbehavior. Use differentiated instruction to meet the learning needs of all students. Differentiated instruction was noted to be a weakness of our teachers during the DTDSE and will lead to increased focus on subgroups. The incorporation of higher order thinking skills will provide much needed rigor and challenge to school academics and will align with CCLS. The use of Blooms Taxonomy will prepare students to become college and career ready.

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Co-Teaching	September	District PD Administration	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	Develop collaborative lesson plans, including rigorous instruction that includes various co-teaching techniques that align to the CCLS. This PD will also benefit differentiation and target classrooms with SPED and/or ELL students.

Appendix 14: Stakeholders Involvement and Engagement Chart

Audience	Communication Goal	Method, Time, and Place
<p>Parents</p>	<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
<p>Teachers</p>	<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
<p>Community</p>	<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 15: Key Strategies for Year 1 Implementation

Early Learning Intervention Model Requirement: Offer full-day kindergarten; implement or expand a high-quality preschool program and provide educators with time for joint planning across grades to facilitate effective teaching and learning.			
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<ul style="list-style-type: none"> • Early Learning Intervention Coordinator to monitor and support implementation. • Development of the Early Learning Intervention Team of Educators (ELIT). • 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. • Staff PK & K classrooms with teachers certified in early childhood education. • Place a Teacher Assistant in every PK and K classroom to ensure a 10:1 child to instructor ratio. • Expansion of the school's PK and current full day kindergarten program and a class size reduction of no more than 20 to address literacy development at an early age. • Revise the school master schedule to provide extended and embedded professional learning community time. • Teacher self-assessment of instructional capacity and professional development needed/received. • Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training. • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. • 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 local assessments. 	<p>X</p>	<p>September</p> <p>September</p> <p>August/September</p> <p>September</p> <p>September</p> <p>September</p> <p>September</p> <p>October</p> <p>October</p> <p>October</p> <p>Year 2 – Teacher Leaders Identified 7/15</p> <p>September - Ongoing</p> <p>Begun 7/16 – Ongoing</p>	<p>1.1, 1.2, 2.1, 2.2, 4.1, 1.1, 1.2, 2.1, 2.2, 4.1, 3.1, 3.2, 3.3</p> <p>3.2, 3.3</p> <p>1.1, 1.2, 2.2, 3.1, 1.1, 1.2, 2.2, 3.1</p> <p>1.1, 1.2, 2.2, 3.1</p> <p>3.2, 3.3, 4.2</p> <p>3.2</p> <p>1.2, 1.3</p> <p>3.1, 3.3</p> <p>1.1, 2.2</p> <p>1.1, 2.2</p>

Appendix 15: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> • Targeted and aligned embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment). 	X	October	1.2, 1.3, 2.2, 2.3
<ul style="list-style-type: none"> • Staff professional development on, and use of, data driven intervention instruction based on information derived from Running Records and programmatic monitoring and formative assessments 	X	Begun 7/16 – Ongoing	1.2, 1.3
<ul style="list-style-type: none"> • Implementation of a coherent ELA intervention model at every grade level with a central focus on PK-2nd grades. 	X	October	
<ul style="list-style-type: none"> • Implementation of a coherent balanced literacy backwards mapped curriculum at every grade level. 	X	September	
<ul style="list-style-type: none"> • Implementation of a school –wide PK-4 writing initiative that is monitored and assessed with teacher developed school-wide cross-disciplinary writing rubrics aligned to the ELA CCLS. 	X	November	
<ul style="list-style-type: none"> • Creation of student writing portfolios for teacher review, for student assessment and feedback and to inform instruction. 	X	January	
<ul style="list-style-type: none"> • Implementation of a coherent backwards mapped math curriculum at every grade level with a central focus on PK-2nd grades 	X	September	
<ul style="list-style-type: none"> • Implementation of a school –wide PK-4 school-wide math fluency initiative that includes daily fluency checks and sprints in addition to the regular math block. 	X	September	
<ul style="list-style-type: none"> • Implementation of a coherent Math intervention model at every grade level with a central focus on PK-2nd grades. 	X	November	
<ul style="list-style-type: none"> • Yearly meeting schedule and pacing plan for ELIT Math Taskforce assessment development. 	X	October	
<ul style="list-style-type: none"> • Review of CCLS for Math and Math Modules to determine grade level benchmarks 	X	October	
<ul style="list-style-type: none"> • Review of grades 3-4 NYS Math Assessment data to determine current student achievement 	X	October	
<ul style="list-style-type: none"> • Development of grade leveled student formative and summative assessments, with a focus on grades PK-2 	X	October - ongoing	
<ul style="list-style-type: none"> • ELIT Math Taskforce professional development on, and use of, Data Driven Inquiry to develop a data review protocol for staff analysis of newly developed formative and summative assessments. 	X	April	
<ul style="list-style-type: none"> • Provide students with feedback based on DDI and help them set goals for their learning. 	X	November	
<ul style="list-style-type: none"> • Create student work portfolios, and intervention plans for students who are behind academically. 	X	January	

Appendix 15: Key Strategies for Year 1 Implementation

Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<p>Early Learning Intervention Model Requirement (Transformation): Identify and reward school leaders and teachers who improve student achievement outcomes, remove those who do not, and recruit and retain high-quality staff.</p>			
<ul style="list-style-type: none"> • Instructional Coach to monitor and support implementation. • Development of the Early Learning Intervention Team of Educators (ELIT). • Staff PK & K classrooms with teachers certified in early childhood education. • Place a Teacher Assistant in every PK and K classroom to ensure a 10:1 child to instructor ratio. • 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. • Staff PK & K classrooms with teachers certified in early childhood education. • Create incentives to reward teachers for 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. • Teacher self-assessment of instructional capacity and professional development needed/received. • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. • 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 Running Records and programmatic monitoring and formative assessments. • Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training. 	<p>X X X X X X X X X X X X X X X X X X X</p>	<p>September September September September September September Year 2- September 2017 September October October Year 2 – Teacher Leaders Identified 7/17 September Begun July/16 – Ongoing</p>	<p>Identify and reward school leaders and teachers who improve student achievement outcomes, remove those who do not, and recruit and retain high-quality staff.</p>

Appendix 15: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> • Targeted and aligned embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment). • Staff professional development on, and use of, data driven intervention instruction based on information derived from Running Records and programmatic monitoring and formative assessments • ELIT Math Taskforce professional development on, and use of, Data Driven Inquiry to develop a data review protocol for staff analysis of newly created formative and summative assessments. • Build school wide accountability and capacity through individual teacher /administrator data meetings. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>October</p> <p>September – Ongoing</p> <p>Begun July/15 – Ongoing</p> <p>April</p> <p>October - Ongoing</p>	
<p>Early Learning Intervention Model Requirement (Transformation): Provide additional time for students to learn core academic content by extending the school day, week and/or year; provide more time for teachers to collaborate.</p>			
<p>Key Strategies</p>	<p>Implement Year 1?</p>	<p>Timeline</p>	<p>Goal/Obj.</p>
<ul style="list-style-type: none"> • Development of the Early Learning Intervention Team of Educators (ELIT). • Offer Extended Learning Time (ELT) for students, to include an engaging academic enrichment afterschool program. • Revise the school schedule to maximize time in core instruction by extending the school day, provide interventions and differentiated instructional time, and student support services. • Revise the school master schedule to provide extended and embedded collaborative professional learning community time. • Targeted and aligned embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment). • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>September</p> <p>September</p> <p>September</p> <p>October</p> <p>September - Ongoing</p> <p>Year 2 – Teacher Leaders Identified 7/17</p>	

Appendix 15: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	X	September	
<p>Early Learning Intervention Model Requirement (Transformation): Provide the school with sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes.</p>			
<p>Key Strategies</p>	Implement Year 1?	Timeline	Goal/Obj.
<p>The Arthur O. Eve School of Distinction #61 will have the flexibility to operate the school in a way that will substantially improve student achievement while receiving District level support. The school leader will have the ability to impact school staffing through teacher transfer conversations and the new hire interview process, and will revise school schedules and extended learning time. The various School Based Teams form governing school bodies that provide the school with the autonomy to make decision and mid-course corrections that are based on student and staff needs, and tailored to Early Learning Intervention Model turnaround plan.</p> <ul style="list-style-type: none"> Literacy Coach to monitor and support implementation. Development of the Early Learning Intervention Team of Educators (ELIT). 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. Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. Revise the school schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. Revise the school master schedule to provide extended and embedded collaborative professional learning community time. Build school wide accountability and capacity through individual teacher/administrator data meetings. The School Based Leadership Team (SBLT) will administering a teacher perceptions survey and collect, analyze and share survey results with staff. 	<p>X</p>	<p>September</p> <p>September</p> <p>September</p> <p>September</p> <p>September</p> <p>Year 2 – Teacher Leaders Identified 7/17</p> <p>September</p> <p>October – Ongoing</p> <p>October – Ongoing</p>	

Appendix 15: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> • School Based Inquiry Team (SBIT) to establish a system for collecting, organizing, and summarizing student data. • School Based Leadership Team will ensure that formative and summative assessments are administered on time and appropriately and the • SBIT will ensure that resultant data is analyzed on a regular schedule. • The School Based Management Team (SBMT) will use a perceptions survey for parents and create and implement a plan for administering, collecting, analyzing, and sharing survey data. • The SBMT will develop a coherent strategy and formalized plan for two-way teacher and family communication plan. • The SBMT will share survey results with staff and provide staff with training on using the teacher and family communication plan. • HPA will build families' capacity to support their student's academic progress using parent-centered programs inclusive of a parent facilitator and an on-site Family Resource Center. • Provide multi-tiered systems of support (MTSS-B) to ensure students are ready to learn by providing positive classroom environments, engaging student work, and reinforcement of the home – school connection. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>October administrator, February share data October – Ongoing</p> <p>October – Ongoing</p> <p>October – Ongoing</p> <p>October administrator, February share data October</p> <p>February</p> <p>September</p> <p>September</p>	
<p>Early Learning Intervention Model Requirement: Implement such strategies as financial incentives, flexible work conditions, and increased opportunities for promotion and/or career growth in order to recruit, place and retain teachers and leaders with the skills necessary to meet the needs of the school.</p>			
<p>Key Strategies</p>			
<ul style="list-style-type: none"> • Literacy Coach to monitor and support implementation. • Development of the Early Learning Intervention Team of Educators (ELIT). • Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training. • 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. • Create incentives to reward teachers for improving student achievement. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>September</p> <p>September</p> <p>September</p> <p>September</p>	<p>Goal/Obj.</p>

Appendix 15: Key Strategies for Year 1 Implementation

<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 Running Records and programmatic monitoring and formative assessments. • ELIT Math Taskforce professional development, and use of, Data Driven Inquiry to develop a data review protocol for staff analysis of newly created formative and summative assessments. • Staff professional development on, and use of, data driven intervention instruction based on information derived from ELIT Math Taskforce created formative assessments. • Participation in the School Climate Transformation Grant (SCTG) intensive MTSS-B professional development and support program (training in MTSS-B, Code of Conduct, Restorative Practices and Classroom Management) to increase staff knowledge and capacity and implement MTSS-B school-wide with consistency. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>Begun 7/16 - Ongoing</p> <p>April</p> <p>April</p> <p>Begun 7/16 - Ongoing</p>	
--	-------------------------------------	---	--

**Arthur O. Eve School of Distinction #61
Data Charts**

	Level	ELA Proficiency (DIBELS)	ELA Proficiency % (DIBELS)
K	Benchmark	26	47%
	Strategic/Intensive	29	53%
1st	Benchmark	27	55%
	Strategic/Intensive	22	45%
2nd	Benchmark	10	21%
	Strategic/Intensive	37	79%

	Level	ELA Count	ELA Percentages	Math Count	Math Percentages
3rd	4+3	0	0%	2	5%
	2+1	42	100%	40	95%
4th	4+3	2	7%	2	7%
	2+1	26	93%	26	93%

**Arthur O. Eve School of Distinction #61
Prioritized Needs**

Need 1 - To develop a system for identifying and monitoring early prevention and intervention of Tier I, Tier II, and Tier III ELA and Math instruction issues. The Arthur O. Eve School of Distinction #61 has been identified as a priority or failing school for several years, with proficiency rates in ELA and Math in the range of 0-7%. Research indicates that exposure to engaging, consistent and appropriately rigorous curriculum and instruction, and interventions, at the earliest grade levels has a likelihood for substantial impact on students' academic attainment with long term effects.

- *Low rigor of classroom instruction:* In the 2014-2015 school year, fewer than 15% of the students in 3rd-4th grades scored at basic proficient levels in ELA and Math on the New York State ELA and Math CCLS Assessments. Particularly in reading and English/Language Arts (ELA), data suggests that students are not provided with rigorous instruction every day in every classroom.
- *Lack of structure for preventive and interventions to address academic needs:* While the school has CCLS aligned resources, they are being inconsistently adapted based on student needs and data. This has resulted in students primarily being provided with instruction that is not addressing the diverse academic needs further impeding the schools ability to close the achievement gap. Students have limited exposure to preventative instruction and interventions.

Need 2 -- To create school structures and systems that support engaging instruction and maximize time on task: Current structures and systems at the Arthur O. Eve School of Distinction #61 are not conducive to consistent, high- quality teaching and learning and need to be redesigned in order to make the most of instructional time during the regular school day and to provide engaging, evidence-based, and enriching extended learning time, for a majority of the students.

- *School schedule does not maximize instructional time:* Due to structural issues in the school schedule, core instructional subjects are regularly split and at times cut short, and prevent teachers from providing high-quality instruction during a continuous core instructional period and cause students to miss critical standards based instruction. Teacher resources are not being maximized by using the 90 minute Math block to teach the core subject in a whole group setting, rather than adhering to the district's recommendation for 60 minutes of core instruction and 30 minutes of differentiated instruction to specifically meet individual student needs. The schedule for the 2016-17 school year is being developed to maximize instructional time for all students. The newly appointed Assistant Principal has received district-level training on scheduling, and has had this responsibility for the past several years at previous schools.
- *Disruption of core instructional time:* Students with disabilities are at times pulled from core classes to receive specialized services (i.e. speech, OT, PT). This leads to interrupted classroom instruction and a school environment that does not focus primarily on teaching and learning.

Appendix 2: Prioritized Identified Needs

Need 3 – **To increase the use of data to drive instruction:** Inconsistency in the delivery of CCLS aligned resources, instruction that meets diverse student needs, the use of data for decision-making and PBIS (MTSS) implementation are DTDSE identified challenges that are reflective of key staff being part time and an unfilled administrative position, for a majority of the school year. The regular collection and informed use of data is a deficit that, when remedied, will lead to a shared and focused effort, improving student achievement both academically and socially.

- *Lack of use of constant and consistent data to drive instruction:* According to the DTSDE, teachers do not formally and consistently use a data cycle in a transparent manner to identify “root causes” for why students struggle. Student performance did not grow, overall between the 2015-16 school years’ middle- of -year (MOY) and end-of-year (EOY) DIBELS and district assessments, suggesting that teachers did not know how to analyze data thoroughly, and/or did not know how to change their practice in response to the data.

Need 4 - **To establish a school culture focused on achievement and engage families as partners in their children’s learning:** Historical deficiencies in academics have contributed to a school climate of under-performance. Student behavior and attendance, along with both student and parent engagement, has suffered. The evidence manifests in low assessment scores, and high numbers of Office Discipline Referrals (ODRs). There has been a limitation and inconsistency in how the Arthur O. Eve School of Distinction #61 has been able to implement a First Responder System and teacher training to create a shared vision for student behavior among teachers, parents, and students.

- *Disruption of core instructional time:* An analysis of the data reveals, that there are small groups of teachers who generate the most Office Disciplinary Referrals. These teachers lack the training and expertise to address and de-escalate behavioral issues in the classroom and hallway. This leads to interrupted classroom instruction and a school environment that does not focus primarily on teaching and learning.
- *Limited number of focused approaches to engage families as partners in their children’s learning:* Parent-teacher conferences are optional. The school has struggled to build relationships with families that focus on academic achievement. The school does not have existing formal systems to coordinate support for families. Going forward, providing supports for families will help improve students’ attendance, behavior and academic achievement.

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

¹This 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 3: 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 3: 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 3: 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 3: 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 3: Checklist for Determining Priority School Leader Qualifications

Part II: District Assertions

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

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

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

Principal's Biography

Dr. Williams has an extensive background in public school and post-secondary education that expands some 25 years. After getting her Bachelor's Degree in Human Services, she worked at Alfred University in Alfred, New York as an Assistant Director of the Higher Educational Opportunity Program (HEOP) which recruited inner-city youth with academic promise, but were also at-risks of non-success for completing their college education. She then returned to school and earned her Master's Degree in Counseling Education. Graduating within a year, she began her career as a School Counselor with the Buffalo Public School District at B.U.I.L.D. Academy School in 1990.

After several years there, she was recruited for a school counseling position with the Mecklenburg County School District, and began working at Coulwood Middle School, in a newly created position as a Counselor/Coordinator where she worked with students, teachers, and parents with at-risk students to help turnaround their academic and behavioral challenges. Her work was so successful that she was invited to work at Johnson C. Smith University in Charlotte, North Carolina to provide interventions to students experiencing academic failure.

An ill parent brought her back to Buffalo and she returned to a career as a School Counselor with the Buffalo Public Schools for the next six years. She was assigned to multiple schools (as is common with school counselor positions) and gained experience at the elementary, middle, and high school levels. Her last position as a School Counselor was at the nationally ranked, City Honors School where she stayed for three years until being asked to accept a temporary administrative position as a Hearing Officer by the then Superintendent of Schools, Marion Canedo.

That temporary assignment turned into a permanent career in administration. Dr. Williams, supervised the NYSED Safe and Healthy School's Grant before becoming the Director of Guidance and Counseling for the Buffalo Public Schools. A position that she held for nine years, supervising 120 school counselors at all schools in the district. While in that position she returned to school, to pursue her doctorate degree. As a doctoral student she secured a very competitive Minority Teaching Fellowship with Canisius College, in Buffalo New York and taught undergraduate and graduate level courses to education major students. She was awarded a Doctorate of Education in Executive Leadership in May 2011.

Dr. Williams pursued her dream of becoming a school principal and was assigned to lead Futures Academy School #37, a school with a trend of failure. Attendance was the lowest in the district. The rate of student transiency was at 41%, students were constantly entering and leaving. Suspensions in the district were at the second highest amongst elementary schools, and academic proficiency rates were well below the district and the state's average.

While at Futures several things happened. She immediately sought resources that would make the school aesthetically beautiful and clean, a place that looked like a learning environment. The school got a new playground, the building was painted and new furniture for students arrived along with computers and new books. She was given the task as a brand new principal to collaborate on writing for a NYSED Turnaround School Improvement Grant (SIG)

which could ultimately mean that they would need to leave the school, as the mandate requires that 50% of the teaching staff be removed. Not an easy feat, but she and her team did just that. The school was awarded a SIG grant and collaborated with National partners and consultants, implementing several initiatives which would turn the school around. The results were: (a) drastically reduced behavior infractions; (b) increased attendance, receiving recognition by the Board of Education in 2013 as one of the Top 10 Schools for school-wide attendance increase; (c) transiency rates that were cut in half; (d) academic achievement rates that were rising from the level 1 to level 2 scores on NYS CCLS assessments. Several news stories and newspaper articles were done on the remarkable changes taking place.

In August 2015, she became the principal at the Arthur O. Eve School of Distinction #61, which was at a Focus School status. In September 2015, the school wrote for a Socio-Economic Integration Grant from NYSED and in February 2016 was informed of its success. The purpose of the grant is to increase diversity in the school, and to ultimately increase student achievement. In March the school was informed that it was identified as a new Priority Status School. Dr. Williams in her optimism, looks at this as yet another great opportunity for her to lead the Arthur O. Eve School of Distinction#61 into a premium early childhood school of the arts where academic achievement levels will soar.

Her entire career as an administrator, has been about her strong desire was to build leadership capacity and skills, with her entire staff as a means for creating a successful school environments of learning and teaching. Dr. Williams has influenced as many as nine teacher leaders to enroll in education administration, two of which are now sitting administrators~ one a Dean of Students and another an Assistant Principal. She continues to lead others and build capacity in staff.

Dr. Williams has successfully completed a Turnaround Leaders course at Harvard University's School of Education in 2014 and was selected to present at a National School Manager Administration (S.A.M.) conference for school administrators, in San Diego, California in February 2015. She has received many community recognitions and awards for her commitment to excellence in education, including from the: Mayor of the City of Buffalo, Erie County Community Action Organization, Business First News, and Leadership Buffalo.

TONJA M. WILLIAMS, Ed.D.

100 Ranch Trail West
Williamsville, New York 14221
(716)228-8895
Tmwilliams@buffaloschools.org

CERTIFICATION: **Harvard University, 2013**
School Turnaround Leader's Certificate of Completion

New York State School District Administrator (S.D.A.) 2002
Permanent Certificate
Canisius College- Buffalo, New York 14208

New York State School Counseling Certificate, 1995
Permanent Certificate
Canisius College- Buffalo, New York 14208

EDUCATION: Ed.D. Executive Leadership May 2011
St. John Fisher College- Rochester, New York
Honors: Most Scholarly Dissertation Award
Kappa Delta Pi Induction

Ed.M. Educational Counseling May 1990
Canisius College- Buffalo, New York 14208
Honors: Who's Who Amongst American Colleges & Universities

Bachelor of Science, Health and Human Services May 1996
Medaille College- Buffalo, New York 14214
Honors: Graduation with Magna Cum Laude Honors

ADMINISTRATIVE EXPERIENCE: **Elementary School Principal, Buffalo Public Schools**
August 2011- Present

Director of Guidance and Counseling, Buffalo Public Schools
November 2002- August 2011.

Supervisor of Safe and Drug Free Schools, Buffalo Public Schools
June 2001- November 2002

Acting Supervisor of Pupil Personnel Services
December 1999- June 2001

TEACHING EXPERIENCE: **Minority Teaching Fellow,**
Canisius College
August 2008- 2011

Appendix 5: Principal & Assistant Principal Resumes

School Counselor
Buffalo Public Schools
September 1990- December 1999

**LEADERSHIP
EXPERIENCES:**

Socio-Economic Integration Grant Approved	March 2015
Presenter at the National SAM's Conference	Jan. 2014
School Improvement Grant Approved in Round I	Nov. 2011

**RESULTS AND
OUTCOMES:**

Magic Penny Reading: BOY 4% proficient- MOY 33% proficient
Short Term Suspensions decreased by more than 50% from 2015 to 2016
Tiered Fidelity Inventory Increase from 51% in 2015 to 87% in 2016
School-Wide Evaluation Tool Overall School Increase from 54%
in 2015 to 84% in 2016

REFERENCES:

Ms. Casandra Wright
Buffalo Public Schools
Associate Superintendent of School Leadership
(716)816-3536

Dr. Will Keresztes
Buffalo Public Schools
Associate Superintendent
(716)816-3596

Mr. David Rust
SAY YES to Education
Executive Director
(716)713-4991

Appendix 5: Principal & Assistant Principal Resumes

JODI P. HAMMOND
106 Brinton Street
Buffalo, New York 14214
716/867-4567 ~ jphammond317@gmail.com

NYS CERTIFICATIONS

School Building Leader (SBL)
Elementary Education (Pre K-6)
Business/Distributive Education (K-12)

EDUCATION

Canisius College, Buffalo, NY, (2015) School Building Leader Certification (GPA 4.0)
Medaille College, Buffalo, NY, (2004) Master of Science in Education (GPA 3.9)
Medaille College, Buffalo, NY, (2003) Bachelor of Science in Liberal Studies, *Cum Laude* (GPA 3.65)

ADMINISTRATIVE EXPERIENCE

BUFFALO PUBLIC SCHOOLS

ARTHUR O. EVE SCHOOL OF DISTINCTION #61 (6/16-Present)
ASSISTANT PRINCIPAL

GRANTS DEVELOPMENT DEPARTMENT (8/15-Present)
PROJECT ADMINISTRATOR

- Assisted in the development, writing and submission of district grant proposals and special projects; specifically, prepared and completed the filing of the Socio-Economic Integration grant application for the early childhood arts program proposed for Arthur O. Eve School of Distinction #61;
- Provided side-by-side assistance to school leaders in preparing Receivership applications; assisted with district-level coordination of budgets, applications, staffing requests, and work plans for same;
- Work closely with multiple grant managers providing technical assistance, processing amendments, preparing budgets and budget narratives, preparing and submitting year-end reports, and communicating with grantors at the local, state and federal levels;
- Development of budgets and budget narratives for proposals, special projects, and existing multi-year grants;
- Assist in the formulation of measurable outcomes, objectives, and project goals for new and existing grants;
- Supervise the collection of data, prepare and submit required reports at both milestones and at the conclusion of grants.

SCHOOL #72, LORRAINE ELEMENTARY SCHOOL

Administrative Intern & Supporting Building Principal (5/14-8/15)

- Created the 2014-15 and 2015-16 Master Schedule for PK-8 building
- Assisted with interviewing candidates for teaching and teaching assistant positions
- Summer School Program Administrator
- Developed Opening Day teacher information packets
- BEDS day coordinator
- Conducted data analysis of NYS test results and district level common assessments.
- Led and managed Grade Level Meetings focused around data discussions.
- Facilitated professional development for teachers for use of Illuminate program through use of CFA, teacher-designed formative assessments, curriculum based benchmark assessments, EngageNY modules
- Served as catalyst for data-inquiry planning on individual teacher consultations, grade level consultations and school-wide trainings.

Appendix 5: Principal & Assistant Principal Resumes

- Coordinated all teacher recommendations for retentions, and conducted the meetings to discuss same.
- Managed the schedule for students and staff for both the regular school day and the extended learning time.
- In-serviced teachers that are new to the district and/or building with technology, protocols, supplies, daily routines and expectations.
- Coordinated the Differentiated Reading Block schedule for K-6 students, including scheduling teachers and students in the correct pathway.
- Assisted with discipline matters as needed; attended to lunch duty and bus duty on a daily basis.
- Participated in conflict resolution, including, but not limited to, staff/staff, student/staff, and staff/parent conflicts.

RELATED TRAINING AND COURSEWORK

- Skillful Observation & Coaching Lab presented by Mike Rutherford (May, 2015 ~ 2 days)
- AIR Associates Instructional Coach trainings (2013-14 and 2014-15 school years)
- Teaching is the Core (Assessment Review Committee) with Chris Balow (2015 ~ 4 days)
- Instructional Coach Boot Camp (July 2014 ~ 1 day)
- Participated in multiple trainings on NYS Math Modules, Journeys, Think Central, M-Class/Amplify, Illuminate, EdVantage, PGS, Infinite Campus, LMA/SLO Writing, and SCEP Training Workshops

LEADERSHIP EXPERIENCES

•At the request of District Administrators, I have shared and presented on best practices for instructional leadership, including the Data Room Gallery Walk for Principals, Assistant Principals and Instructional Coaches.

•Junior High Summer School (2014) Coordinator: Responsible for scheduling the summer school students, assisted with enrollments and cancelling enrollments, handled transportation, arrival and dismissal procedures.

I prepared the Summer School Teacher Handbook, as well as the Student Handbook. I assigned classrooms and managed the teacher supplies and materials. I also assisted with student discipline. Further, I managed staff needs, duties and responsibilities and coordinated facility issues including classroom assignments, collaborating with Maintenance Staff, furniture and equipment requests, etc.

•APPR Committee of 40 for negotiations with BPS and BTF: This unique experience provided me the opportunity to collaborate with teachers and district administrators on the development of the APPR Agreement. I gained a thorough knowledge of the process and expectations for the APPR for teachers.

•Additional Leadership Experiences:
School Leadership Team (School 72)
Site-Based Management Team (School 72, School 30 and School 38)
Infinite Campus Focus Group for BTF
Executive Committee
Buffalo Teacher Center Instructor
Curriculum Committees for Math, Science and Assessment Review

TEACHING EXPERIENCE

BUFFALO PUBLIC SCHOOLS (9/05-08/15)
SCHOOL #72, LORRAINE ELEMENTARY SCHOOL, Buffalo, New York

Instructional Coach (8/13-8/15)

- Facilitated Grade Level Meetings and Common Planning Time Meetings
- Created, managed and maintained master-schedule
- Planned and facilitated individual coaching sessions for teachers.
- Coordinated and managed Extended Learning Time Program for approximately 330 students
- Developed and facilitated new course for Buffalo Teacher Center entitled "*BPS Data Systems*"

Appendix 5: Principal & Assistant Principal Resumes

- Coordinated all NYS and District assessments.
- Participated as a member of the School Leadership Team
- Managed curriculum resources and materials, including the purchase, distribution and maintenance of inventory.
- District Assessment Review Committee Member
- District Math Curriculum team, and "trainer of the trainers" for the NYS Math assessment scoring

SCHOOL #30, FRANK A. SEDITA ACADEMY, Buffalo, New York

Teacher (Grades 3 & 5)

(9/07-6/13)

- District Curriculum Committees for Math and Science
- Implemented CCLS, including aligning curriculum and creating supplements for district use
- Created, input and maintained Infinite Campus for the building including master schedule
- Analyzed student data to determine school-wide levels of appropriate instruction
- Instructor for Teacher Center Course on using the Grade Book feature on Infinite Campus
- Turn-keyed multiple trainings to staff regarding APPR, SLOs, and Infinite Campus
- Technology assistance and trouble-shooting for teachers including the interactive white board
- Testing coordinator and administrator of 4th grade NYS Science Performance Assessment

Building Math Teacher

(9/05-6/07)

- Provide mathematics academic intervention services to at-risk students
- Collaborate with the classroom teacher in planning and implementation including working with students in small groups, co-teaching the whole group, and providing demonstration lessons for the classroom teacher
- Liaison between Mathematics Department and Building Principal and Teachers
- Actively participated in Math Action Team including work on CSEP Plan
- Coordination of Grade Level Meetings (Mathematics)
- Text book coordinator including purchasing, distribution and inventory control
- Testing Coordinator for NYS Assessments
- Provided training for district teachers to score the NYS Mathematics Assessment

OUR LADY OF SACRED HEART, Orchard Park, New York
Middle School Math Teacher (Grades 6, 7 and 8)

(9/04-8/05)

VII. REFERENCES

Mr. Todd Miklas
Principal, #197
Buffalo Public Schools
716-816-4500

Mrs. Sharon McCormick
Assistant Principal, #72
Buffalo Public Schools
716-816-4809

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

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

RECRUITMENT BULLETIN #15-251

PRINCIPAL

MAY 13, 2016

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

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

Appendix 6: Principal & Assistant Principal Job Posting

- 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**

Assistant Principal School #61 RB 15-168

Summary

Title: Assistant Principal School #61 RB 15-168
ID: 2106
Department: School Administration
Location: School Location
Division: Instructional

Description

**RECRUITMENT BULLETIN #15-168
JANUARY 29, 2016**

**ASSISTANT PRINCIPAL
SCHOOL #61**

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
Arthur O. Eve School of Distinction #61**

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 experience in an Early Childhood Educational setting and/ or experiences with grants and Arts in Education programming are preferred.

RESPONSIBILITIES:

The Assistant Principal will report directly to the School's 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;
- implementing a new CCLS aligned Arts educational program that will be accessible to all students at the school;
- ensuring the updating, and maintenance of all grant reporting and compliance facets;
- collaboratively working with the MTSS-B grant and community based organizations operating within the school;
- 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;

Appendix 6: Principal & Assistant Principal Job Posting

- 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.)

SELECTION:

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: February 11, 2016

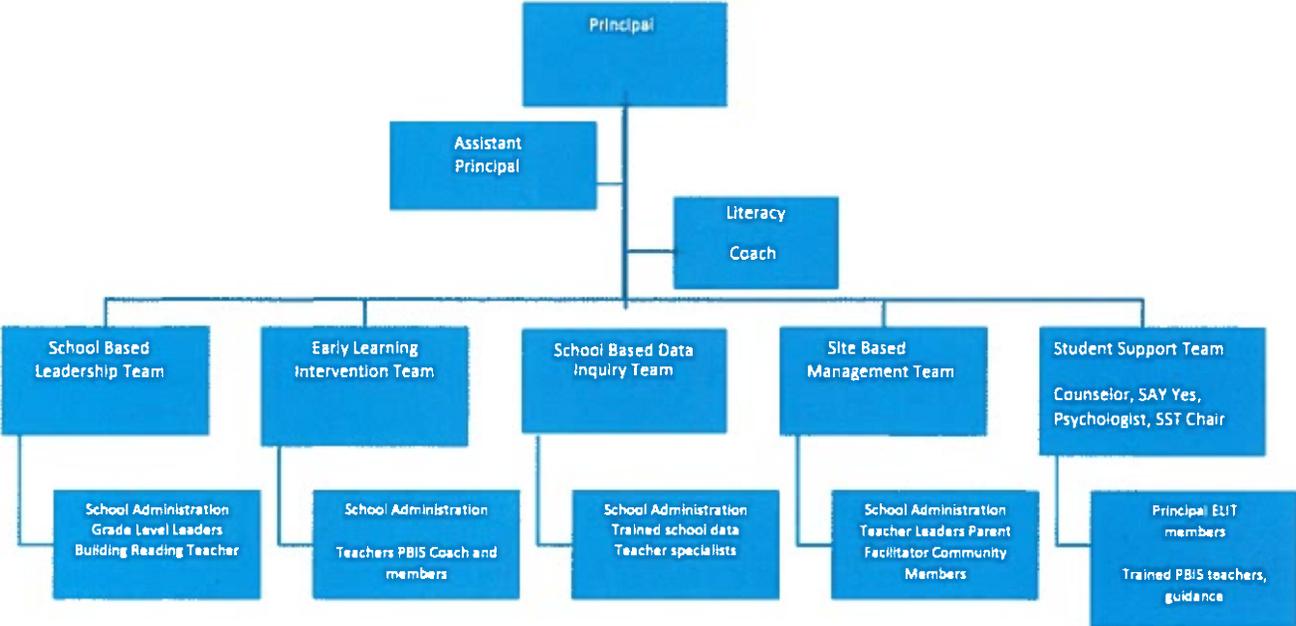
Instructional Staff

- 7 special education teachers;
 - 5 self-contained in grades 1, 2, 3, and two grade 4 classes
 - 2 Co-Integrated teachers in grades K and 4
- 16 general education teachers:
 - PK- 3 classrooms
 - K- 3 classrooms
 - Grade 1- 2 classrooms
 - Grade 2- 2 classrooms
 - Grade 3- 2 classrooms
 - Grade 4- 2 classrooms
- 2 Building-Wide Instructional positions;
 - 1 Instructional Coach
 - .5 Building Reading
 - .5 Building Math
- 2.8 Arts Instructional positions
 - 1.5 Physical Education
 - .8 Instrumental and Vocal Music positions
 - .5 Art position
- .5 Librarian
- 2.5 Student Support Team Staff
 - 1.0 Guidance Counselor
 - 0.5 School Psychologist
 - 0.5 Student Support Team Chair
 - 0.5 Social Worker

Appendix 8: School Organizational Chart

Arthur O. Eve School of Distinction #61

School Organizational Chart



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

July 2016

- **Mandatory Evaluator Re-certification Trainings (3 full days)**

August 2016

- **August Leadership Administrator's Retreat (1/2 day)-**
- **PM: NYSUT & Marshall Rubric**

September 2016

- **School-based TIP/PIP training**
- **TIPS/PIP due (date pending approval of District Calendar)**

October 2016

- **Principal/ AP Leadership Development meeting (3 hours)**
- **Principal Evaluator Development meeting**
- **SLO/LMA's due * date to be determined**
- **Once SLO/LMAs are locked a report will be generated containing errors in the SLO/LMAs. Instructional Specialists for APPR will review the report and contact Principals/Directors regarding revisions needed.**

November 2016

- **Principal/ AP Leadership Development meeting (3 hours)**
- **SLO/LMA feedback for revisions/ corrections**

December 2016

- **Principal/ AP Leadership Development meeting (3 hours)**
- **Observation #1 should be in PGS * date to be determined**
- **A report detailing which teachers have not yet received an observation for the 2016-2017 school year will be reviewed by the Instructional Specialists for APPR. The Assistant Superintendent for Shared Accountability/Chief Information Officer will be notified of irregularities.**

January 2017

- **Principal/ AP Leadership Development meeting (3 hours)**
- **All non 3012C Teacher's mid year evaluations will be due to departments**

Appendix 9 – APPR 2016-17 Calendar of Events

February 2017

- **Principal/ AP Leadership Development meeting (3 hours)**

April 2017

- **Principal/ AP Leadership Development meeting (3 hours)**
- **Artifacts (if continued) must be submitted in PGS by teachers**
- **Once the artifact portal is locked the Instructional Specialists for APPR will generate a report including teachers who did not submit artifacts. The report will be reviewed and Principals/Directors will be contacted regarding irregularities.**

May 2017

- **Principal/ AP Leadership Development meeting (3 hours)**
- **Observation #2 should be in PGS* date to be determined**
- **Artifacts should be rated in PGS* date to be determined**
- **A report detailing which teachers have not yet received two observations for the 2015-2016 school year will be reviewed by the Instructional Specialists for APPR. The Assistant Superintendent for Shared Accountability/Chief Information Officer will be notified of irregularities.**
- **Teachers' 60 points will be calculated at this time. Irregularities will be reviewed and corrected by the Instructional Specialists for APPR.**

Instructional Strategies for Tier I, Tier II and Tier III

UNIVERSAL & PREVENTATIVE (TIER I)	INTERVENTION (TIER II)	SPECIALIZED INTERVENTION (TIER III)
<p><i>Pre-Kindergarten</i></p> <p>Big Day Reading Program</p> <p>Oral language development</p> <p>School-Wide Writing Program</p> <p>Building Blocks Math Program</p> <p><i>K-4th Grades</i></p> <p>HMM Journeys Core Reading Program</p> <p>Leveled Reading Practices</p>	<p><i>Pre-Kindergarten</i></p> <p>Core Reading /Math Programs Magic Penny Program Language for Learning</p> <p><i>K-4th Grades</i></p> <p>Core Reading /Math Programs (Intervention component)</p> <p>Magic Penny Programs (K-2nd Grades) Leveled Reading Practices</p>	<p><i>Pre-Kindergarten</i></p> <p>Building Reading Specialists added instruction</p> <p>Student Support Team Intervention</p> <p><i>K-4th Grades</i></p> <p>SRA Reading Mastery/Direct Instruction Program</p> <p>Adapted CCLS Math Modules Building Reading Specialists added instruction</p> <p>Student Support Team intervention</p> <p>ELT Participation</p>

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

JULY 2016

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

AUGUST 2016

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

SEPTEMBER 2016

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

OCTOBER 2016

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

NOVEMBER 2016

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

DECEMBER 2016

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

JANUARY 2017

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

FEBRUARY 2017

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

MARCH 2017

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

APRIL 2017

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

MAY 2017

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

JUNE 2017

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

Days of Session/Attendance

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

Total Teacher Days: 186

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

IMPORTANT DATES

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

- H.S. Regents Exams
- 3-8 NYSED Testing
- Schools Closed
- Central Office Also Closed
- Sup't. Conference Day
- Early Release Day

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

Arthur O. Eve School of Distinction #61
2016-2017

School Wide Differentiation Block from 9:30-10:30 each day!

Kindergarten	
9:30 - 10:30	Differentiation
10:30 - 10:55	Science/SS
10:55 - 11:25	Special
11:30 - 12:00	Lunch
12:00 - 12:15	Recess
12:15 - 1:45	Reading
1:45 - 3:15	Math

1 st Grade	
9:30 - 10:30	Differentiation
10:30 - 12:00	Reading
12:05 - 12:35	Lunch
12:35 - 12:45	Recess
12:45 - 1:15	Special
1:20 - 2:50	Math
2:50 - 3:15	Science/SS

2nd Grade	
9:30 - 10:30	Differentiation
10:30 - 11:30	Math
11:30 - 12:00	Special
12:05 - 12:35	Lunch
12:35 - 12:45	Recess
12:50 - 2:20	Reading
2:20 - 3:15	Science/SS

3rd Grade	
9:30 - 10:30	Differentiation
10:30 - 12:00	Reading / ELA
12:10 - 12:40	Special
12:45 - 1:15	Lunch
1:15 - 1:30	Recess
1:30 - 2:30	Math
2:30 - 3:15	Science/SS

4th Grade	
9:30 - 10:30	Differentiation
10:30 - 11:30	Reading / ELA
11:30 - 12:30	Math
12:30 - 12:45	Recess
12:45 - 1:15	Lunch
1:20 - 2:00	Special
2:00 - 3:00	Science/SS

Specials by Grade Level	
10:55 - 11:25	Kinder
11:30 - 12:00	2 nd Grade
12:10 - 12:40	3 rd Grade
12:45 - 1:15	1 st Grade
1:20 - 2:00	4 th Grade
2:00 - 2:30	Lunch

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Journeys Reading Program Backward Mapping	Began In May and will cont. in July	Reading Building Personnel	A 10% increase in the ELA assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, there is a need for lesson planning in the reading program Journeys and the use of all related materials. The Literacy Coach will be assigned to work directly in the classroom teacher and provide modeling, guided practice.
Math Modules	Begins July and continues monthl	District PD Math Building Personnel	A 10% increase in the Math assessment scores	Analyzing of Interim Assessments Lesson Plans Summary of Grade Level Team meetings Summary of Observations	As stated in Needs Assessment, there is a need for Planning with the Math Modules and the use of all related materials. Math teachers will be assigned to work directly with the teacher and provide modeling, guided practice assigned to work directly in the classroom with the teacher and provide modeling and guided practice.
Classroom Management MTSS-B	Begins July and continue through-out the 16-17 school year	Book Study SST District Staff	A 10% reduction in behavioral referrals measured by the number of ODRS	Analyzing the ODR data, number of referrals, suspension data Data table from tier 2 and tier 3 effects Summary of observations	As indicated in the school's mission the Arthur O. Eve school of Distinction seeks to create a culture that all can Improve in literacy. For this to happen there must be Management in classroom areas. . This will address the ODRs data that indicates we have a lack of skill in the area of classroom management. The training will be more specific to the teacher skills building.
Data Driven Instruction	July 2016 Through	BCSD DDI Training	Changes in pre-post scores in	Teachers will develop a "toolkit" of DDI strategies that can be used in the	The school seeks to use DDI to support their grade level in examining the end-goal test, and to subsequently formulate their interim assessments. This will lead the staff to

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
	17 school year	Book Study Literacy coach Grade Level Leaders Administration Psychologist	classroom assessments	<p>upcoming school year.</p> <p>Team will create long term and short term goals as a Data Team for the 2016-2017 school year</p> <p>Teachers will collaborate and plan for the 2016-2017 school year, where they will turn-key the information learned at the first four sessions at a faculty meeting.</p> <p>Visual displays of data results from interim assessments</p> <p>Analyzing of interim assessments data against the end assessment for rigorous alignment with the CCSS</p> <p>Grade Level Team meeting Summaries</p> <p>Summary of Observations</p>	<p>building their lesson plans to meet rigor of the end assessment and make sure that students will be college and career ready.</p>

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Common Core	July, August and throughout the year	District PD Literacy Coach Reading and Grade Level Leaders	A 10% increase in ELA/Math assessment scores Changes in parallel assessment scores	Analyzing both instruction and interim assessments against the alignment to the CCSS Lesson Plans Summary of Observations	Our teachers will receive training to sequence and scaffold content and highlight alignment with CCLS for ELA & Literacy and the PARCC Frameworks. Teachers will use the end-of-module performance task to gather information on whether students are achieving the standards. Teachers will develop daily lesson plans that include guiding questions, recommended texts, scaffolding strategies, and other classroom resources that are aligned to CCLS.
Instructional Strategies Differentiated Instruction Early Learning Intervention Higher Order Thinking Techniques	September through-out the 16-17 school year.	District PD Instructional coaches Reading Building Personnel Administration Magic Penny	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	The school will incorporate differentiated instructional Strategies to increase academic rigor, and students will be Engaged in complex, academically rigorous activities at challenging levels. This will also reduce frequent student boredom, frustration and misbehavior. Use differentiated instruction to meet the learning needs of all students. Differentiated instruction was noted to be a weakness of our teachers during the DTDSE and will lead to increased focus on subgroups. The incorporation of higher order thinking skills will provide much needed rigor and challenge to school academics and will align with CCLS. The use of Blooms Taxonomy will prepare students to become college and career ready.

Appendix 13: Implementation Period Training, Support, and Professional Development

Planned Training/Support	Events and Dates	Owner	Measurable Outcomes	Methods of Analyzing/Reporting	Rationale
Co-Teaching	September	District PD Administration	A 10% increase in ELA/Math assessment scores	Lesson Plans Summary Observations APPR data	Develop collaborative lesson plans, including rigorous instruction that includes various co-teaching techniques that align to the CCLS. This PD will also benefit differentiation and target classrooms with SPED and/or ELL students.

Appendix 14: Stakeholders Involvement and Engagement Chart

Audience	Communication Goal	Method, Time, and Place
<p>Parents</p>	<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
<p>Teachers</p>	<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
<p>Community</p>	<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 15: Key Strategies for Year 1 Implementation

Early Learning Intervention Model Requirement: Offer full-day kindergarten; implement or expand a high-quality preschool program and provide educators with time for joint planning across grades to facilitate effective teaching and learning.			
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<ul style="list-style-type: none"> • Early Learning Intervention Coordinator to monitor and support implementation. • Development of the Early Learning Intervention Team of Educators (ELIT). • 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. • Staff PK & K classrooms with teachers certified in early childhood education. • Place a Teacher Assistant in every PK and K classroom to ensure a 10:1 child to instructor ratio. • Expansion of the school's PK and current full day kindergarten program and a class size reduction of no more than 20 to address literacy development at an early age. • Revise the school master schedule to provide extended and embedded professional learning community time. • Teacher self-assessment of instructional capacity and professional development needed/received. • Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training. • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. • 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 local assessments. 	<p>X</p>	<p>September</p> <p>September</p> <p>August/September</p> <p>September</p> <p>September</p> <p>September</p> <p>September</p> <p>October</p> <p>October</p> <p>October</p> <p>Year 2 – Teacher Leaders Identified 7/15</p> <p>September - Ongoing</p> <p>Begun 7/16 – Ongoing</p>	<p>1.1, 1.2, 2.1, 2.2, 4.1, 1.1, 1.2, 2.1, 2.2, 4.1, 3.1, 3.2, 3.3</p> <p>3.2, 3.3</p> <p>1.1, 1.2, 2.2, 3.1, 1.1, 1.2, 2.2, 3.1</p> <p>1.1, 1.2, 2.2, 3.1</p> <p>3.2, 3.3, 4.2</p> <p>3.2</p> <p>1.2, 1.3</p> <p>3.1, 3.3</p> <p>1.1, 2.2</p> <p>1.1, 2.2</p>

Appendix 15: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> • Targeted and aligned embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment). 	X	October	1.2, 1.3, 2.2, 2.3
<ul style="list-style-type: none"> • Staff professional development on, and use of, data driven intervention instruction based on information derived from Running Records and programmatic monitoring and formative assessments 	X	Begun 7/16 – Ongoing	1.2, 1.3
<ul style="list-style-type: none"> • Implementation of a coherent ELA intervention model at every grade level with a central focus on PK-2nd grades. 	X	October	
<ul style="list-style-type: none"> • Implementation of a coherent balanced literacy backwards mapped curriculum at every grade level. 	X	September	
<ul style="list-style-type: none"> • Implementation of a school –wide PK-4 writing initiative that is monitored and assessed with teacher developed school-wide cross-disciplinary writing rubrics aligned to the ELA CCLS. 	X	November	
<ul style="list-style-type: none"> • Creation of student writing portfolios for teacher review, for student assessment and feedback and to inform instruction. 	X	January	
<ul style="list-style-type: none"> • Implementation of a coherent backwards mapped math curriculum at every grade level with a central focus on PK-2nd grades 	X	September	
<ul style="list-style-type: none"> • Implementation of a school –wide PK-4 school-wide math fluency initiative that includes daily fluency checks and sprints in addition to the regular math block. 	X	September	
<ul style="list-style-type: none"> • Implementation of a coherent Math intervention model at every grade level with a central focus on PK-2nd grades. 	X	November	
<ul style="list-style-type: none"> • Yearly meeting schedule and pacing plan for ELIT Math Taskforce assessment development. 	X	October	
<ul style="list-style-type: none"> • Review of CCLS for Math and Math Modules to determine grade level benchmarks 	X	October	
<ul style="list-style-type: none"> • Review of grades 3-4 NYS Math Assessment data to determine current student achievement 	X	October	
<ul style="list-style-type: none"> • Development of grade leveled student formative and summative assessments, with a focus on grades PK-2 	X	October - ongoing	
<ul style="list-style-type: none"> • ELIT Math Taskforce professional development on, and use of, Data Driven Inquiry to develop a data review protocol for staff analysis of newly developed formative and summative assessments. 	X	April	
<ul style="list-style-type: none"> • Provide students with feedback based on DDI and help them set goals for their learning. 	X	November	
<ul style="list-style-type: none"> • Create student work portfolios, and intervention plans for students who are behind academically. 	X	January	

Appendix 15: Key Strategies for Year 1 Implementation

Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<p>Early Learning Intervention Model Requirement (Transformation): Identify and reward school leaders and teachers who improve student achievement outcomes, remove those who do not, and recruit and retain high-quality staff.</p>			
<ul style="list-style-type: none"> • Instructional Coach to monitor and support implementation. • Development of the Early Learning Intervention Team of Educators (ELIT). • Staff PK & K classrooms with teachers certified in early childhood education. • Place a Teacher Assistant in every PK and K classroom to ensure a 10:1 child to instructor ratio. • 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. • Staff PK & K classrooms with teachers certified in early childhood education. • Create incentives to reward teachers for 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. • Teacher self-assessment of instructional capacity and professional development needed/received. • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. • 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 Running Records and programmatic monitoring and formative assessments. • Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training. 	<p>X X X X X X X X X X X X X X X X X X X</p>	<p>September September September September September September Year 2- September 2017 September October October Year 2 – Teacher Leaders Identified 7/17 September Begun July/16 – Ongoing</p>	

Appendix 15: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> • Targeted and aligned embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment). • Staff professional development on, and use of, data driven intervention instruction based on information derived from Running Records and programmatic monitoring and formative assessments • ELIT Math Taskforce professional development on, and use of, Data Driven Inquiry to develop a data review protocol for staff analysis of newly created formative and summative assessments. • Build school wide accountability and capacity through individual teacher /administrator data meetings. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>October</p> <p>September – Ongoing</p> <p>Begun July/15 – Ongoing</p> <p>April</p> <p>October - Ongoing</p>	
<p>Early Learning Intervention Model Requirement (Transformation): Provide additional time for students to learn core academic content by extending the school day, week and/or year; provide more time for teachers to collaborate.</p>			
<p>Key Strategies</p>	<p>Implement Year 1?</p>	<p>Timeline</p>	<p>Goal/Obj.</p>
<ul style="list-style-type: none"> • Development of the Early Learning Intervention Team of Educators (ELIT). • Offer Extended Learning Time (ELT) for students, to include an engaging academic enrichment afterschool program. • Revise the school schedule to maximize time in core instruction by extending the school day, provide interventions and differentiated instructional time, and student support services. • Revise the school master schedule to provide extended and embedded collaborative professional learning community time. • Targeted and aligned embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment). • Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>September</p> <p>September</p> <p>September</p> <p>October</p> <p>September - Ongoing</p> <p>Year 2 – Teacher Leaders Identified 7/17</p>	

Appendix 15: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors. 	X	September	
<p>Early Learning Intervention Model Requirement (Transformation): Provide the school with sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes.</p>			
Key Strategies	Implement Year 1?	Timeline	Goal/Obj.
<p>The Arthur O. Eve School of Distinction #61 will have the flexibility to operate the school in a way that will substantially improve student achievement while receiving District level support. The school leader will have the ability to impact school staffing through teacher transfer conversations and the new hire interview process, and will revise school schedules and extended learning time. The various School Based Teams form governing school bodies that provide the school with the autonomy to make decision and mid-course corrections that are based on student and staff needs, and tailored to Early Learning Intervention Model turnaround plan.</p> <ul style="list-style-type: none"> Literacy Coach to monitor and support implementation. Development of the Early Learning Intervention Team of Educators (ELIT). 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. Build teacher capacity by providing on-site embedded professional development targeting best practices on instructional strategies to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles. Revise the school schedule to maximize time in core instruction and to provide interventions and differentiated instructional time, and student support services. Revise the school master schedule to provide extended and embedded collaborative professional learning community time. Build school wide accountability and capacity through individual teacher/administrator data meetings. The School Based Leadership Team (SBLT) will administering a teacher perceptions survey and collect, analyze and share survey results with staff. 	<p>X X X X X X X X</p>	<p>September September September September Year 2 – Teacher Leaders Identified 7/17 September October – Ongoing October – Ongoing</p>	

Appendix 15: Key Strategies for Year 1 Implementation

<ul style="list-style-type: none"> • School Based Inquiry Team (SBIT) to establish a system for collecting, organizing, and summarizing student data. • School Based Leadership Team will ensure that formative and summative assessments are administered on time and appropriately and the • SBIT will ensure that resultant data is analyzed on a regular schedule. • The School Based Management Team (SBMT) will use a perceptions survey for parents and create and implement a plan for administering, collecting, analyzing, and sharing survey data. • The SBMT will develop a coherent strategy and formalized plan for two-way teacher and family communication plan. • The SBMT will share survey results with staff and provide staff with training on using the teacher and family communication plan. • HPA will build families' capacity to support their student's academic progress using parent-centered programs inclusive of a parent facilitator and an on-site Family Resource Center. • Provide multi-tiered systems of support (MTSS-B) to ensure students are ready to learn by providing positive classroom environments, engaging student work, and reinforcement of the home – school connection. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>October administrator, February share data October – Ongoing</p> <p>October – Ongoing</p> <p>October – Ongoing</p> <p>October administrator, February share data October</p> <p>February</p> <p>September</p> <p>September</p>	
<p>Early Learning Intervention Model Requirement: Implement such strategies as financial incentives, flexible work conditions, and increased opportunities for promotion and/or career growth in order to recruit, place and retain teachers and leaders with the skills necessary to meet the needs of the school.</p>			
<p>Key Strategies</p>		<p>Implement Year 1?</p>	<p>Timeline</p> <p>Goal/Obj.</p>
<ul style="list-style-type: none"> • Literacy Coach to monitor and support implementation. • Development of the Early Learning Intervention Team of Educators (ELIT). • Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training. • 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. • Create incentives to reward teachers for improving student achievement. 		<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>September</p> <p>September</p> <p>September</p> <p>September</p>

Appendix 15: Key Strategies for Year 1 Implementation

<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 Running Records and programmatic monitoring and formative assessments. • ELIT Math Taskforce professional development, and use of, Data Driven Inquiry to develop a data review protocol for staff analysis of newly created formative and summative assessments. • Staff professional development on, and use of, data driven intervention instruction based on information derived from ELIT Math Taskforce created formative assessments. • Participation in the School Climate Transformation Grant (SCTG) intensive MTSS-B professional development and support program (training in MTSS-B, Code of Conduct, Restorative Practices and Classroom Management) to increase staff knowledge and capacity and implement MTSS-B school-wide with consistency. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>Begun 7/16 - Ongoing</p> <p>April</p> <p>April</p> <p>Begun 7/16 - Ongoing</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

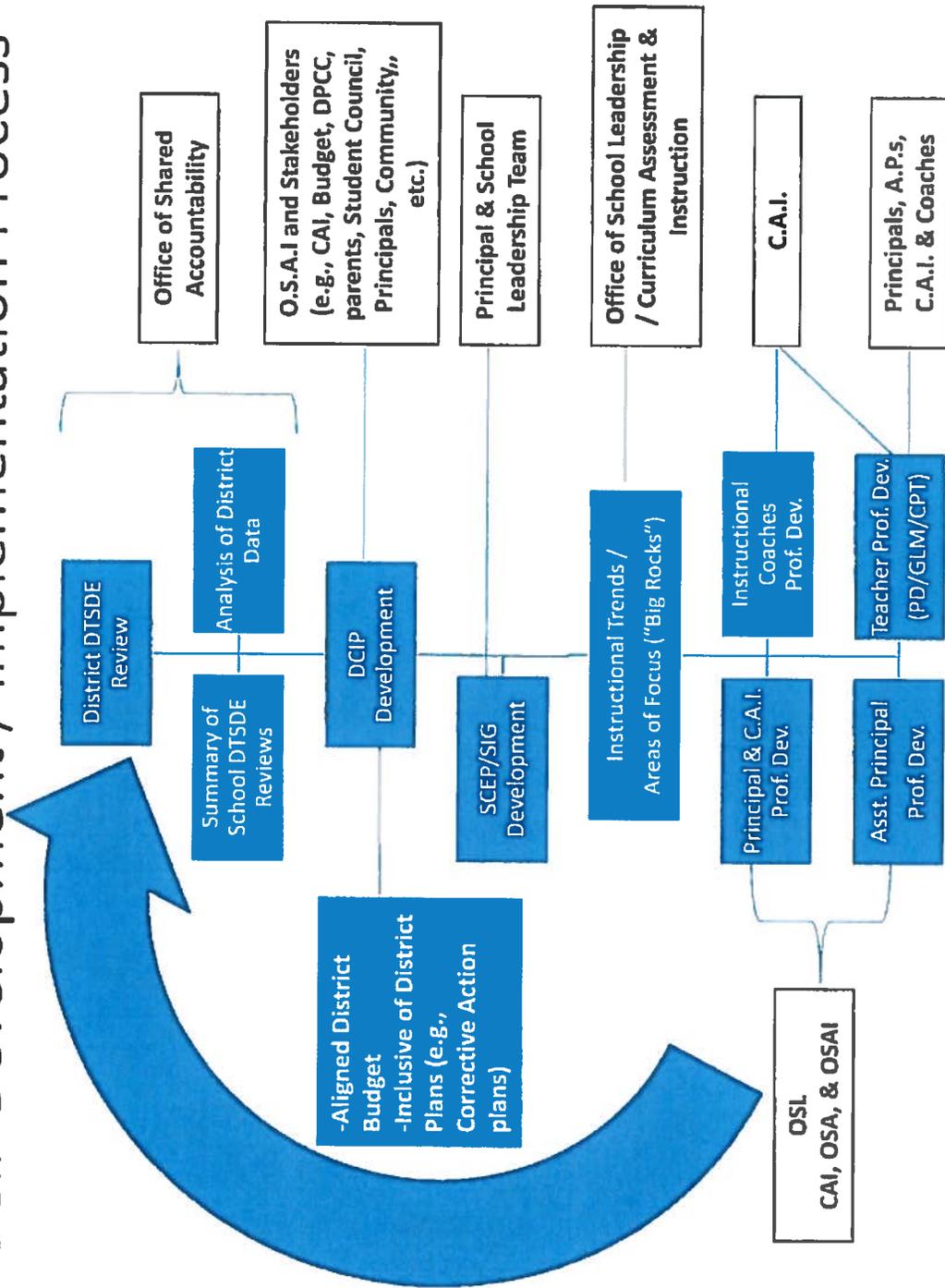
SERVICES FOR OUR NEEDIEST CHILDREN AND FAMILIES

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

BUFFALO PUBLIC SCHOOLS – OFFICE OF SCHOOL LEADERSHIP
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”

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

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

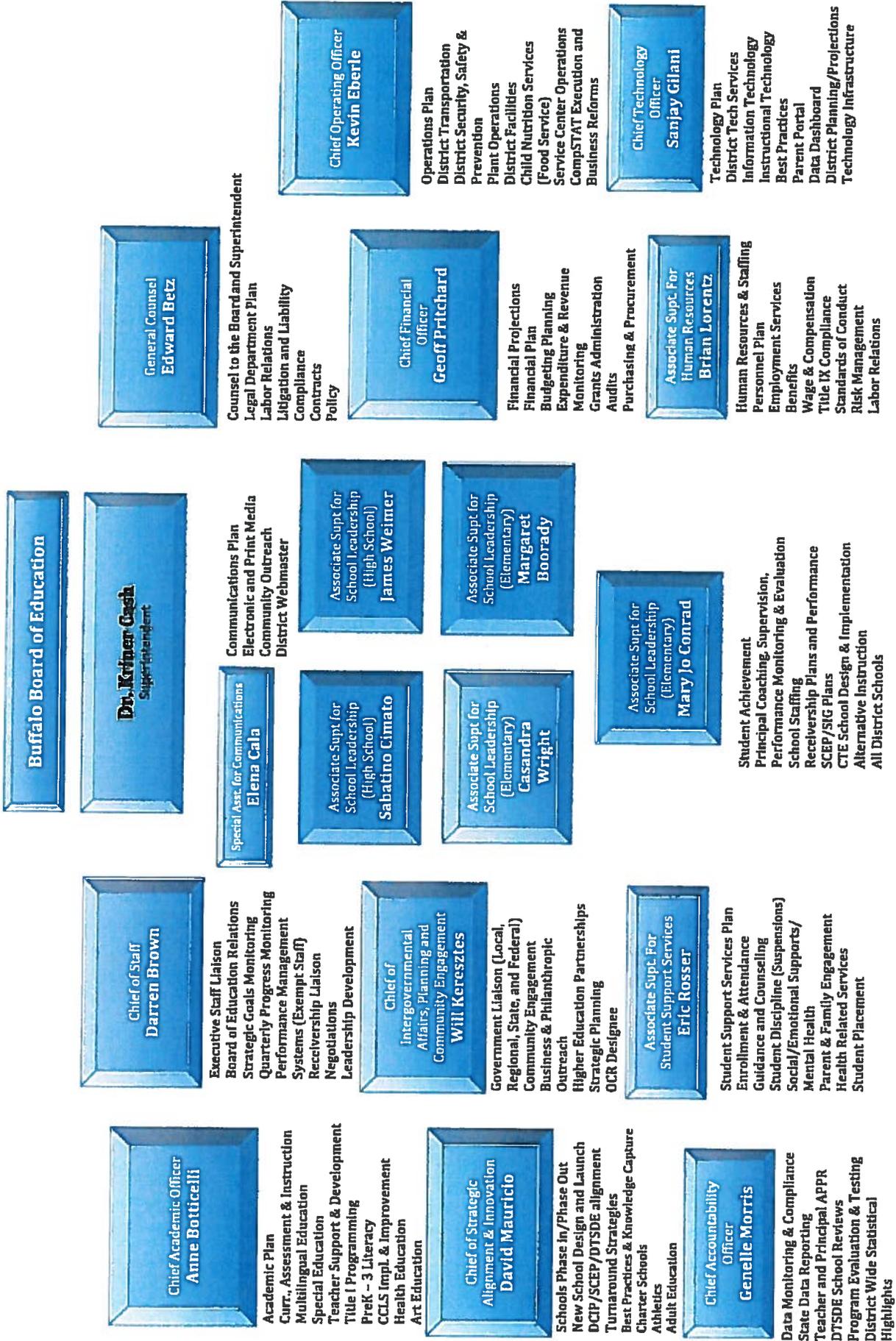
**City Hall • Buffalo, New York 14202
Telephone: (716) 816-3625 • Fax: (716) 851-3554**

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.