



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
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Program Support
Anthony Battaglia
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June 23, 2016

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

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

To Whom It May Concern:

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

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

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

Thank you for your continued support.

Sincerely,

Danielle Schwanekamp
Project Administrator for Grants Development

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

2016 SIG 7 Application Cover Page

Created: 06/30/2016

Last updated: 07/14/2016

Please complete all that is required before submitting your application.

Page 1

Select District (LEA) Name:

Listed alphabetically by District

140600010000 BUFFALO CITY SD

Select School Name:

Listed alphabetically by school name (Priority Schools followed by Focus Schools)

140600010082 PS 82

Lead Contact (First Name, Last name):

Danielle Schwanekamp

Title (for Lead Contact)

Project Administrator for Grants Development

Phone number:

716-816-3625

Fax number:

716-851-3968

Email address:

BPSGrants@buffaloschools.org

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

PK-4

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

429

School Address (Street, City, Zip Code):

230 Easton Drive, Buffalo, NY 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]

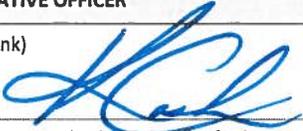
DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

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

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

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

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

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

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

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

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

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

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

emphasis on the required instructional shifts.

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

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

Appendix H - District-wide Training Programs – Teacher Capacity

July 1, 2016 – June 30, 2017

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

E. District External Partner Recruitment, Screening, and Matching

i. Selection Process

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

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

ii. Procurement and Budget Timelines

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

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

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

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

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

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

School Enrollment Characteristics

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

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

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

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

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

ii. Policies and Practices Ensuring School Access

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

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

iii. Strategies to Address Disproportionality

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

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

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

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

The process begins with the review of the following data:

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

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

G. District Level Labor and Management Consultation and Collaboration

i. Consultation and Collaboration

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

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

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

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

Meeting Schedule for Review of School Plans

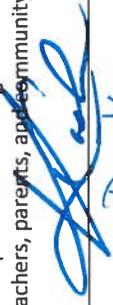
School	Meeting – Draft of Plan	Meeting – Final Plan
Dr. A Pantoja School #18	June 23, 2016	July 13, 2016
Montessori School #32	June 30, 2016	July 13, 2016
Arthur O. Eve School #61	July 11, 2016	July 14, 2016
Early Childhood Center #82	June 22, 24, 27, 2016	July 11- 14, 2016
Alternative School #131	July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

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

Attachment A
Consultation and Collaboration Documentation Form
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)

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

i. Student Population

During the 2015-2016 school year, the Early Childhood Center #82 (ECC #82) had 439 students enrolled in grades Pre-K-4. The student population was demographically comprised as such: 79% African American, 9% Latino, 1% Asian or Native Hawaiian/Other Pacific Islander, 5% White, and 7% Multiracial. Approximately 95% of the student body was economically disadvantaged and qualified for free and reduced lunch. Of the student population, 28% were students with disabilities, enrolled across nine self-contained classrooms, four integrated co-teaching (ICT) classrooms, two classrooms with supporting services, ten students receiving only speech services and two students only receiving occupational therapy. Additionally, 2% of the student population was Limited English Proficient.

With an attendance rate of 87.7% and 100% of the certified staff possessing three or more years of teaching experience, student achievement is the expected norm. However, student performance on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next Assessment and New York State Assessments indicate that our students are lacking the basic literacy skills necessary for grade-level proficiency. Table 1 in Appendix # 1 outlines student performance at each grade level on the end of year (EOY) DIBELS Next Assessment over the past three school years. The data indicates that kindergarten has the greatest percentage of students possessing grade-level literacy skills. The percentage of students with the necessary grade-level literacy skills decreases when comparing kindergarten to 1st grade. Additionally, the oral reading fluency, as signified by the composite score shown in Table 1, decreased ten points or more from 2nd grade to 3rd grade.

At present, DIBELS Next is the only comprehensive, literacy screening tool used throughout the building. In pre-K classrooms, Center for Improving the Readiness of Children for Learning and Education (C.I.R.C.L.E.) that provides a comprehensive screening for students. The District also adopted the Ages and Stages Questionnaire to provide further observational information.

DIBELS Next is a teacher-administered online screening tool that will, due to district purchasing, provide suggestions for instructional remediation. However, a diagnostic system is needed that offers personalized instructional planning resources for students and adaptive online activities based upon individual student results. Modified instruction delivered as a result of data analysis will eliminate the negative trend observed in the data.

The need for a CCLS aligned diagnostic tool that could incorporate reading comprehension and inferential reasoning would be ideal. Table 2 (Appendix #1) presents the performance of the third and fourth grade students for the past three years on the New York State ELA Assessment. The data displays consistently low performance, with over 60% of the students performing at Level 1.

The performance on the New York State Math Assessment mirrors that of the ELA Assessment. With over 50% of the student testing population earning a Level 1 on these assessments, there is a resounding need for additional programmatic assistance in the building. There is a need for a mathematics diagnostic program or system that would monitor the progress of students. The District is currently selecting such a system for use.

In the transformation plan, it is imperative that the deficits in ELA and mathematics are fully addressed to meet the needs of a struggling population.

ii. Diagnostic School Review Process

In May of this school year, an on-site, two-day, district-led review was conducted in collaboration with an outside education expert. The Diagnostic Tool For School and District Effectiveness (DTSDE) was used to guide the school rating based on the information collected during the review. Reviewers conducted focus groups with students, staff and parents, in addition to visiting classrooms. Documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback and student work, were examined during the review.

iii. Evidence of Community and Family Input

In order to gather community and family input in this review, the reviewers conducted focus groups with parents. Additionally, a coordinator from one of our community partners, SAY Yes, participated in the Student Support Team focus group.

iv. Existing School Capacity, Strengths, and Needs

As a result of the district-led review, ECC #82 was rated as STAGE 2 in every tenet of the DTSDE rubric. This rating suggests that ECC #82 is in the beginning stages of implementing the instructional decisions needed to increase student achievement. The following is an outline of the strengths, needs, and building capacity.

Strengths:

- The school is in the beginning stages of implementation of data-driven instructional meetings (grade-level meetings).
- Leveraged Leadership walks normalized the administration’s use and implementation of the APPR plan.
- The school is in the beginning stages of having horizontal and vertical team meetings to address curricular needs.

Needs:

- The school leader is following the APPR plan to support teachers and give timely actionable feedback; however, this process has not yet yielded superior instructional practices.
- Teachers are not using data to inform instructional decisions and modify curricula; teachers do not feel vested to do this on their own and they are in the beginning phases of curriculum modification and how to make meaningful connections for students.
- The absence of a formalized plan to incorporate interdisciplinary planning has hampered students from making cross-curricular connections across the curriculum.
- The school has articulated that student cognitive and academic needs are supported; the school has yet to evolve into a space where students’ intellectual breakthroughs are occurring.
- There is very limited evidence of written feedback from teachers to students. The lack of timely and regular feedback to students prevents greater degrees of student success.

- The lack of a clear social and emotional developmental plan and program has created obstacles to student success.
- Teachers have not embraced through their communications a school/family partnership that enables students to achieve the high expectations set by the school community.

Building Capacity:

The 2015-16 school year has been a year of change. During the 2015-16 school year, the newly-hired principal did not begin the administrative term until the beginning of November 2015. Additionally, two important stakeholders of the Student Support Team (SST), the Social Worker and Psychologist, were reduced from full-time positions to part-time positions. As part of a pilot initiative to reduce class size during literacy instruction, four Reading Specialists were added to the building. As the pilot is ending, the district is will implement a reduced class size model to cap class size at twenty students in Kindergarten and Grade 1 for the 2016-17 school year, with full implementation of reduced class size in grades Kindergarten through 3rd by 2018-19.

During the 2015-16 school year, the administrators of the building participated in the Leverage Leadership Program. This program is an administrative mentoring program that normalizes the APPR practices of the principal and assistant principal.

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

Upon researching the solution pertaining to the needs of the school, it was discovered that all of the needs mentioned align with six of the ten components of effective pre-K-3 instruction that Michael Sadowski discussed in the FCD October 2006 policy brief. In the report, the use of multiple forms of assessment, curriculum design that helps children make connections, strategic use of resources and technologies, parent and family outreach, professional collaboration and development, and vertical alignment, are among the ten effective components of PreK-3 instruction.

Based upon the DTSDE review there are six basic needs:

Need #1 – Multiple forms of assessment: increase the frequency of data collection through common formative and interim assessments.

Need #2 – Curricular design: increase the use of data for the modification of curricular and instructional practices

Need #3 – Professional collaboration and development: increase the use of data from teacher observations to provide effective feedback and/or professional development that would yield actionable results

Need #4 – Professional collaboration and development/vertical alignment: purposely generate additional time for teacher collaboration, planning (horizontal, vertical, interdisciplinary), and professional development

Need #5 – Strategic use of resources and technologies: increase the use of data to drive the assessment of the emotional and social needs of the student population and the creation of a plan to address the identified needs

Need #6 – Parent and family outreach: establish a school culture that will engage families as partners in student learning through thorough communication

B. School Model and Rationale

i. Process by Which Model Was Chosen

When selecting a model for Early Childhood Center 82 (ECC #82) turnaround plan the District first compared the models to the Superintendent’s “New Education Bargain with Students and Parents.” This plan consists of six essential elements that lead to achievement and success throughout the district. The plan was created to ensure the best instruction for all children of the district, every day, in every school. The six essential elements are as follows:

- Rigorous Early Elementary Education
- Strong Community Schools
- New Innovative High Schools
- Extended Learning Excellence for All Students
- Services for Our Neediest Children and Families
- New Relationship with our Teachers

There are several major components of the Early Learning Intervention Model of transformation that correspond to the essential elements of the New Education Bargain:

New Education Bargain Essential Element	Description of the Essential Element	Early Learning Intervention Model Component
Rigorous Early Elementary Education	<ul style="list-style-type: none"> ▪ Reduced class sizes in reading and math ▪ Selection of highly qualified reading and math teachers ▪ Increased training and support to teachers currently in the district 	<ul style="list-style-type: none"> ▪ Ensure high staff qualifications ▪ Pre-school class sizes of no more than 18, with a child to instructor ratio of no more than 9:1
Extended Learning for All Students	<ul style="list-style-type: none"> ▪ Re-vamp after school, technology-based learning, the arts and athletics 	<ul style="list-style-type: none"> ▪ Provide additional time for student to learn core academic content by extending the school day
New Relationship with our Teachers	<ul style="list-style-type: none"> ▪ Provide the support and professional development to ensure high quality instruction 	<ul style="list-style-type: none"> ▪ Provide more time for teachers to collaborate

Effective visionary leadership from the principal is a critical element of successful school transformation. In alignment with Superintendent’s vision for rigorous elementary education, the ECC #82 principal, considers the following of the highest priority when increasing high levels of student achievement:

- Increase the instructional rigor in the classrooms
- Increase data-driven instruction
- Increase the level of cognitive student engagement in the classroom
- Foster a positive learning community among the teaching staff

- Increase parent engagement and involvement

The Early Learning Intervention Model was selected based upon assessment data, identified needs from the DTSDE review, and various aspects of the school community. Based upon the specific deficits identified in the data, the achievement gap is birthed from the transition from kindergarten to first grade. Additionally, instruction is impacted by the lack of data-driven instructional decisions and absence of curricular modifications. By focusing on early learning prevention and intervention, the staff can become equipped with the effective strategies and skills required to close the achievement gap. Educational research indicates that early prevention and early intervention yields substantial, early gains with a long-term positive impact on student achievement. An additional impact on student achievement is the school leadership.

The new principal, although beginning the term at the start of the second quarter, brought research-based ideas to ECC #82. As a new member of the Buffalo City School District (BCSD), the principal, a graduate of the District, also brings a particular passion and level of expertise with respect to teacher evaluations, data analysis, parent involvement, and technology integration.

ii. Rationale for Model and Key Design Elements

There are several components of the Early Learning Intervention Model that are presently being implemented. Currently, in the BCSD, per NYS requirements, pre-school classrooms have a class size of no more than 18 students and a 9:1 student-to-teacher ratio, due to the presence of teacher assistants. Additionally, the District also adopted an APPR Plan that implements specific steps for the removal of a teacher or leader that has failed to improve their instructional practices, as so with the Early Learning Intervention Model. Due to the overlap of the District policies, Superintendent's vision, and the components of the transformation model, the Early Learning Intervention Model is a direct fit for ECC #82.

iii.

The District began its model-selection process by developing a school profile that included the characteristics of ECC #82, its students, leader background and 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 ECC #82. The evaluation was based on findings of the school review that was conducted by an integrated intervention team and of the needs assessment that was conducted in conjunction with a School Based Management Team. The following questions guided the selection of the Early Learning Intervention Model:

- How will the District support the school leader in making and sustaining strategic staff replacements?
- What is the District's own capacity to support the early learning intervention, including the implementation of required, recommended, and diagnostically determined strategies?

- What changes in decision-making policies and mechanisms (including greater school level flexibility in budgeting, staffing, and scheduling) must accompany the early learning intervention?
- How will the district support the new 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?

BCSD has developed a district-level strategic plan that fully supports the requirements of the Early Learning Intervention Model, including the following:

- Recruiting and hiring school leaders with the experience, training, and skills needed for dramatic school improvement
- 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, middle, 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: Increase student achievement in ELA through the use of research-based instructional strategies

Objective 1: Increase student achievement in ELA through the implementation of research-based instructional strategies resulting in a 25% increase in the number of students in pre-K through 2nd grade reading on grade-level by the end of the year.

Key Strategies:

- Hire an instructional coach to monitor data and support implementation of the Early Learning Intervention Model and support the classroom teachers as a resource of best instructional practices, data-driven instruction, and professional development
- Reduce the kindergarten and 1st grade class size to that of no more than 20 students in order to support literacy development at an early age
- Staff kindergarten classrooms with a teacher assistant during the literacy block to ensure a 10:1 child to instructor ratio during ELA
- Implement a coherent, backwards-mapped curriculum in literacy at every grade level with a central focus on pre-K through 2nd grade.
- Conduct staff professional development on the implementation of instructional rigor, data-driven instruction, and effective feedback, to promote cognitive student engagement, grade-level preparedness and differentiate instruction to meet the academic needs of students
- Purchase and supply pre-K through 1st grade with iPads to integrate common core aligned technology tools into the curriculum, to use within center-based learning, and to use with computer-based diagnostic testing and screening
- Purchase and implement a computer-based, online assessment system that would provide diagnostic testing and individualized instructional practices and adaptive, online student activities, based upon student results
- Conduct staff professional development on a computer-based online testing system
- Hire an instructional technology coach to provide effective support for curriculum, assessment, instruction, and operations through the application of technology resources
- Offer Extended Learning Time (ELT) for students who are performing below grade-level standards

Assessment: End-of-Year (EOY) DIBELS Next Measures, computer-based online diagnostic assessment scores

Objective 2: Target literacy interventions for students in grades pre-K through 2nd that will result in all students, by the end of the 2020-2021 school year, being able to read at grade-level by age 8.

Key Strategies:

- Conduct staff professional development on the implementation of instructional rigor, data-driven instruction, and effective feedback to promote cognitive student engagement, grade-level preparedness, and differentiate instruction to meet the academic needs of students
- Purchase and supply pre-K through 1st grade with iPads to integrate common core aligned technology tools into the curriculum, to use within center-based learning and to use with computer based diagnostic testing, and screening

- Purchase and implement a computer-based, online assessment system that would provide diagnostic testing, individualized instructional practices, and adaptive, online student activities based upon student results
- Conduct staff professional development on the use of a computer-based online assessment system
- Hire an instructional technology coach to provide effective support for curriculum, assessment, instruction, and operations through the application of technology resources
- Offer Extended Learning Time (ELT) for students who are performing below grade-level standards
- Implement a coherent ELA intervention model at every grade-level based on the data from the computer based online diagnostic and screening
- Implement the District-based ELA RtI Academic Support Continuum
- Use of the literacy coach to monitor District-based ELA RtI Academic Support Continuum
- Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training
- Use of the literacy coach to target and align job-embedded professional development for teachers and teacher assistants on early learning interventions in literacy (use of time, skills, and skill attainment).
 - Small group instruction
 - Programmatic interventions (Journeys, Junior Great Books, Magic Penny, SRA, online diagnostic system)

Assessment: EOY DIBELS Next Measures, computer-based online diagnostic assessment scores, District-Benchmark Assessments in ELA

Objective 3: A school-wide focus on developing writing skills across the content areas will result in an increase of student writing scores by 10% per year.

Key Strategies:

- Implement a coherent, backwards-mapped literacy curriculum at every grade level
- Implement, school-wide, the Step Up to Writing District initiative
- Monitor and assess the Step Up to Writing initiative with District-developed, school-wide, cross-disciplinary writing rubrics aligned to the ELA Common Core Learning Standards (CCLS)
- Staff professional development on the implementation of the instructional strategies of Step Up to Writing to be given by the instructional coach
- Use a program that standardizes the instructional practices of the school, while emphasizing instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas
- Create student writing portfolios for teacher review, student assessment, feedback, and to inform instruction

Assessment: Use of the District-created scoring rubric for writing, District Benchmark Assessments in grades pre-K through 4, NYS ELA constructed-response performance in 3rd and 4th grades

ii. Mathematics Goals and Objectives

Goal 2: Increase student achievement in mathematics through the use of a CCLS aligned, computer-based online diagnostic, screening, and individualized practice system

Objective 1: Increase in number fluency and number sense in all grade levels by 25% by the end of the year.

Key Strategies:

- Conduct staff professional development on the implementation of instructional rigor, data-driven instruction, and effective feedback to promote cognitive student engagement, grade-level preparedness, and differentiate instruction to meet the academic needs of students
- Hire an instructional coach to monitor data, support implementation of the Early Learning Intervention model, and support the classroom teachers as a resource of best instructional practices, data-driven instruction, and professional development
- Reduce the kindergarten and 1st grade class size to that of no more than 20 students in order to support literacy development at an early age
- Implement a coherent, backwards-mapped math curriculum at every grade level with a central focus on pre-K through 2nd grade
- Purchase and supply pre-K through 1st grade with iPads to integrate common core aligned technology tools into the curriculum, to use within center-based learning, and to use with computer-based diagnostic testing and screening
- Purchase and implement a computer-based, online assessment system that would provide diagnostic testing, individualized instructional practices, and adaptive, online student activities based upon student results
- Conduct staff professional development on the use of a computer-based online testing system
- Hire an instructional technology coach to provide effective support for curriculum, assessment, instruction, and operations through the application of technology resources
- Offer Extended Learning Time (ELT) for students who are performing below grade-level standards
- Implement a coherent, mathematics intervention model at every grade level based on the computer-based online diagnostic and screening data
- Review and analyze the NYS Math Assessment data of grades 3 and 4 to determine current student achievement and standards that can be spiraled down to grades pre-K through 2nd
- Use of grade-level District Benchmark Assessments, with a focus on grades pre-K through 2nd
- Implement a school-wide, pre-K through 4th grade math fluency initiative that includes daily fluency checks and sprints in addition to the regular math block

Assessment: C.I.R.C.L.E. math data, District Benchmark Assessments in math, Engage NY End of Module Assessments, computer-based online diagnostic assessment scores, and NYS Math Assessments in 3rd and 4th grades (multiple choice performance)

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

Key Strategies:

- Hire an instructional coach to monitor data, support implementation of the Early Learning Intervention Model, and support the classroom teachers as a resource of best instructional practices, data-driven instruction, and professional development
- Reduce the kindergarten and 1st grade class size to that of no more than 20 students in order to support literacy development at an early age

- Implement a coherent, backwards-mapped mathematics curriculum at every grade level with a central focus on pre-K through 2nd grade
- Conduct staff professional development on the implementation of data-driven instruction to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring, formative assessments, and summative assessments
- Purchase and supply pre-K through 1st grade with iPads to integrate common core aligned technology tools into the curriculum to use within center-based learning and computer-based diagnostic testing and screening
- Purchase and implement a computer-based, online assessment system that would provide diagnostic testing, individualized instructional practices, and adaptive, online student activities based upon student results
- Conduct staff professional development on the use of a computer-based online testing system
- Hire an instructional technology coach to provide effective support for curriculum, assessment, instruction, and operations through the application of technology resources
- Implement a school –wide, pre-K through 4th grade math fluency initiative that includes daily fluency checks and sprints in addition to the regular math block
- Target and align embedded professional development for teachers and teacher assistants on early learning math interventions (use of time, skills, and skill attainment).
 - Small group instruction
 - Programmatic interventions (Engage NY Math Modules, C.I.R.C.L.E. math data, online diagnostic system)

Assessment: C.I.R.C.L.E. math data, District Benchmark Assessment, Engage NY End-of-Module Assessments, computer-based online diagnostic assessment scores

Objective 3: Implement targeted math interventions for students in grades 3 and 4 that result in a yearly 10% increase on the constructed response sections of the NYS Mathematics Assessment.

Key Strategies:

- Hire an instructional coach to monitor data, support implementation of the Early Learning Intervention Model, and support the classroom teachers as a resource of best instructional practices, data-driven instruction, and professional development
- Implement of a coherent math-intervention model at every grade level
- Conduct staff professional development on the implementation of data-driven instruction to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring, formative assessments, and summative assessments
- Review and analyze the NYS Math Assessment data of grades 3 and 4 performance on constructed-response questions to provided targeted support
- Review and analyze the NYS Math Assessment data of grades 3 and 4 performance on constructed-response questions to determine current student achievement and standards that can be spiraled down to grades pre-K through 2nd
- Implement instructional strategies that would increase student cognitive engagement and writing in mathematics
- Offer Extend-ed Learning Time (ELT) for students who are performing below grade-level standards

Assessment: NYS Math Assessment performance on the constructed-response section

iii. Additional Goals and Objectives

School-level Baseline Data and Target-Setting Chart-See Attachment B

Early Learning Intervention Model

Goal 3: Create school structures and systems that support instruction and maximize cognitive student engagement

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

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
- Hire an instructional coach to monitor data and support the classroom teachers as a resource of best instructional practices, data-driven instruction, and professional development
- Use of the instructional coach and literacy coach to support implementation of the Early Learning Intervention Model
- Reduce the kindergarten and 1st grade class size to that of no more than 20 students in order to support literacy development at an early age
- Staff kindergarten classrooms with a teacher assistant during the literacy block to ensure a 10:1 child-to- instructor ratio
- Revise the school schedule to maximize time in core instruction and to provide interventions, differentiated instructional time, and student support services
- Create incentives to reward teachers for improving student achievement (i.e., Teacher of the Month)
- Build teacher capacity by providing on-site professional development targeting instructional best practices 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 extended collaborative professional learning community time after school and on weekends
- Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade-level changes by identifying grade-level mentors
- Provide students with feedback based on DDI and assist with setting learning goals
- Offer Extended Learning Time (ELT) for students who are performing below grade-level standards

Assessment: Quarterly grade reports, teacher attendance at professional development sessions

Objective 2: Within three years, all ECC #82 teachers 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’s master schedule to provide embedded collaborative professional learning community time
- Build teacher capacity by providing on-site professional development targeting best instructional practices to support the Early Learning Intervention Model and identify teacher leaders to take on mentoring, turn-key training, and school-based team member roles
- Create a “Look For” document based on the NYSUT Rubric that drives the instructional classroom expectations and school-wide accountability
- Use a program that standardizes the instructional practices of the school, while emphasizing instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas
- Administer a teacher professional development survey to target the needs of the teachers
- Based upon the survey results, provide targeted professional development for teachers to support school-wide common programmatic expectations

Assessment: APPR scores of Teachers

Goal 4: Increase the use of data to drive instruction

Objective 1: Create a PLC (Professional Learning Community) focused on the Early Learning Intervention Model that will provide the forum for all school-based teams (School Based Leadership Team, School Based Inquiry Team (SBIT), Student Support Team (SST)) to analyze data to drive instruction and intervention.

Key Strategies:

- Hire an instructional coach to monitor data and support the classroom teacher as a resource of best instructional practices, data-driven instruction, and professional development
- Use of the instructional coach and literacy coach to support implementation of the Early Learning Intervention Model
- School Based Inquiry Team (SBIT) will establish a system for collecting, organizing, and summarizing student data
- School Based Leadership Team (SBLT) will ensure that formative and summative assessments are administered on time and appropriately
- Use of the instructional coach and literacy coach to monitor the regular analysis of resultant data
- Build the capacity of all school-based teams to analyze student-level data and use it to inform instruction and intervention
- Presentation of discipline data by Student Support Team at faculty meetings

<ul style="list-style-type: none">Teachers maintain student data folders and data binders showing evidence of how data is being used in the classroom
<i>Assessment:</i> School-based teams' meeting schedules, meeting minutes, data collection, review plans, data analysis protocols, school administration observations, and one-on-one meetings with teachers
Objective 2: Teachers at every grade level will develop and implement a plan for using data to provide feedback to students.
Key Strategies: <ul style="list-style-type: none">Hire an instructional coach to monitor data and support the classroom teacher as a resource of best instructional practices, data-driven instruction, and professional developmentUse of the instructional coach and literacy coach to support implementation of the Early Learning Intervention ModelUse of the instructional coach and literacy coach to monitor the regular analysis of resultant dataSchool Based Inquiry Team (SBIT) will establish a system for collecting, organizing, and summarizing student dataSchool Based Leadership Team (SBLT) will ensure that District Benchmark Assessments and NYS Assessments are administered on time and appropriatelyProvide professional development for teachers on the collection and use of data for instruction, intervention and student and parent communication/feedbackBuild school-wide accountability and capacity through individual teacher/administrator data meetingsRevise the school's master schedule to provide job-embedded, collaborative professional learning community timeProvide extended collaborative professional learning community time after school and on weekendsConduct staff professional development on effective feedback to students
<i>Assessment:</i> Teacher-created, developmentally appropriate 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: Increase the number of parents actively participating and engaged as partners in student learning by 25% school-wide, each year.
Key Strategies: <ul style="list-style-type: none">Conduct staff professional development on Class DOJO, to increase communication with parents and guardiansIncrease the number of parents signed on to the Class DOJO systemIncrease the number of teachers using Class DOJO on a weekly basis

<ul style="list-style-type: none">• Create and implement the distribution of weekly correspondences and a monthly, school-wide newsletter• Increase the communication with the ENL students and families through school documents translated in native languages• Create incentives to reward teachers for improving student achievement (i.e., Teacher of the Month)• Host a parent engagement or involvement activity at minimum, quarterly
<p><i>Assessment:</i> Number of parents using Class DOJO, number of teachers using Class DOJO, number of parents receiving monthly/weekly school correspondences, attendance of parents and/or guardians at parent engagement/involvement activities</p>
<p>Objective 2: Reduce student major Office Discipline Referrals (ODR's) by a minimum of 5% per year.</p>
<p><i>Key Strategies:</i></p> <ul style="list-style-type: none">• Conduct staff professional development on Class DOJO, to increase communication with parents and guardians• Increase the number of parents signed on to the Class DOJO system• Increase the number of teachers using Class DOJO on a weekly basis• Provide Positive Behavior Interventions and Supports (PBIS) for students to proactively address student behavior• Increase communication between school and home• Implement reflective practices from Restorative Justice methodologies to encourage alternative, positive behaviors• Create a system, through the SST, to address student classroom disruptions• Identify students and families that are in need of wrap-around services through SAY Yes coordinator
<p><i>Assessment:</i> ODR data</p>
<p>Objective 3: Increase student daily attendance from 87.7% to 92.7% by the end of the 2020-2021 school year.</p>
<p><i>Key Strategies:</i></p> <ul style="list-style-type: none">• Provide PBIS for students to proactively address student behavior and learning issues• Offer Extended Learning Time (ELT) for students who are performing below grade-level standards• School leaders will conference with the parents or guardians of students who have been classified with severe or chronic absenteeism or tardiness in past school years to offer support and/or a referral to appropriate services• Create and implement of a monthly, school-wide newsletter• Improve the school culture by offering spirit week, holiday programs, school-wide events, and awards assemblies
<p><i>Assessment:</i> End-of-year attendance data</p>

ECC #82 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	81,120	79,920	82,320	82,320	82,320	82,320	82,320
b. Student participation in State ELA assessment	%	89%	97.4%	TBD	98%	98%	98%	98%	98%
c. Student participation in State Math assessment	%	83%	97.4%	TBD	98%	98%	98%	98%	98%
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%	87.5%	87.7%	88.7%	89.7%	90.7%	91.7%	92.7%
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%	8.7%	11.5%	11.0%	10.5%	10.0%	9.5%	9.0%
h. Number of discipline referrals	num	917	266	435	415	395	375	355	335
i. Chronic absenteeism rate	%	46%	53%	46%	43%	40%	37%	34%	31%
j. Teacher attendance rate	%	91%	86.2%	92.2%	93.1%	94.0%	94.0%	94.0%	94.4%
k. Teachers rated as “effective” and “highly effective”	%	83%	76%	TBD	83%	91%	100%	100%	100%
l. Hours of professional development to improve teacher performance	num	1279	1620.3	4479.5	4524.3	4344.8	4431.7	4520.3	4610.7
m. Hours of professional development to improve leadership and governance	num	146	212	88	89.8	91.6	93.4	95.3	97.2
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	123	236	770	808.5	848.9	891.3	935.9	982.6
II. Academic Indicators									
a. ELA performance index	PI	52.1	42.9	TBD	58.6	74.3	90.0	105.7	121.4
b. Math performance index	PI	59.7	50.9	TBD	65.8	80.7	95.6	110.5	125.4
c. Student scoring “proficient” or higher on ELA assessment	%	14%	9.8%	TBD	18.8	27.8	36.8	45.8	54.8
d. Students scoring “proficient” or higher on Math assessment	%	17%	13.4%	TBD	22.1	30.8	39.5	48.2	56.9
e. Average SAT score	score	1194	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

f. Students taking PSAT	%	66.7%	N/A						
g. Students receiving Regents diploma with advanced designation	%	8%	N/A						
h. High school graduation rate	%	60.7%	N/A						
i. Ninth graders being retained	%	5.9%/8.5%	N/A						
j. High school graduates accepted into two or four year colleges	%	70.9%	N/A						

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

D. School Leadership

i. Characteristics and Core Competencies of the School Principal

Competencies for Determining Priority School Leaders

Cross-sector research conducted on successful turnaround leadership practices identified four major “clusters” that serve as a predictor of success. Outlined in the Reform Network’s article, Turnaround Leadership: *How to Identify Successful School Leaders*, the Research of Public Impact’s, *School Turnaround Leaders: Competencies for Success (2008)* clusters were identified as: Driving for Results, Influencing for Results, Problem-Solving, and Showing Confidence to Lead. These research-based actions, as stated from the article, encompasses the following characteristics:

- Driving for Results – the turnaround leader’s strong desire to achieve outstanding results and the task-oriented actions required for success.
- Influencing for Results – motivating others and influencing their thinking and behavior to obtain results.
- Problem-Solving – including analysis of data to inform decisions, making clear and logical plans that people can follow, and ensuring a strong connection between school learning goals and classroom activity.
- Showing Confidence to Lead – staying visibly focused, committed, and self-assured despite personal and professional attacks that are common during turnarounds.

The article from Reform Support Network also references the most consistent successful turnaround leadership action being that of “breaking organizational norms and discarding rules and routines that inhibit success.” This is the change-agent principle that invokes drastic change in a few key areas to produce dramatic gains.

ii. Principal’s Biography

Biography of Tanika Shedrick, Principal of ECC #82

In May of 2002, Tanika Shedrick graduated from Morgan State University, in Baltimore, MD, with a Bachelors of Science in Chemistry. With hopes of earning a Ph.D., Tanika pursued chemistry graduate studies at the University of Michigan and later at the University at Buffalo (UB). As a graduate teacher assistant at UB, Tanika rediscovered her love for teaching, while instructing several lab courses and hosting countless office hours for tutoring. Tanika discovered that a new charter school was opening up and needed an 8th grade, part-time intermediate science teacher. In 2005 Tanika Shedrick left the Ph.D. program at UB with her Masters of Arts in Chemistry, to become one of the first teachers at Oracle Charter School; not to mention, the first African American teacher at the school.

At Oracle Charter School, Tanika Shedrick earned a NYS Teaching Certificate in Chemistry (7-12) and began to pursue a certificate in high school mathematics. Tanika’s teaching career at Oracle spanned grades 7 through 12 and has encompassed Forensic Science, Film Studies, College Prep, Regents Living Environment, Regents Earth Science, Regents Physics and her favorite, Regents Chemistry.

While at Oracle she held many leadership positions such as Science Department Chair, Student Activities Coordinator, Union President, Union Vice President, TERC Committee Member (data

analysis), and Summer School Principal. Through these positions, Tanika was able to analyze data and make informed decisions that impacted the entire school, revise and exhaustively communicate school goals for teacher and student buy-in, problem-solve with the School Improvement Team to create viable solutions on school-based issues, mediate student/teacher conflicts to create a positive school climate, and create a remediation plan for students who were struggling with science courses.

The leadership positions held at Oracle Charter School encouraged Tanika Shedrick to further her educational career in leadership at a local college. She earned a NYS School Building Leadership Certificate in 2011, and a Masters of Science in Educational Leadership and Supervision from Canisius College in 2012, which led to a promotion to the position of Dean of Students at Oracle Charter School.

As the Dean of Students at Oracle, Tanika Shedrick mentored, evaluated and supported teachers in and out of the classroom, as well as the students. Through collaboration and coaching, she's helped many teachers reach students of the community by equipping the teachers with research-proven strategies and providing timely feedback to increase effectiveness. Supervisory tasks and responsibilities were consistently accomplished with great attention to detail, resulting in ample success.

Administratively, Tanika's attention and focus were split between the professionals of the building and community the school served. The students and their families were a top priority of hers. It was and is Tanika's goal to be more proactive than reactive, and lead the professionals in the building to take the same stance. Tanika ensured the inclusion of parents with the community of professionals and learners, thus creating a community atmosphere rooted in a deep belief of the District's core values and student expectations. In collaboration with the guidance department and student support coordinator, Tanika Shedrick created a student intervention program that provided struggling students who were several grade-levels behind their cohort with the opportunity to reclaim lost credits.

As Dean of Students, Tanika also coordinated and implemented school-wide course scheduling, created the school's first comprehensive safety manual, coordinated and hosted overnight college trips, and implemented Restorative Justice practices to reduce the suspension rates. As the Dean of Students, Tanika was also an integral part of the evaluation of teachers and became certified in Danielson's Framework for Teaching: a national teacher evaluative program.

While at Oracle, Tanika came in contact with many students who lacked the fundamental literacy skills to be successful in high school science and math. The data consistently directed Tanika's attention to the early foundations of elementary education. With almost ten years of service, Tanika Shedrick resigned from Oracle with a vision to give back to the school district that helped create her solid educational foundation, and assist students who are in the beginning stages of elementary education. The research-proven instructional strategies and successful school models that Tanika studied, collected, and wanted to implement and integrate into Oracle Charter School, actually equipped her for the position she now holds as Principal of Early Childhood Center #82.

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

Not applicable

iv. Principal Job Description and Duties (Appendix #2).

v. Current Supporting Leadership

a) Assistant Principal

The duties of the assistant principal include, but are not limited to the job description shown in (Appendix # 3).

b) Instructional Coach

The duties of the instructional coach include, but are not limited to the job description as shown in

(Appendix # 4).

c) Literacy Coach

The duties of the literacy coach include, but are not limited to the job description as shown in (Appendix # 5).

Supporting Leadership Profile-School Based Leadership Team

The School Based Leadership Team (SBLT) is a group of building stakeholders that develop and/or revise school improvement plans, analyze state and summative assessments, use data to develop and support improvement initiatives for the school, and research viable solutions to school-based issues. This team consists of the principal, assistant principal, support reading teacher, support math teacher, instructional coach, student support chair and two teachers. The plans, suggestions, and/or initiatives created by the SBLT are geared toward the school-wide improvement of instruction. Issues, as identified by the principal, are also discussed.

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Certification

- 02/2010 New York State Professional Certification in Chemistry 7 – 12.
09/2011 New York State Certification in School Building Leadership
10/2014 Danielson’s Framework for Teaching Evaluation Certification

Education

- 2010 – 2012 Canisius College Buffalo, NY
M.S., Educational Leadership and Supervision
- 2003 – 2006 SUNY at Buffalo Buffalo, NY
M.A., Chemistry
- 1999 – 2002 Morgan State University Baltimore, MD
B.S., Chemistry

Administrative Experience

- 2015 – present Early Childhood Center #82 Buffalo, NY
Principal
Created with the School-Based Leadership Team and communicated a School Comprehensive Education Plan (SCEP) that aligned with the District’s vision and goals
- Conducted classroom observations and evaluations of teachers
- Assessed the strengths and areas in need of improvement of faculty and staff based on a sound knowledge base
- Communicated school-wide changes and anticipated actions with the support of data
- Worked to develop and maintain clear lines of communication and collaboration between staff, administrators, students and parents for the purpose of increasing student outcomes
- Established priority areas for instructional focus and made necessary changes in

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those areas to strengthen teaching and improve student learning

Ensured 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

Monitored standards for achievement, aligning school resources, and prioritizing activities to achieve maximize results

Collaborated with the School-Based Management Team and stakeholders to revise the mission, vision, and core values

Ensured a collaborative culture by expecting teams to set standards for their work, and take action to meet the standards

Fostered a positive school climate, through the reflective practices of Restorative Justice, where student discipline concerns are addressed in a manner that promotes student responsibility and mutual respect

Arranged targeted professional development based on analyses of achievement and instructional improvement

Developed others by providing coaching and support, expressing positive expectations, and created data-driven professional development opportunities

2012 - 2014

Oracle Charter School

Buffalo, NY

Dean of Students

Created, revised, implemented and managed the behavioral protocols of the school

Created the school-wide schedule matrix on an annual basis

Coordinated teaching and room assignments

Formally and informally evaluated teachers using the Danielson Framework for Teaching

Managed the Student Support Team

Created the school's first Safety Manual

Operated as Safety Coordinator

Revised and implemented the Safety, Student and Teacher Handbooks/Manuals on a yearly basis (held professional development sessions for all)

Coordinated off-campus emergency evacuation sites for students and staff

Coordinated and implemented emergency drills (lockdown, lockout, shelter-in

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place, fire drills) in accordance with NYS law

Coordinated and implemented weekly, grade-level, student assemblies

Coordinated with maintenance the usage of the facility for student activities and assemblies

Developed, in conjunction with the guidance department, academic and behavioral interventions for at-risk students

Conducted formal due process hearing and led the Judicial Review Committee

Analyzed student data and created summer school courses with respect to the data

Maintained accurate records for payroll of the Student Support Staff

Maintained adequate communication with parents

Supervised hallway transitions and community fellowship spaces

Implemented Restorative Justice Program to reduce suspensions

Collected, analyzed and reported suspension data to the state (VADIR)

Created Dignity for All Students Act (DASA) anti-bullying policy

Created an anonymous online reporting system for bullying

Collected, analyzed and reported bullying data to the state (DASA)

2011

Oracle Charter School

Buffalo, NY

Summer School Principal

Coordinated with maintenance the usage of the facility

Interviewed and made recommendations for instructional positions

Analyzed student data and created summer school courses with respect to the data

Created a schedule of summer school programming that was sent home to parents

Developed a budget for summer programming and maintained accurate records for payroll

Managed the day-to-day activities of the Summer Freshman Academy, Summer Credit Recovery Program and Summer Regents Prep Program

2010 – 2011

Oracle Charter School

Buffalo, NY

Instructional Staff Association Vice President

Mentored new faculty members

2009 – 2010

Oracle Charter School

Buffalo, NY

Instructional Staff Association President

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Finalized negotiations for the 2009-2011 contract March 2010

Member of school improvement association

2008 – 2010 Oracle Charter School Buffalo, NY

Science Department Chair

Developed common interim assessments for the science department

Monitored data from interim assessments and NYS assessments

Managed inventory and ordering of supplies

Created and implemented remediation plans to help struggling students

2006 – 2011 Oracle Charter School Buffalo, NY

Student Activities Co-Coordinator

Planned grade-level trips that correlated to curriculum and college preparatory mission of school

Created and implemented fundraisers to help struggling students afford to participate in grade-level trips

Created and maintained monthly student social activities

Maintained monthly and weekly rewards system for good behavior and school-wide compliance

Teaching Experience

2015 Christian Central Academy Williamsville, NY

Short-Term Substitute Science Teacher

Regents Earth Science, Regents Chemistry, Regents Physics, AP Physics, AP Physics Lab

Differentiated instruction to reach all students at their level

Remediated students to bring all students up to the classes' level

2005 – 2011 Oracle Charter School Buffalo, NY

Teacher

Film Studies, 7th Grade Mathematics, Intermediate Science, Regents Chemistry, Regents Earth Science, Regents Living Environment, Forensic Science, College Prep

Differentiated instruction to reach all students at their level

Remediated students to bring all students up to the classes' level

Organized the class into cooperative groups for laboratory experiments and peer tutoring sessions

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Maintained an orderly classroom with a secure structure

Drill Team Advisor (2005), Head Basketball Coach (2006, 2008), Assistant Basketball Coach (2009)

Professional Achievement and Workshops

Member of PICCS Data Team for Oracle Charter School

TERC Data Analysis Training

Presented at a staff development workshop on Differentiated Instruction

Held professional development workshops on the Teacher Handbook, Behavioral Management, and Safety procedures

Developed an administrative accountability survey for teachers to assess the administration in the building

Organizations

True Bethel Baptist Church, Minister (2007 – present)

Delta Sigma Theta Sorority, Inc. (2007 – present)

American Chemical Society (2003-2009)

CHEMSHARE (2009-2010)

E. Instructional Staff

i. Effectiveness Ratings of Staff

There are 35 instructional staff members in the building. Based upon the school's approved APPR system, in the 2014-2015 school year, of the teaching staff, 38% were identified as Highly Effective, 38% were identified as Effective, 21% were identified as Developing and 4% were identified as Ineffective. HEDI ratings for the 2015-2016 school year are unavailable at the present time. During the 2015-2016 school year, a professional development was conducted with the Office of School Accountability, in which teachers, along with the administration, were able to “unpack” the 2012 NYSED Teacher Effectiveness Rubric into usable strategies and characteristics associated with the HEDI ratings.

ii. Current School Staffing Profile

From the 2015-16 school year to the upcoming school year, several staffing changes were conducted by the District, prior to SIG, with the desire to increase the rigor of early elementary education. The traditional position of an instructional coach was eliminated from the approved budget, and converted to a literacy coach, with a laser focus on early literacy. Therefore, the modified position of an instructional coach was added to the SIG for improved data collection, analysis, and distribution, but also as a monitor of the Early Learning Intervention Model in conjunction with the literacy coach.

As part of a district initiative to lower the student-to-teacher ratio in kindergarten during the literacy block, two additional teacher assistants were assigned to the school to improve early literacy. Appendix # 6 contains a composite look at the staffing changes for the upcoming school year of 2016-2017.

iii. Characteristics and Core Competencies of Key Instructional Staff

Cross-sector research conducted on effective turnaround teachers identified four major “clusters” that serve as a predictor of effectiveness, especially in high-poverty schools. In a Reform Support Network article from March 2014, entitled, *Identifying Effective Turnaround Teachers*, the network outlined the Public Impact's, *School Turnaround Teachers: Competencies for Success (2008)* clusters of an effective turnaround teacher: Driving for Results, Influencing for Results, Problem-Solving and Personal Effectiveness. These research-based actions, as stated from the article, encompasses the following characteristics:

- Driving for Results – A turnaround teacher needs a strong desire to achieve outstanding student learning and carry out actions required for success.
- Influencing for Results – A successful turnaround teacher motivates his or her students, other school staff, and parents to help students learn.
- Problem-Solving – A teacher's ability to identify challenges, analyze and design solutions in order to plan, organize, and deliver instruction is critical to school improvement.
- Personal Effectiveness – A teacher's confidence, self-control and belief in the learning potential of his or her students helps enable success.

The article written by the Reform Support Network suggests that a teacher with a high level of “initiative and persistence” demonstrates what the competencies would look like through the classroom lens.

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 ECC #82 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 HPA website, announced in local and national publications, and advertised at recruitment fairs. From these efforts, a pool of qualified candidates is created that is shared with school administrators when vacancies occur. Principals and their teams have the opportunity to interview and recommend candidates for employment. Additional notes about BCSD hiring guidelines include the following:

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

Teachers selected for placement in the Early Learning Intervention Model at ECC #82 will be educators who create a sense of community in the classroom, who celebrate success, empower students with choice and responsibility, and make content relevant, engaging, and accessible to all. These teachers demonstrate the 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 to 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 a degree, which potential new ECC #82 staff meets these goals.

F. Partnerships

i. Implementation Partners and Their Roles

BSCD sought, via an RPF, potential partnerships that are critical to the implementation and improvement efforts of the Early Learning Intervention Model. Through this process, ECC #82 selected the Reimagine Excellence and Achievement Consultant House, LLC (REACH).

REACH is an educational consulting firm dedicated to providing high- quality service and yielding high levels of accelerated achievement. REACH founder, Monica George-Fields, is the chief creator and architect of the New York State Education Department (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) and the Diagnostic Review for Optimal Conditions of Learning in Schools and Districts (DROCLSD) School and District Review processes.

During the review process, REACH utilizes protocols and corresponding rubrics to develop common understanding and language aligned to effective practices and strategies across the school. A team of experienced reviewers conducts a the review by visiting classrooms and interviewing several focus groups, such as families, teachers, students, student support staff, and the principal.

REACH firmly believes that coaching for school administrators and teacher leaders is essential to successful school change process. REACH’s school leader mentoring and coaching will develop a one-to-one mentorship between a successful school turnaround leader and the Principal of ECC #82.

The REACH School Leader Coaching Program (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real-world experiences of being a school leader. The reality of dealing with competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape while honoring the sense of urgency a school may need to be at the forefront of actions, can be overwhelming to anyone. Through the REACH SLCP, school leaders learn how and when to manage the aforementioned issues. REACH coaches share their experiences and proven methods for successfully addressing matters of a school community that impact improvement and success. Coaching begins in July and ends in June of the following year. During the 12-month program, The REACH school leader coach will spend at least one full day per week, 3 times a month, coaching the school leader. REACH offers optional regional workshops 3 times a year so that participating school leaders have the opportunity to meet and develop professional relationships with colleagues struggling through similar challenges.

Say Yes Buffalo is another partner of ECC #82. Say Yes to Education (SYTE) provides support services to address the academic, social and emotional, and health needs of students of ECC #82. The Say Yes site facilitator will be responsible for the development of an integrated and coordinated continuum of services for students and their families, which support school-wide outcomes of academic achievement, improved attendance, improved discipline, community

agency family support, mental health services, social-emotional supports, and parent involvement. Through our partnership with SYTE, we will be able to conduct regular home visits and meetings, provide counselors to address social marginalization and alienation, and provide free legal services and referrals to help our students and families with legal issues that may interfere with a child’s ability to succeed in school.

ii. Evidence of Partner Effectiveness

See Attachment C.

iii. How External Partners will be Held Accountable for Performance

Partner accountability is crucial to the successful implementation of the improvement plan. The District has issued a Request for Proposal (RFP) #15-16-002 to solicit an external evaluator to collaborate with District offices including the Office of School Leadership, Office of Shared Accountability, the Purchase and Audit Departments to design and implement a vendor evaluation system. The vendor evaluation system will include a monitoring and evaluation plan to ensure that external partners, the school, and the District implement the key design elements of the transformation 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 deliver 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.

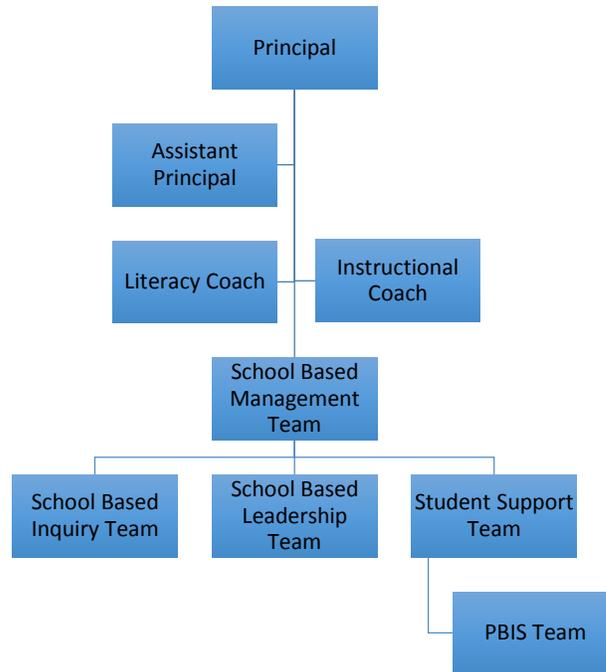
Attachment C
Evidence of Partner Effectiveness Chart

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 / Contracts (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)
REACH, LLC Lead Partner with Turnaround Services	Education Achievement Authority of Michigan	Veronica Conforme, Chancellor Education Achievement Authority of Michigan 300 River Place Suite 3600 Detroit, MI 48207 vconforme@eaaofmichigan.org
	Saint Paul Public Schools Director of Title I Federal Programs and School Improvement (Minnesota)	Cheryl Calstrom Saint Paul Public Schools Director of Title I Federal Programs and School Improvement 1021 Marion Street St. Paul, MN 55117 Cheryl.calstrom@spps.org
	The Professional Consultants & Associates	Porsche Gaddy, President and CEO The Professional Consultants & Associates 2050 Anthony Avenue Bronx, NY 10456 pgaddy@theprofessionalassociates.net
	Urban Scholars Community School	Debra Jones, Principal 1180 Tinton Avenue Bronx, NY 10456 Djones51@schools.nyc.gov

Section Not Applicable

G. Organizational Plan

i. Management and Team Structures



ii. Day-to-Day Operations

The school's management responsibilities are shared among the principal and assistant principal of ECC #82. This team will have the responsibility and authority for decision-making and ECC #82 will implement a distributed leadership practice.

The principal is responsible for day-to-day decision making, modeling, and monitoring the school's mission and vision. In addition, the principal will be responsible for overseeing professional development, curriculum, data analysis, the APPR plan and implementation, developing teacher improvement plans, and the hiring and dismissal of staff members. The principal by trade is the instructional leader of the building, so the principal leads the SBIT and SBLT. The principal is also responsible for the management of the approved school-based budget and it's alignment with the mission and the school's improvement goals, as well as the District's goals. Exhaustively communicating the progress, new developments, and changes of the school is an important responsibility of the principal. However, it is imperative that the principal works closely with the parent facilitator and assistant principal to increase parent engagement, involvement, and answers any concerns.

The assistant principal is responsible for instruction, behavior management, and data analysis. Specific areas of responsibility include: APPR plan execution, conducting professional development, monitoring teacher improvement plans, attending SBLT and SST meetings, supporting data analysis as related to teacher practices and student behavior, and assisting teachers in planning interventions and preventions. By design, the assistant principal will be responsible for overseeing the SST and PBIS initiative. The assistant principal will

communicate updates on the efforts in these areas by holding a weekly leadership meeting with the principal. In addition, the assistant principal will be active in increasing parent and community engagement.

Each of the teams that report to the SBMT have been assigned Tenets of the DTSDE Comprehensive School Rubric for decision making, recommendations and monitoring. The following interactions will take place among members of the ECC #82 staff and the teams described in the organizational chart of Section G.

The Principal and Assistant Principal will focus on creating and sustaining a Professional Learning Community (PLC) within the school. ECC #82 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 Inquiry Team (SBIT) will assist the principal with major decisions related to curriculum development and support, and teacher practices and decisions, by engaging in consultation and by making recommendations to the SBMT. This team reviews the screening and progress monitoring of data to assess whether the level of intervention that each student receive is appropriate for the student's needs. The SBIT is essentially responsible for establishing a system for collecting, organizing, and summarizing student data. This team will include the instructional coach and literacy coach.

The School Based Leadership Team (SBLT) will assist the principal with major decisions related to school leader practices and decisions, and school-wide data analysis by engaging in consultation and by making recommendations to the SBMT. This team will work closely with the school leaders and instructional coach to monitor adherence to the School Improvement Grant.

The Student Support Team (SST), composed of the guidance counselor, psychologist, social worker, chair of the committee for special education, nurse, and SAY Yes coordinator, will provide professional development to faculty that addresses the needs of the special education population and will address the emotional and social needs of our students through PBIS. The SST works in conjunction with the PBIS team to provide behavioral management support to the teachers and assistant principal. SST will also assist the assistant principal with the PBIS data collection, and with major decisions related to Tenet 5 – Student Social and Emotional Developmental Health. Any decision-making and data will be reported to the SBMT in the form of a recommendation.

The Positive Behavior Intervention and Supports Team (PBIS), composed of the guidance counselor, psychologist, social worker, chair of the committee for special education, SAY Yes coordinator and a teacher leader in behavior management from every grade-level, will analyze the behavioral data of the school, such as ODR's and suspensions, and work to develop or implement proactive supports for students. The PBIS Team reports any findings or decisions to the SST.

The School Based Management Team (SBMT) will work with the school administration and support the process of planning, developing, and overseeing five of the six Tenets mentioned in the Comprehensive School Rubric of the DTSDE. The five Tenets are: School Leader Practices and Decisions, Curriculum Development and Support, Teacher Practices and Decisions, Student Social and Emotional Developmental Health, and Family and Community Engagement. 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 SBMT also serves as a communication vehicle to the District’s Board of Education.

The governance structure for ECC #82 is based on the idea that every adult within the school community can make a vital contribution and is accountable for the academic, personal, and social growth of our students. The governance structure reflects the ideal that the principal cannot accomplish change alone, but must rely on the work and help of others. The school leader is committed to the principle and practice of reaching consensus when making decisions about policy and operations within the SBMT. Governance at ECC #82 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.

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 has been certified as a lead evaluator. Each teacher will be observed a minimum of twice during the year, consisting of one unannounced classroom observation and one announced observation, which will include a pre-conference 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, the 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 and other school leaders will ensure that teachers implement the approved APPR to ensure that teachers have a deep, reliable knowledge of how they are evaluated under the District’s APPR plan. Principals will continue to develop their knowledge of the NYSUT Teacher Practice Rubric. The District’s “Big Rocks” will provide a leadership landscape whereby instructional leaders will be able to effectively use all measures of student learning, observations, and other evidence to constantly cultivate changes in teacher practice and develop school-wide instructional strategies aligned to key design elements of the school improvement plan.

No later than 10 days after the start of the school year, any teacher who received a composite effectiveness score that results in a rating of Developing or Ineffective will be placed on a teacher improvement plan. 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.

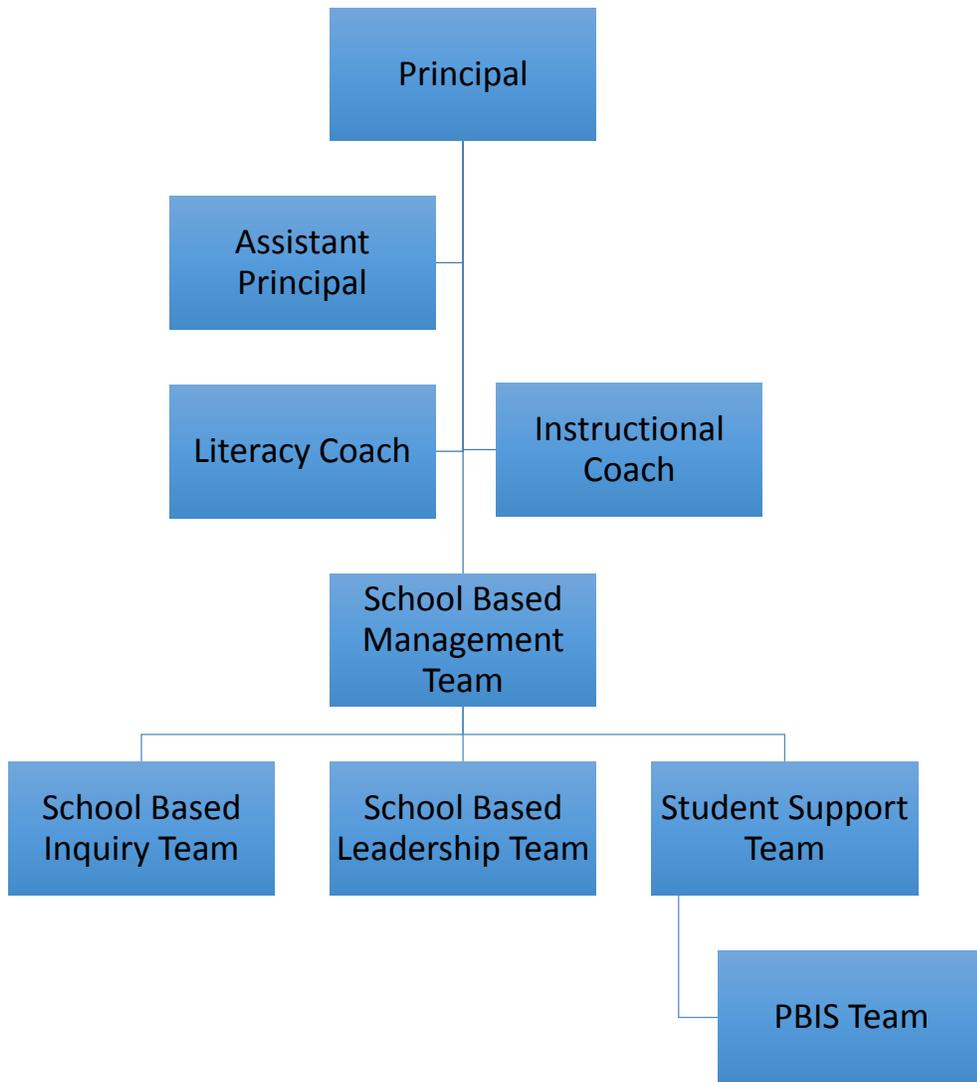
Together, the administrative team will develop a weekly-monthly-yearly observation calendar to guide his or her daily schedule. Administrators will systematically track action steps and hold teachers accountable to implement recommendations. Specific goals for teacher success will be set, and progress toward the goal will be tracked. This will allow the principal and the Associate Superintendent, 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, of 60 points of other measure, are based on the Interstate School Leaders Licensure Consortium standards through multiple school visits by the Associate Superintendent, who have been certified in accordance with Commissioner Regulation 30-2.9. The visits will include a structured review process of school documents and classroom visits. One of the visits will be unannounced. The Associate Superintendents also will keep a weekly-monthly-yearly observation calendar, using a process similar to the principal's calendar.

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

iv. Calendar of Events to Support APPR Implementation
(See Appendix # 7 2016 – 2017 APPR Time Line)



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

The selected SIG model, the Early Learning Intervention Model, focuses upon quality and rigorous instruction, embedded professional development, and specific academic interventions. In the BSCD, in order to support the educational bargain of rigorous early elementary instruction, curriculum plans in each subject area were created by District departments to guide teachers in grades pre-K through 4th, as they plan, prepare, think, and reflect on instruction. Aligned with the New York State Core Curricula for ELA and Mathematics, and the six instructional shifts for each, the curriculum plans also contain a course of study and instructional overviews that explain what students need to know and be able to do.

At ECC #82 teachers modify these curriculum plans, through backwards planning, to meet the needs of the students and provide differentiated instruction. Teachers will deepen their knowledge of the curriculum and collaborate by designing curriculum maps specific to grade levels. The adaptation of curricular materials will establish a school-wide practice and approach to interdisciplinary planning in vertical and horizontal grade-level meetings, and interdisciplinary instruction. Using this thematic planning-based approach will aide in the coherence of teaching curriculum and make it meaningful for students.

Curriculum resources, as provided by the District, consist of the Houghton Mifflin Harcourt Journeys program for ELA and literacy. Additionally, EngageNY mathematics modules are used as the curriculum resource for mathematics. New to the District in the 2016-2017 school year, Big Day for Pre-K program will be the new curriculum implemented in pre-K. As a program of Houghton Mifflin Harcourt, Big Day for Pre-K is a comprehensive early-learning program that builds kindergarten readiness by developing foundational skills through explorations, real-world connections, meaningful conversations, a wide variety of children’s literature and nonfiction, implementation of innovative technology, and natural curiosity. McGraw-Hill’s Building Blocks program is a rigorous mathematics program for pre-K that encompasses cognitive engagement with foundational number fluency and number sense principles.

It is the goal of ECC #82 to ensure that all students have access to curriculum that is adapted to remediate and to accelerate learning. Teachers of ECC #82 will use building, District, and online resources to provide scaffolding and increase opportunities for students to utilize HHM Journeys at the appropriate reading levels. Teachers will utilize additional supplemental pieces of the curriculum program such as guided-reading instruction, Magic Penny foundational literacy skills intervention, and SRA Reading Mastery in the early grades to provide intense intervention and develop individualized student plans.

ii. Instruction

The level and quality of instruction is reflective of teacher professional development, persistence, and initiative. Within the BSCD, there are several non-negotiable instructional scaffolds that are expected of all instructors: use of explicit instruction of new skills, build background knowledge and academic vocabulary, build speaking and listening skills, and use of previewing and reviewing text to increase comprehension. In addition to the non-negotiable, Step Up to Writing

is a District initiative that strives to improve the writing and reading comprehension skills of students. Students are expected to use a highlighting strategy when extracting details from a reading piece for comprehension and support of an argument, use informal outlining to guide the writing process, use two-column note-taking to organize information from a selection, and use the IVF (identify, verb, finish the thought) strategy to write summary sentences.

Although the District has created instructional expectations for students and teachers alike, ECC #82 is in the process of doing such for the instructional practices of the school. There is a strong need for a standardized instructional strategies program that would normalize instruction within the building, and align the practices with the District. The standardized program of interest is a system of rigorous and strategic support that incorporates inquiry, collaboration, and organizational skills. There is an instructional emphasis on writing and reading to learn. Increasing the instructional rigor of the school is a strong focus of our transformation. This program could organize and provide partnerships among students, grade levels, teachers and parents. With this standardized program, the instructional rigor continuum could be reached.

In order for instructional rigor to be a common practice, the staff of ECC #82 must take a proactive approach toward intervention. The use of a computer-based diagnostic, screening, and assessment system could assist in this endeavor. The online system should accurately align the results of the student to the appropriately aligned prescriptive intervention activities to close the achievement gap. Additionally, this online system would also provide parents with the scaffolding needed to continue the prescribed intervention at home.

By incorporating high-quality, research-based interventions for literacy and numeracy skills, the online system will assist teachers in the preparation of ECC #82 students for their experience and success with the CCLS. This online program will be used in conjunction with the suggested purchase of iPads in pre-K through 1st. Grades 2nd, 3rd, and 4th will use classroom-based computers to complete diagnostic assessments, screenings, and intervention activities. The instructional technology coach at ECC #82 is committed to utilizing instructional practices and strategies that incorporate the technological 21st century skills into all content areas. Universally, all students will receive instructional practices that incorporate the six ELA and math shifts as evidenced through the use of the modified District curriculum plans and modified Tri-State Lesson Plan when lesson planning. Providing student feedback, classroom visits, and regular focused walk-throughs using the SBIT created “Look For” document will assist with ensuring that the strategies specific to the Early Learning Intervention Model are being implemented in the classrooms. Students will be provided research-based core instructional strategies to achieve mastery of content. Some of these instructional practices will include: explicit instruction, peer to peer coaching, think write pair share, student friendly rubrics, centered-based learning, guided-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. Teachers will develop individualized student intervention plans and accelerated plans that will be monitored and adjusted every three –five weeks of instruction based on the level of intervention required.

In addition to structured, embedded professional development, the instructional coach will provide modeling and side-by-side coaching to teachers based on need and support for further skill development. Aligned to the core competencies, this level of support will develop the teacher's skillset, and provide the initiative and confidence required to become a teacher leader. Teachers identified through focused walk-throughs or from APPR data will be referred to the instructional coach for this level of personalized coaching.

- *Peer to Peer Coaching:* Teachers that are experiencing struggles with classroom management and delivery of instruction will be given a mentor, either a strong teacher leader or the instructional coach. Mentoring will include classroom visits, book studies, and in-class support.
- *Focused Instructional Walks:* Monthly classroom visits are conducted by teachers to identify ways in which staff is utilizing a particular instructional strategy or concept with students. This type of “learning lab” will be embedded during common planning time or grade-level meetings. The feedback of the walks is summarized and shared with the staff to develop further action plans for implementation. School leaders will conduct bi-weekly classroom visits to identify areas of strengths, weaknesses, and need of support.
- *School Leader Coaching:* Leadership support from REACH will help leaders manage competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape while honoring a sense of urgency that a school may need to achieve immediate improvements.

iii. Use of Time (See Appendix #7 : 2016-2017 Approved Calendar)

ECC #82 school day begins at 9:00 am and ends at 3:35 pm. The daily proposed and approved calendar provided by the District shows a schedule of minimal days off and maximized instructional impact. Appendix #8 displays a sample kindergarten and 4th grade daily schedule. Within the scheduled day, there is a designated, daily, RtI block for ELA and mathematics. The structured RtI blocks will provide meaningful, targeted interventions, and time for acceleration. However, although it is included within the school day, the amount of time designated is not enough. Therefore, included in the educational plan is an Extended Learning Time that includes approximately 50% of the 1st through 4th grade students, in an after-school setting that incorporates technology, academic enrichment, and fitness.

The District model for use of ELT for 2016-2017 is a 3-part framework: Academic Enrichment, Positive Youth Development, and Health and Wellness, placing 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 support college and career readiness.

School Leadership Teams along with their Curriculum, Assessment and Instruction Division (CAI) 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 CAI Division content specialists assist schools with the plan for the academic portions of the program.

iv. Data/Driven Instruction/Inquiry (DDI)

A major change to ECC #82 instructional program and practice will be the establishment of systems to monitor student achievement and provide early learning intervention. ECC #82 SBLT is 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, three times per year, to conduct data analysis and action planning. Substitute teachers will provide coverage for participating staff during this time. The three data analysis sessions will occur in mid-September, mid-December, and early March.

ECC #82 teachers will administer District Benchmark Assessments that help track students' progress on learning goals in the core academic areas. Examples of the school-level common formative assessments in ELA and Math include: a writing piece, math constructed response, modified exit tickets, and computer-based diagnostic testing. The school-level common assessments and the District Benchmark Assessments align with learning deficiencies evidenced in student-achievement results from the 2015 NYS Assessments and DIBELS Next data. Data from all sets of assessments will be analyzed to determine which students in each classroom are mastering pre-determined targets and inform the development of specific plans to address the learning needs of struggling subgroups and individual students.

Data will be collected and used to assess student learning and drive a process of continuous improvement. A building-wide assessment protocol that outlines how teachers can assesses students on an ongoing basis will be introduced by the SBIT. The assessment protocol will be consistent with our grade-level learning targets and the BCSD curriculum instructional guides. The key elements of the protocol are outlined below:

- Teachers will use a common written template and structured protocol that is succinct and contains 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 frameworks (see Appendix # 9).
- Address trends in performance across the grade and then use an action-results meeting protocol to identify best practices and key actions that everyone will implement to address assessment results. In collaboration with integrated co-teachers, ESL teachers, and music and arts teachers, the teams will spend additional time developing concrete elements of lesson plans (e.g., “Do Nows,” teacher guides, student activities, homework) that will be used to address needs and gaps in specific skills and standards.

SBIT 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, the SBIT will identify, share, and disseminate best practices, resources, and strategies from high-achieving teachers and other schools.

Teachers will use grade-level meeting time to discuss and share their analysis of student-achievement data. These sessions, driven by the instructional coach or literacy coach, 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.

There is a need for professional development to engage teachers in the DDI processes. The instructional coach and literacy coach will have primary responsibility for facilitating the process of increasing staff capacity to engage in DDI. The instructional coach and literacy 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 ECC #82 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. In addition, teachers will have opportunities to work with the District-level ELA and math content experts, and the opportunity to participate in after-school professional learning communities related to instructional practices of the school.

v. Student Support

The vision for student social and emotional developmental health at ECC #82 is to create an environment where students can learn and handle situations by understanding the consequences of their actions, whether positive or negative, and make an informed decision. There is a strong need to empower students and give students a voice. In order to improve the social-emotional well-being, and achievement of students of ECC #82, it is imperative that a research-based social and emotional strategies are employed throughout the entire school that will support student behaviors and continually reinforce school-wide expectations. Therefore, ECC #82 will implement a standardized program of instructional strategies that will normalize the school-wide academic, social, and emotional expectations across all classrooms, grade-levels, and amongst all stakeholders. It is imperative that this program is embedded into the daily instruction of all classrooms, and addresses the beginning years of education. These classrooms are designed to promote learning to read, learning to write, and learning to learn. In support of the Early Learning Intervention Model, while using this standardized program, students will begin to not only reflect on their own learning, but also think about their own learning.

ECC #82 will implement the District-based Response to Intervention (RtI) framework for ELA and math that incorporates the core curriculums and uses prescriptive activities, personalized to the diagnostic results of each student as well. As seen in Appendix # 8 and # 9, this will be a systematic approach to intervention. The RtI frameworks hold significant promise for students who are at risk for academic difficulties. However, the computer-based diagnostic system also serves students who are above or at grade level. RtI periods will be used in kindergarten through

4th grade after thorough analysis of the data. The needs of the students will be met based upon a targeted differentiated instruction.

The PBIS team, in conjunction with the SST, will collaboratively identify students early in the school year, who may need support. Whether social, emotional, academic, or behavioral the team will analyze the data, create a plan of support, and implement interventions based on that data. The teams will form partnerships with classroom teachers and be available when needed.

Through the implementation of BSCD PBIS of Appendix #10, the majority of students will be supported on the Tier 1 program. The Tier 2 structure is designed to work with 10 – 15% of the students who are in need of additional supports. These students will receive more individualized supports such as meeting in social groups or individualized behavior plans. Tier 3 is designed to meet approximately 5% of students who need more intensified support. At this level, students will receive wraparound services coordinated through the SST and Say Yes to Education (Say Yes) Coordinator.

The Say Yes to Education initiative integrates health and human services into the school to address the nonacademic barriers of children and their families so learning can be enhanced. This affords families better access to coordinated services that are 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.

vi. School Climate and Discipline

The school currently uses PBIS. A core team of professionals has been introduced to the system based on the core beliefs of positive behavioral interventions: the PBIS Team. The shared vision that is currently in place is based upon the “Bee-Attitudes of Success,” which are: be on time, be prepared, be respectful, be responsible, and be ready to work.

The SST team will use the standardized program for instructional practices to develop a plan that will be implemented by all staff to ensure school-wide consistency using positive behavioral expectations. A set of key systems and structures will be developed to encourage and teach students expected behaviors both in the classroom and school. A set of procedures will be developed by the PBIS team to assist classroom teachers to proactively manage learning environments and minimize inappropriate behaviors. Staff will be provided with professional development during faculty meetings, 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 SST will develop rules and behavioral expectations and provide staff with an opportunity for input. These rules and positive expectations will be taught to the students and consistently reinforced by all staff within the school. Clearly stated procedures for established behaviors and deterring undesirable behaviors will be developed. These procedures will empower the classroom management skills of the teachers and will maximize the learning environment to improve cognitive student engagement. Through this process, the number of ODR’s 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

Exhaustive communication is imperative with respect to parent advocacy and involvement. Both aspects can negatively or positively impact the educational development of a student. It is the desire of ECC #82 to support parent advocacy through the creation and implementation of a monthly newsletter of parent and school activities, as well as other school communications. It is important that ECC #82 provides parents with workshops and other functions that will assist in advancing the role of parents as their child's advocate. Additionally, the teachers of each grade level will create user-friendly progress reports that include comments based on grade-level nuisances that are sent out between the progress report and report card distribution dates. Within the progress reports should also be information that guide parents in the interest of how to support their children. The newsletter and or ECC #82 progress report can address the academic and social-emotional needs of the students that can extend beyond the classroom. As a lower-achieving school, there is a need for more parent and community involvement and improved teacher-parent communication.

Within the District, all Title I schools must submit a parent involvement/engagement plan. This plan will be connected to the School Comprehensive Education Plan (SCEP) or SIG, and will be aligned with the District Comprehensive Improvement Plan. It is imperative that we implement activities that corresponds to one or all of Joyce Epstein's Six Types of Parent Involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating With the Community. The focus of ECC #82 for the 2016-2017 will be communicating. As stated in the DTSDE review, there is a need to establish a school culture that will engage families as partners in student learning through thorough communication. Through the collaboration of the parent facilitator, two parent volunteers, the support reading teacher, the support math teacher, and an administrator, an effective parent involvement/engagement plan will be created.

ECC #82 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, Say Yes coordinator, and ECC #82 parents.

I. Training, Support, and Professional Development

i. School Involvement in Development of Plan

Upon receipt of notice of the 7th cohort of SIG, the District began discussing the schools that would effectively align with the models mentioned in the grant. The District and school leaders began conversations about ECC #82 needs and strategies for developing a plan to transform the historically low student achievement, and selected the Early Learning Intervention Model. ECC #82 leaders formed a SIG team of school staff and a parent representative who reviewed former SIG RFPs and applications and held meetings to discuss student and school community strengths and weaknesses based upon the DTSDE review, as well as the DTSDE recommendations.

The SIG team began developing a plan in preparation for the collaborative SIG application writing process. The SIG team was able to initially identify those areas where teachers felt they needed additional supports. The needs of ECC #82, which drove the selection of key strategies to be implemented in order to make quick and sustainable gains, also were at the root of the selection of the professional development, resources, and contracts the school community will need to be able to implement the recommended strategies, meet the goals of ECC #82 Early Learning Intervention plan, and greatly improve student achievement.

ii. Implementation Period

See Appendix # 11 - Planned training, support, and professional development events

iii. Evaluation Plan

Evaluation is an integral part of the 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 the school's anticipated goals and objectives, in addition to the capacity to execute the identified strategies.

In order to adequately assess the implementation of planned training, support, and professional development, the necessary assessment of such will include, but is not limited to:

- Teacher sign-in sheets
- Activity logs that record the specific supports provided to individual teachers and/or groups of teachers
- “Look For” documents that will record the duration of weekly observations, type of feedback provided, and the reflective practices of the teacher
- Surveys and evaluation forms that assess teachers' perceptions and the likelihood they will attempt to apply new knowledge and skills in their professional practice

The collection of the aforementioned data will determine the teachers' perception of the professional development offered, as well as its effectiveness. An overall analysis of this data will also pinpoint potential barriers of full implementation of the professional development plans.

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 Appendix # 11 from above). 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 impact student learning.

ECC #82 is interested in implementing rigorous, ongoing evaluations that will help refine planned training, support, and professional development activities. HPA will do this by conducting:

- Formative evaluations (monthly) that will gauge teacher satisfaction with professional learning activities, provide evidence that planned activities took place, and provide indicators of how well teachers mastered new knowledge and skills. This data will be collected through the use of surveys, documentation review, and classroom observations. Documentation review may involve review of meeting agendas, classroom observation schedules, outputs from common planning sessions, and/or mentor and coaching notes. This monthly data collection process will make it possible for the school to conduct 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 in the school has an accurate and up-to-date understanding of professional development efforts and their effectiveness. This ongoing review process will also enable professional development providers to determine whether activities are on track or whether some midcourse changes are necessary to achieve the intended outcomes.
- 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 was observable change in teacher practice before, during, and after the professional development services were provided.

To be used with School-level Plan – I. Training, Support, and Professional Development (ii)

APPENDIX 11 Professional Development Plan – Year 1 (September 1, 2016 – June 30, 2017)				
Action	Time Line	Who is Responsible	Measure	Intended Audience
Include a description of planned event, a rationale for the event, and why it will be critical to the successful implementation plan of the SIG plan.	When will the planned activities take place?	Identify the individuals responsible for delivery.	What is the desired measurable outcomes of the event? How will the outcomes be analyzed and reported?	Identify the intended audience.
Conduct staff professional development on, and use of, evidence-based best practices to consistently provide rigorous instruction to students that promote cognitive student engagement and grade-level preparedness	Early October 2016	Principal	25% increase in the number of students reading on grade-level 25% increase number fluency and number sense in all grade levels 10% increase in student achievement in Math 10% increase in student achievement on the NYS Mathematics constructed response section 10% increase in overall student achievement Analyzed and reported by the Instructional Coach during grade-level meeting	Teachers
Conduct staff professional development on, and use of Data Driven Instruction to differentiate instruction in order to meet student academic needs based on data	Late September 2016 – Early March 2017	Assistant Principal	25% increase in the number of students reading on grade-level	Teachers

APPENDIX 11 Professional Development Plan – Year 1 (September 1, 2016 – June 30, 2017)

Action	Time Line	Who is Responsible	Measure	Intended Audience
<p>derived from programmatic monitoring, formative assessments, and summative assessments</p>			<p>25% increase number fluency and number sense in all grade levels</p> <p>10% increase in student achievement in Math</p> <p>10% increase in student achievement on the NYS Mathematics constructed response section</p> <p>10% increase in overall student achievement</p> <p>Analyzed and reported by the Instructional Coach during grade-level meeting</p>	
<p>Conduct staff professional development on, and use of a computer-based online testing system for ELA</p>	<p>Early September 2016</p>	<p>TBD</p>	<p>25% increase in the number of students reading on grade-level</p> <p>10% increase in overall student achievement</p> <p>Analyzed and reported by the Instructional Coach during grade-level meeting</p>	<p>Teachers</p>
<p>Conduct staff professional development on, and use of a computer-based online testing system for Math</p>	<p>Early September 2016</p>	<p>District</p>	<p>25% increase number fluency and number sense in all grade levels</p>	<p>Teachers</p>

APPENDIX 11 Professional Development Plan – Year 1 (September 1, 2016 – June 30, 2017)

Action	Time Line	Who is Responsible	Measure	Intended Audience
			10% increase in student achievement in Math 10% increase in student achievement on the NYS Mathematics constructed response section 10% increase in overall student achievement Analyzed and reported by the Instructional Coach during grade-level meeting	
Target and align embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment). <ul style="list-style-type: none"> • Small group instruction • Programmatic interventions (Journeys, Junior Grade Books, Online diagnostic system) 	Early September 2016 – Mid March 2017	Instructional Coach	100% increase in the number of students reading on grade-level at age 8 by 2020-2021 10% increase in student achievement in PreK-2 Analyzed and reported by the Instructional Coach during grade-level meeting	Teachers, Teachers Assistants
Staff professional development on, and use of, instructional strategies of Step Up to Writing	Early September 2016 – Early December 2016	Literacy Coach	10% increase in student writing scores Analyzed and reported by the Literacy Coach	

APPENDIX 11 Professional Development Plan – Year 1 (September 1, 2016 – June 30, 2017)				
Action	Time Line	Who is Responsible	Measure	Intended Audience
Provide extended collaborative professional learning community time after school and on weekends	Early September 2016– Late June 2017	Principal	10% increase in overall student academic achievement Analyzed and reported by the Principal during grade-level meeting and faculty meeting	Teachers
Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors	Early September 2016– Late June 2017	Principal, Assistant Principal, Instructional Coach	10% increase in overall student academic achievement Increase in the number of teachers identified as Effective or Highly Effective Analyzed and reported by Administration at grade-level meetings and faculty meetings	Teachers
Conduct staff professional development on, and use of, Class DOJO, to increase communication with parents and guardians	Early September 2016	Principal, Assistant Principal	25% increase in the number of parents actively participating and engaged as partners in student learning Analyzed and reported by Administration at grade-level meetings and faculty meetings	Teachers
Conduct staff training, on and use of, iPads/technology in instruction due to the purchase and supply of PreK through 1 st grade with iPads. The training should also integrate common core aligned	Early September 2016		25% increase in the number of students reading on grade-level 25% increase number	

APPENDIX 11 Professional Development Plan – Year 1 (September 1, 2016 – June 30, 2017)

Action	Time Line	Who is Responsible	Measure	Intended Audience
technology tools into the curriculum, to use within center-based learning, and to use with computer based diagnostic testing and screening.			fluency and number sense in all grade levels 10% increase in student achievement in Math 10% increase in student achievement on the NYS Mathematics constructed response section 10% increase in overall student achievement Analyzed and reported by the Instructional Coach during grade-level meeting	

J. Communication and Stakeholder Involvement/Engagement

i. Regular and Systematic Updates to Stakeholders

See Appendix # 12

K. Project Plan Narrative/Timeline

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

See Appendix # 13

ii. Early Wins see attachment 14

“Early wins” serve as early indicators of a successful SIG plan implementation period and fosters increased buy-in and support for the plan. The following “early wins” will search as momentum gains at ECC #82:

- Implementation and creation of coherent, ELA and math backward-mapped curriculum plans at each grade level
- Increase in achievement on the school-wide math fluency checks/sprints
- Increase in student attendance for the first quarter
- Increase in the number of teachers using the computer-based online adaptive activities for students
- Implementation of Teacher-of-the-Month awards program
- Increase in the number of teachers implementing the research-based, non-negotiable instructional strategies as evidenced from weekly walk-throughs and observations
- Increase in teacher attendance at professional development sessions
- Increase in the number of parents receiving the monthly newsletters and weekly reminders
- Decrease in the number of Office Discipline Referrals
- Increase in the number of teachers with Class DOJO setup for their classroom
- Increase in the number of parents signed up to Class DOJO
- Increase in parent/guardian attendance at school events (Open House, Title I Night, Quarterly Stakeholders Meeting)
- Increase in attendance in the Extended Learning Program

In order to achieve long-term capacity building and sustainability, it is imperative that focused strategies are employed. In the 2008, Public Impact article, *School Turnaround Leaders: Competencies for Success*, three actions were identified as critical strategies for success. ECC #82 will implement the following actions that were identified in the article:

- Identify and focus on a few early wins with big payoffs, and use that early success to gain momentum.
- Break organization norms or rules to deploy new tactics needed for early wins. Failed rules and routines are discarded when they inhibit success.
- Act quickly in a fast cycle of trying new tactics, measuring results, discarding failed tactics, and doing more of what works.

iii. Leading Indicators of Success

(See Appendix # 15)

iv. Key Strategies for Implementation

(See Appendix #14 Year-1 Implementation Period)

= Required Field

Local Agency Information		
Funding Source:	SIG Cohort 7 @ #82	
Report Prepared By:	Mary Sellers/Tanika Shedrick	
Agency Name:	Buffalo City School District	
Mailing Address:	419 City Hall	
	<i>Street</i>	
	Buffalo	14202
	<i>City</i>	<i>Zip Code</i>
Telephone # of	<input type="text"/>	<input type="text"/>
Report Preparer:	(716) 816-3625	County: Erie
E-mail Address:	bpsgrants@buffaloschools.org	
Project Funding Dates:	9/1/2016	6/30/2017
	Start	End
	REVIEWED / RECOMMENDED	

RECEIVED
 SPECIAL PROJECTS UNIT
 2016 JUN 12 PM 3:00

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
 SPECIAL PROJECTS UNIT
 2016 JUL 14 AM 8:30

SALARIES FOR PROFESSIONAL STAFF

			Subtotal - Code 15	\$280,053
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary	
DISTRICT				
Project Administrator	0.21	\$ 79,546	16,705	
Program Evaluator	0.20	\$ 85,031	17,007	
SCHOOL #82 - E.C.C.				
Instructional Coach	1.00	\$ 57,552	57,552	
Instructional Technology coach	0.50	\$ 57,552	28,776	
	DAYS	DAILY RATE		
Substitutes - Teacher	140	\$ 112.00	15,680	
Substitutes - Admin	18	\$ 175.00	3,150	
Teacher Ancillary - Daily Rate PD (35 tchrs x 4 days)	140	\$ 300.00	42,000	
Admin Ancillary - Daily Rate PD (2 admin x 4 days)	8	\$ 350.00	2,800	
	HOURS	HOURLY RATE		
Teacher/Student - PD	186	\$ 18.59	3,458	
Administrator/Student - PD	54	\$ 19.21	1,038	
Curr Comm Member Admin	12	\$ 26.88	323	
Curr Comm Member Tchr	372	\$ 26.01	9,676	
Admin Ancillary - ELT	210	\$ 35.86	7,531	
Teacher Ancillary - ELT (10 teachers X 210 hours)	2,100	\$ 27.84	58,464	
Teacher Assistants - Overtime Hourly - ELT	420	\$ 16.79	7,052	
Teacher assistant hourly- PD	312	\$ 16.79	5,239	
Admin Continuation Plan (curr comm member)	75	\$ 26.01	1,951	
Admin Continuation Plan (curr comm member)	30	\$ 26.88	807	
DTSDE - Teacher Hourly Rate OT	20	\$ 26.01	521	
DTSDE - Admin Hourly Rate OT	12	\$ 26.88	323	
Total FTEs	1.91			

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$45,131
Description of Item	Quantity	Unit Cost	Proposed Expenditure
SCHOOL #82 - E.C.C.			
Minor Equipment:			
iPads (includes VPP, mirroring software, and touch fee)	80	\$ 513.48	41,079
iPad covers	80	\$ 34.95	2,796
Desktop charging stations	8	\$ 157.00	1,256

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

EMPLOYEE BENEFITS			
		Subtotal - Code 80	\$96,733
Benefit			Proposed Expenditure
Social Security		0.0765	21,605
Retirement	New York State Teachers	0.120	33,607
	New York State Employees	0.155	367
	Other - Pension		
Health Insurance	Admin (0.17 FTE)	16,547	3,475
	Exempt (0.17 FTE)	16,547	3,310
	Teachers (1.50 FTE)	15,532	23,298
	PCTEA	12,578	
	Aides/Assistants	9,385	
Worker's Compensation		0.0315	8,897
Unemployment Insurance		0.004	1,130
Other (Identify)			
Supplemental Benefits	Admin (0.17 FTE)	530	112
	Exempt (0.17 FTE)	530	106
	Teachers (1.50 FTE)	525	788
	PCTEA	575	
	Aides/Assistants	540	
	Transp. #264	450	
	ENG/CUST#409	500	
Life Insurance		19.80	38

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	\$477,582
B.	Approved Restricted Indirect Cost Rate	3.00%
C.	Subtotal - Code 90	\$14,327

For your information, maximum direct cost base = \$485,673

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.

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	\$280,053
Support Staff Salaries	16	\$2,365
Purchased Services	40	\$61,391
Supplies and Materials	45	\$45,131
Travel Expenses	46	\$0
Employee Benefits	80	\$96,733
Indirect Cost	90	\$14,327
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$500,000

REVIEWED / RECOMMENDED

Richard Thompson 7/14/16 \$0

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

Date Signature

Dr. Kriner Cash, Superintendent

Name and Title of Chief Administrative Officer

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
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 - Early Childhood Center #82								
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	\$ 280,053	Professional Salaries	15	\$ 268,894	Professional Salaries	15	\$ 267,941			
Support Staff Salaries	16	\$ 2,365	Support Staff Salaries	16	\$ 2,365	Support Staff Salaries	16	\$ 2,365			
Purchased Services	40	\$ 61,391	Purchased Services	40	\$ 70,345	Purchased Services	40	\$ 70,345			
Supplies and Materials	45	\$ 45,131	Supplies and Materials	45	\$ 45,131	Supplies and Materials	45	\$ 45,131			
Travel Expenses	46	\$ -	Travel Expenses	46	\$ -	Travel Expenses	46	\$ -			
Employee Benefits	80	\$ 96,733	Employee Benefits	80	\$ 98,651	Employee Benefits	80	\$ 99,312			
Indirect Cost (IC)	90	\$ 14,327	Indirect Cost (IC)	90	\$ 14,614	Indirect Cost (IC)	90	\$ 14,906			
BOCES Service	49	\$ -	BOCES Service	49	\$ -	BOCES Service	49	\$ -			
Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -	Minor Remodeling	30	\$ -			
Equipment	20	\$ -	Equipment	20	\$ -	Equipment	20	\$ -			
Total		\$ 500,000	Total		\$ 500,000	Total		\$ 500,000			

Year 4 Implementation Period (July 1, 2019 - June 30, 2020)			Year 5 Implementation Period (July 1, 2020 - June 30, 2021)			TOTAL Project Period (September 1, 2016 - June 30, 2021)					
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs			
Professional Salaries	15	\$ 271,779	Professional Salaries	15	\$ 270,463	Professional Salaries	15	\$ 1,359,130			
Support Staff Salaries	16	\$ 2,365	Support Staff Salaries	16	\$ 2,365	Support Staff Salaries	16	\$ 11,825			
Purchased Services	40	\$ 65,345	Purchased Services	40	\$ 65,345	Purchased Services	40	\$ 332,771			
Supplies and Materials	45	\$ 45,131	Supplies and Materials	45	\$ 45,131	Supplies and Materials	45	\$ 225,655			
Travel Expenses	46	\$ -	Travel Expenses	46	\$ -	Travel Expenses	46	\$ -			
Employee Benefits	80	\$ 100,176	Employee Benefits	80	\$ 101,188	Employee Benefits	80	\$ 496,060			
Indirect Cost (IC)	90	\$ 15,204	Indirect Cost (IC)	90	\$ 15,508	Indirect Cost (IC)	90	\$ 74,559			
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

Public School 82

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
District	Project Administrator	15	\$16,705	\$17,290	\$17,809	\$18,343	\$18,893	District position to assist Grants Department with finance management of grant.	The need for this position will be reevaluated at the conclusion of the grant.
District	Program Evaluator	15	\$17,007	\$17,602	\$18,130	\$18,674	\$19,234	District position to evaluate the effectiveness of programming.	The need for this position will be reevaluated at the conclusion of the grant.
School	Instructional Coach (1.0 FTE)	15	\$57,552	\$59,566	\$61,353	\$63,193	\$65,088	Support of instructional practices in the four content areas. Teachers who need to work on improving instruction in specific areas will receive coaching in those areas. The instructional coach will focus on embedding PD to all staff regarding instructional strategies	Position will be reduced when funding ends.

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	Instructional Technology Coach (0.5 FTE)	15	\$28,776	\$29,783	\$30,676	\$31,596	\$32,544	Allows for frequent job-embedded support specific to the infusion of technology within CCLS lessons. Further, School 82 will begin the roll-out of Apple i-Pads for student use within the academic day. The ITC provision would give teachers the consistent support to strategically use the devices to maximize rigorous instruction. In-house professional development will occur regularly.	At the conclusion of the grant, the position will be picked-up in SBB process.
School	Substitutes - Teacher	15	\$15,680	\$11,120	\$10,640	\$10,640	\$9,072	Substitute coverage will be provided as necessary to deliver job embedded professional development outside the Common Curriculum Planning Time.	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Substitutes Administrators	-	\$3,150	\$3,150	\$3,150	\$3,150	\$3,150	Substitute coverage will be provided as necessary to deliver job embedded professional development outside the Common Curriculum Planning Time.	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
School	Curriculum Committee Member – Admin	15	\$323	\$323	\$323	\$323	\$323	To allow administrators to participate in after-hours curriculum development, which includes aligning the curriculum to the CCLS. This can also allow the Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary.	At the conclusion of the grant, teachers will have developed a curriculum library that will be available for long term use.
School	Curriculum Committee Member – Teacher	15	\$9,676	\$9,676	\$9,676	\$9,676	\$9,676	To allow teachers to participate in after-hours curriculum development, which includes aligning the curriculum to the CCLS. This can also allow the Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary.	At the conclusion of the grant, teachers will have developed a curriculum library that will be available for long term use.
School	Teacher Ancillary - Daily Rate PD	15	\$42,000	\$31,200	\$27,000	\$27,000	\$23,299	To allow teachers to participate in curriculum development, which includes aligning the curriculum to the CCLS.	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Admin Ancillary - Daily Rate PD	15	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800	To allow administrators to participate in curriculum development, which includes aligning the curriculum to the CCLS	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
School	Teacher/Student - PD	15	\$3,458	\$3,458	\$3,458	\$3,458	\$3,458	To allow teachers to participate in curriculum development, which includes aligning the curriculum to the CCLS	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Administrator/Student - PD	15	\$1,038	\$1,038	\$1,038	\$1,038	\$1,038	To allow administrators to participate in curriculum development, which includes aligning the curriculum to the CCLS	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Teacher assistant hourly- PD	15	\$5,239	\$5,239	\$5,239	\$5,239	\$5,239	To provide opportunities for professional development	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
School	Teacher Continuation Plan (curr comm member)	15	\$1,951	\$1,951	\$1,951	\$1,951	\$1,951	To provide an opportunity for teachers to work on the continuation plan after school hours.	As the grant ends, this planning will not be needed.
School	Admin Continuation Plan (curr comm member)	15	\$807	\$807	\$807	\$807	\$807	To provide an opportunity for teachers to work on the continuation plan after school hours.	As the grant ends, this planning will not be needed.
School	DTSDE - Teacher Hourly Rate OT	15	\$521	\$521	\$521	\$521	\$521	To provide teachers to prepare for the DTSDE Review after school hours.	As the grant ends, this will not be needed.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
School	DTSDE - Admin Hourly Rate OT	15	\$323	\$323	\$323	\$323	\$323	To provide teachers to prepare for the DTSDE Review after school hours.	As the grant ends, this will not be needed.
School	Teacher Ancillary - ELT	15	\$58,464	\$58,464	\$58,464	\$58,464	\$58,464	To provide students with after school opportunities through extended learning time.	When the grant concludes, the ELT services will be included in the school based budget or funded by alternative sources.
School	Admin Ancillary - ELT	15	\$7,531	\$7,531	\$7,531	\$7,531	\$7,531	To provide students with after school opportunities through extended learning time.	When the grant concludes, the ELT services will be included in the school based budget or funded by alternative funding sources.
School	Teacher Assistant - Hourly Overtime - ELT	15	\$7,052	\$7,052	\$7,052	\$7,052	\$7,052	To provide students with after school opportunities through extended learning time.	When the grant concludes, the ELT services will be included in the school based budget or funded by alternative funding sources.
School	Engineer - Hourly Overtime	16	\$1,596	\$1,596	\$1,596	\$1,596	\$1,596	To provide opportunities for professional development	As the grant concludes, teachers will be knowledgeable about program delivery and instructional strategies to support the sustainability beyond the period of the grant.
School	Teacher aide hourly-PD	16	\$769	\$769	\$769	\$769	\$769	To provide opportunities for professional development	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.

District/School	Budget Item	Budget Code	Year 1 2016-17 Amount	Year 2 2017-18 Amount	Year 3 2018-19 Amount	Year 4 2019-20 Amount	Year 5 2020-21 Amount	Explanation of Costs	Plan for Sustainability
School	Contract Services – Turnaround Partner: Early Learning Intervention Model	40	\$33,091	\$31,345	\$31,345	\$31,345	\$31,345	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.
School	Contract Services – Vendor TBD – Computer based online diagnostic program	40	\$16,300	\$15,000	\$15,000	\$10,000	\$10,000	The school will select a vendor to provide a computer based diagnostic program for student assessment and achievement.	As the grant concludes, the school will continue the services using school based budget funds.
School	DTSDE Survey	40	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	This is a requirement of the grant	As the grant ends, this will not be needed.
School	DTSDE Evaluation	40	\$0	\$12,000	\$12,000	\$12,000	\$12,000	DTSDE Review Priority School Requirement	As the grant ends, this will not be needed.
School	Contract Services – Vendor TBD – Standard Instructional Practices Program	40	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	The school will select a vendor to provide a standardized instructional practices program to improve student achievement.	As the grant concludes, the school will continue the services using school based budget funds.
School	iPads	45	\$41,079	\$41,079	\$41,079	\$41,079	\$41,079	A phase in iPad technology integration. Year 1 the school will purchase and supply students with iPads to integrate common core aligned technology tools into the curriculum, to use within center-based learning, and to use with computer based diagnostic testing and screening.	As the grant concludes, the school will maintain the technology using school based budget funds.

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	iPad covers	45	\$2,796	\$2,796	\$2,796	\$2,796	\$2,796	A phase in ipad technology integration. Year 1 the school will purchase and supply students with iPads to integrate common core aligned technology tools into the curriculum, to use within center-based learning, and to use with computer based diagnostic testing and screening.	As the grant concludes, the school will maintain the technology using school based budget funds.
School	Desktop charging stations	45	\$1,256	\$1,256	\$1,256	\$1,256	\$1,256	A phase in iPad technology integration. Year 1 the school will purchase and supply students with iPads to integrate common core aligned technology tools into the curriculum, to use within center-based learning, and to use with computer based diagnostic testing and screening.	As the grant concludes, the school will maintain the technology using school based budget funds.
District	Benefits	80	\$96,733	\$98,651	\$99,312	\$100,176	\$101,188	As per District Guidelines	As the grant ends, this will not be needed.
District	Indirect Cost	90	\$14,327	\$14,614	\$14,906	\$15,204	\$15,508	Indirect Cost was calculated at the Approved Restricted Indirect Cost Rate of 3%.	Once the five-year grant period has ended, Indirect will not be necessary.
	GRAND TOTAL		\$500,000	\$500,000	\$500,000	\$500,000	\$500,000		

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

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

NAME OF APPLICANT Buffalo City School District - Early Childhood Center #82

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

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

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

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.

Typed or Printed Name of Authorized Representative of the Firm
Dr. Kriner Cash

Typed or Printed Title/Position of Authorized Representative of the Firm
Superintendent

Signature/Date



7/18/16

M/WBE Documents
M/WBE Documents

M/WBE Goal Calculation Worksheet

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

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

Applicant Name: Buffalo City School District - Early Childhood Center #82

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	\$280,053.00	
3.	Support Staff Salaries	\$2,365.00	
4.	Fringe Benefits	\$96,733.00	
5.	Indirect Costs	\$14,327.00	
6.	Rent/Lease/Utilities*	\$0	
7.	Sum of lines 2, 3, 4, 5, and 6		\$393,478.00
8.	Line 1 minus Line 7		\$106,522.00
9.	M/WBE Goal percentage (30%)		0.30
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		\$31,957.00

*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: Dr. Kriner Cash, Superintendent

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: pciaburr@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 17, 2016 School #2
 Signature of Authorized Representative of M/WBE Firm: Penny L. Cagwin
 Printed or Typed Name and Title of Authorized Representative: _____

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

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

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

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.

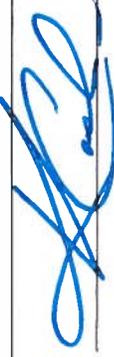
The estimated dollar amount of the agreement \$ 33,091.00
 Signature of Authorized Representative of M/WBE Firm: Monica George Fields
 Printed or Typed Name and Title of Authorized Representative: Monica George Fields
 Date: 7/15/16

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 #82.	\$ 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 #82.	\$ 33,091.00

PREPARED BY (Signature)  DATE 7/18/16

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

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

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

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

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

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

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

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

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

Print or type) **EEO 100**

NOT APPLICABLE

Appendix 1 : Table 1. Percent Proficiency on EOY DIBELS Next Assessment

School Year	Performance Level	K	1 st	2 nd	3 rd	4 th
2013 – 14	Benchmark	45%	42%	50%	19%	16%
	Strategic/Intensive	55%	58%	50%	81%	84%
2014 – 15	Benchmark	73%	35%	39%	34%	18%
	Strategic/Intensive	27%	65%	61%	66%	82%
2015 – 16	Benchmark	60%	36%	55%	45%	44%
	Strategic/Intensive	40%	64%	45%	55%	56%

Appendix # 1: Table 2. New York State ELA Assessment Performance

School Year	Performance Level	Number of 3 rd Grade Students	Percent of 3 rd Grade Students	Number of 4 th Grade Students	Percent of 4 th Grade Students
2012 – 13	4	0	0%	0	0%
	3	3	4%	1	3%
	2	22	33%	6	16%
	1	42	63%	31	82%
2013 – 14	4	0	0%	0	0%
	3	3	5%	2	4%
	2	18	28%	16	30%
	1	43	67%	36	67%
2014 – 15	4	0	0%	0	0%
	3	3	5%	1	2%
	2	15	25%	11	24%
	1	42	70%	34	74%

Appendix #1: Table 3. New York State Math Assessment Performance

School Year	Performance Level	Number of 3 rd Grade Students	Percent of 3 rd Grade Students	Number of 4 th Grade Students	Percent of 4 th Grade Students
2012 – 13	4	1	1%	0	0%
	3	3	4%	1	3%
	2	24	35%	7	18%
	1	40	59%	30	79%
2013 – 14	4	1	2%	0	0%
	3	9	15%	3	6%
	2	15	24%	8	15%
	1	37	60%	43	80%
2014 – 15	4	0	0%	0	0%
	3	8	13%	1	2%
	2	15	25%	12	26%
	1	37	62%	33	72%

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

RECRUITMENT BULLETIN #15-251
MAY 13, 2016

PRINCIPAL

NOTICE OF POSITION

POSITION:

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

PRINCIPAL

APPLICATION:

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

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

QUALIFICATIONS:

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

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

POSITION:

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

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

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

Appendix 2- Principal Recruitment Bulletin

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

Instructional Leadership

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

Teaching and Learning

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

Curriculum

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

Collection, Analysis, and Utilization of Data

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

Infrastructure for Student Success

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

Professional Development

- arrange for targeted professional development based on analyses of achievement and instruction, differentiated according to teacher needs and the subject areas targeted for instructional improvement.
-

Appendix 2- Principal Recruitment Bulletin

- develop others by providing coaching and support, expressing positive expectations, and selecting data-driven professional development opportunities

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

SALARY: Principal's salary schedule.

FUNDING: Pending Funding

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

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

TANIKA SHEDRICK

262 Grape Street
Buffalo, New York 14204
Phone: (716) 432-9809
tanikarallen@gmail.com

those areas to strengthen teaching and improve student learning

Ensured 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

Monitored standards for achievement, aligning school resources, and prioritizing activities to achieve maximize results

Collaborated with the School-Based Management Team and stakeholders to revise the mission, vision, and core values

Ensured a collaborative culture by expecting teams to set standards for their work, and take action to meet the standards

Fostered a positive school climate, through the reflective practices of Restorative Justice, where student discipline concerns are addressed in a manner that promotes student responsibility and mutual respect

Arranged targeted professional development based on analyses of achievement and instructional improvement

Developed others by providing coaching and support, expressing positive expectations, and created data-driven professional development opportunities

2012 - 2014

Oracle Charter School

Buffalo, NY

Dean of Students

Created, revised, implemented and managed the behavioral protocols of the school

Created the school-wide schedule matrix on an annual basis

Coordinated teaching and room assignments

Formally and informally evaluated teachers using the Danielson Framework for Teaching

Managed the Student Support Team

Created the school's first Safety Manual

Operated as Safety Coordinator

Revised and implemented the Safety, Student and Teacher Handbooks/Manuals on a yearly basis (held professional development sessions for all)

Coordinated off-campus emergency evacuation sites for students and staff

Coordinated and implemented emergency drills (lockdown, lockout, shelter-in

TANIKA SHEDRICK

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Certification	02/2010	New York State Professional Certification in Chemistry 7 – 12.	
	09/2011	New York State Certification in School Building Leadership	
	10/2014	Danielson’s Framework for Teaching Evaluation Certification	
Education	2010 – 2012	Canisius College	Buffalo, NY
		M.S., Educational Leadership and Supervision	
	2003 – 2006	SUNY at Buffalo	Buffalo, NY
	M.A., Chemistry		
	1999 – 2002	Morgan State University	Baltimore, MD
	B.S., Chemistry		
Administrative Experience	2015 – present	Early Childhood Center #82	Buffalo, NY
		Principal	
		Created with the School-Based Leadership Team and communicated a School Comprehensive Education Plan (SCEP) that aligned with the District’s vision and goals	
		Conducted classroom observations and evaluations of teachers	
		Assessed the strengths and areas in need of improvement of faculty and staff based on a sound knowledge base	
		Communicated school-wide changes and anticipated actions with the support of data	
	Worked to develop and maintain clear lines of communication and collaboration between staff, administrators, students and parents for the purpose of increasing student outcomes		
	Established priority areas for instructional focus and made necessary changes in		

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place, fire drills) in accordance with NYS law
Coordinated and implemented weekly, grade-level, student assemblies
Coordinated with maintenance the usage of the facility for student activities and assemblies
Developed, in conjunction with the guidance department, academic and behavioral interventions for at-risk students
Conducted formal due process hearing and led the Judicial Review Committee
Analyzed student data and created summer school courses with respect to the data
Maintained accurate records for payroll of the Student Support Staff
Maintained adequate communication with parents
Supervised hallway transitions and community fellowship spaces
Implemented Restorative Justice Program to reduce suspensions
Collected, analyzed and reported suspension data to the state (VADIR)
Created Dignity for All Students Act (DASA) anti-bullying policy
Created an anonymous online reporting system for bullying
Collected, analyzed and reported bullying data to the state (DASA)

2011 Oracle Charter School Buffalo, NY

Summer School Principal

Coordinated with maintenance the usage of the facility
Interviewed and made recommendations for instructional positions
Analyzed student data and created summer school courses with respect to the data
Created a schedule of summer school programming that was sent home to parents
Developed a budget for summer programming and maintained accurate records for payroll
Managed the day-to-day activities of the Summer Freshman Academy, Summer Credit Recovery Program and Summer Regents Prep Program

2010 – 2011 Oracle Charter School Buffalo, NY

Instructional Staff Association Vice President

Mentored new faculty members

2009 – 2010 Oracle Charter School Buffalo, NY

Instructional Staff Association President

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Finalized negotiations for the 2009-2011 contract March 2010

Member of school improvement association

2008 – 2010 Oracle Charter School Buffalo, NY

Science Department Chair

Developed common interim assessments for the science department

Monitored data from interim assessments and NYS assessments

Managed inventory and ordering of supplies

Created and implemented remediation plans to help struggling students

2006 – 2011 Oracle Charter School Buffalo, NY

Student Activities Co-Coordinator

Planned grade-level trips that correlated to curriculum and college preparatory mission of school

Created and implemented fundraisers to help struggling students afford to participate in grade-level trips

Created and maintained monthly student social activities

Maintained monthly and weekly rewards system for good behavior and school-wide compliance

Teaching Experience

2015 Christian Central Academy Williamsville, NY

Short-Term Substitute Science Teacher

Regents Earth Science, Regents Chemistry, Regents Physics, AP Physics, AP Physics Lab

Differentiated instruction to reach all students at their level

Remediated students to bring all students up to the classes' level

2005 – 2011 Oracle Charter School Buffalo, NY

Teacher

Film Studies, 7th Grade Mathematics, Intermediate Science, Regents Chemistry, Regents Earth Science, Regents Living Environment, Forensic Science, College Prep

Differentiated instruction to reach all students at their level

Remediated students to bring all students up to the classes' level

Organized the class into cooperative groups for laboratory experiments and peer tutoring sessions

TANIKA SHEDRICK

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Maintained an orderly classroom with a secure structure
Drill Team Advisor (2005), Head Basketball Coach (2006, 2008), Assistant Basketball Coach (2009)

Professional Achievement and Workshops

Member of PICCS Data Team for Oracle Charter School
TERC Data Analysis Training
Presented at a staff development workshop on Differentiated Instruction

Held professional development workshops on the Teacher Handbook, Behavioral Management, and Safety procedures

Developed an administrative accountability survey for teachers to assess the administration in the building

Organizations

True Bethel Baptist Church, Minister (2007 – present)
Delta Sigma Theta Sorority, Inc. (2007 – present)
American Chemical Society (2003-2009)
CHEMSHARE (2009-2010)

Appendix #3: Responsibilities of an Assistant Principal

Component	Responsibilities
Instructional Leadership	<ul style="list-style-type: none"> ▪ Create and communicate a Comprehensive Education Plan aligned with the SIG Plan and the District’s vision and goals to turnaround a Persistently Lowest-Achieving school ▪ 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 ▪ Monitor and review all RttT deliverables and metrics as defined by the State and District ▪ Meet daily with principal to schedule instructional leadership time, reflect on impact, and develop a first responder structure in the school ▪ Perform other duties as assigned
Teaching and Learning	<ul style="list-style-type: none"> ▪ 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
Collection, Analysis, and Utilization of Data	<ul style="list-style-type: none"> ▪ Establish a school-wide data team that sets the tone for ongoing data use to: <ul style="list-style-type: none"> ○ Define critical teaching and learning concepts ○ Develop a written plan that articulates activities, roles, and responsibilities ○ Provide on-going data leadership ▪ Provide supports that foster a data-driven culture within the school to:

	<ul style="list-style-type: none"> ○ Designate a school-based facilitator who meets with teacher teams to discuss data ○ Dedicate structured time for staff collaboration ○ provide targeted professional development regularly
Infrastructure for Student Success	<ul style="list-style-type: none"> ▪ Enthusiastically recruit highly qualified staff who have the needed specialized skills and competencies for positions in the school ▪ Consider common goals for quick wins, such as changing the school's use of time, and improving access to resources and the physical facilities ▪ Foster a positive school climate where student discipline concerns are addressed in a manner that promotes student responsibility and mutual respect
Professional Development	<ul style="list-style-type: none"> ▪ Arrange for targeted professional development based on analyses of achievement and instruction, differentiated according to teacher needs and the subject areas targeted for instructional improvement

Appendix #4 : Responsibilities of an Instructional Coach

Component	Responsibilities
Classroom Support of Individual Teachers	<ul style="list-style-type: none"> ▪ Tailored to the needs of each teacher ▪ Demonstration teaching ▪ Team teaching ▪ Providing assistance in implementing Common Core Learning Standards lessons and units ▪ Facilitate access to needed materials ▪ Giving feedback on the teacher's effort to implement curriculum aligned to Common Core Learning Standards, Rtl, data-driven instruction using a demonstrate-debrief-observe-debrief-intervention strategy
Lead Grade Level/Common Planning Time Meetings	<ul style="list-style-type: none"> ▪ Collaboration with building administrators to execute all components of Grade Level/Common Planning Time meetings. ▪ Scheduling and facilitating regular Grade-Level/Common Planning Time meetings ▪ Use of data, decide on focus of meetings and planning in collaboration with principal/assistant principal ▪ Stating the purpose of meeting with an identified outcome ▪ Establishing a reporting and follow-up process
Professional Development Activities	<ul style="list-style-type: none"> ▪ Plan and lead on-going professional development during faculty meetings, early release days, after-school professional development, Superintendent's conference days, etc. focused on Common Core Learning Standards

	<ul style="list-style-type: none"> ▪ Standards Curriculum, unfamiliar content and/or innovative instruction and assessment strategies.
Collection, Analysis, and Utilization of Data	<ul style="list-style-type: none"> ▪ Works with School Based Instructional and Leadership Teams to set the tone for ongoing data use to: <ul style="list-style-type: none"> ○ Define critical teaching and learning concepts ○ Develop a written plan that articulates activities, roles, and responsibilities ○ Provide on-going data leadership ▪ Provide supports that foster a data-driven culture within the school to: <ul style="list-style-type: none"> ○ Assist classroom teachers with reviewing formative, summative, diagnostic, and State assessment data ○ Act as the school-based facilitator who meets with teacher teams to discuss data ○ Dedicate and schedule structured time for staff collaboration ○ Provide targeted professional development regularly
Early Learning Intervention Model Monitor	<ul style="list-style-type: none"> ▪ Monitors the classroom implementation Early Learning Intervention goals and objectives alongside the principal and assistant principal regularly

Appendix # 5: Responsibilities of a Literacy Coach

Component	Responsibilities
Classroom Support of Individual Teachers	<ul style="list-style-type: none"> ▪ Guide and assist teachers in the full and ongoing implementation of all District literacy initiatives ▪ Guide and assist in the full and ongoing implementation of District literacy programs with support of Buffalo City Schools administration and building principal ▪ Collaborate with teachers and building principals regarding the implementation of research-based instructional strategies that are direct, explicit, systematic, and aligned to the literacy Common Core Learning Standards ▪ Guide and assist in the full and ongoing implementation of the District writing initiative at the building level ▪ Model District literacy initiatives in classrooms
Lead Grade-Level/Common Planning Time Meetings	<ul style="list-style-type: none"> ▪ Provide professional development for teachers and teacher assistants at grade-level meetings, Superintendent's conference days, etc. ▪ Provide professional development on the instructional strategies of Step Up to Writing
Professional Development Activities	<ul style="list-style-type: none"> ▪ Attend District professional development for coaches ▪ Participate in various building and/or District level teams ▪ Continue to learn with regards to scientifically-proven, research-based best practices in literacy instruction
Collection, Analysis, and Utilization of Data	<ul style="list-style-type: none"> ▪ Monitor interventions for students who are reading or writing below grade level and monitor student intervention plans ▪ Review and analyze student diagnostic, screening, progress monitoring, and outcome assessment data to assist in determining appropriate interventions and necessary program modifications ▪ Administer and analyze literacy screening and diagnostic measures ▪ Assist in the development of action plans and support its implementation based on data ▪ Facilitate the administration of ELA State Assessments ▪ Facilitate the administration of District Benchmark Assessments in ELA

Early Learning Intervention Monitor	<ul style="list-style-type: none"><li data-bbox="595 293 1374 443">▪ Monitor the classroom implementation Early Learning Intervention goals and objectives in literacy alongside the principal, assistant principal, and instructional coach regularly
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Appendix #6: Table 4. Staffing Changes 2015 – 2016 comparison to 2016 – 2017

Instructional Positions	Number of FTE 2015 – 2016	Number of FTE 2016 – 2017
General Education Classroom Teachers	19.0	17.0
Special Education Teacher (self-contained)	9.0	9.0
Special Education Teacher (Resource, ICT)	4.0	3.0
ENL Teacher	1.0	1.0
Physical Education Teacher	2.0	2.0
Music Teacher	1.0	0.87
Art Teacher	1.0	1.0
Literacy Specialists	4.0	0
Building Math Teacher	1.0	0
Support Reading Teacher	1.0	1.0
Support Math Teacher	0	1.0
Instructional Coach*	1.0	1.0*
Literacy Coach	0	1.0
Instructional Technology Coach*	0	0.5*
Speech Teacher	2.5	2.5
Student Support Chair (CSE)	1.0	1.0
Psychologist	0.5	0.5
Social Worker	0.5	0.5
Guidance Counselor	0.5	0.5
Teacher Assistants	9.0	11.0
Teacher Aides	12.0	14.0

* 2016-2017 staffing additions with SIG

Appendix #7: School Calendar

2016-2017 BUFFALO PUBLIC SCHOOLS CALENDAR (APPROVED 5/11/16)																					
JULY 2016							JANUARY 2017							Days of Session/Attendance							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	Month	Teacher	PK-8	H.S.*	Month	Teacher	PK-8	H.S.*
					1	2	1	2	3	4	5	6	7	Sept	21	19	19	Feb	15	15	15
3	X	5	6	7	8	9	8	9	10	11	12	13	14	Oct	20	20	20	Mar	23	23	23
10	11	12	13	14	15	16	15	X	17	18	19	20	21	Nov	18	18	18	April	13	13	13
17	18	19	20	21	22	23	22	23	24	25	26	27	28	Dec	17	17	17	May	21	20	20
24	25	26	27	28	29	30	29	30	31					Jan	20	20	16	June	17	17	10
31														Total Teacher Days: 186							
AUGUST 2016							FEBRUARY 2017							IMPORTANT DATES							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	July							
	1	2	3	4	5	6				1	2	3	4	4 Schools & Central Office closed							
7	8	9	10	11	12	13	5	6	7	8	9	10	11	September							
14	15	16	17	18	19	20	12	13	14	15	16	17	18	1,2 Sup't. Conf. Day (professional development)							
21	22	23	24	25	26	27	19	X	21	22	23	24	25	5 Labor Day (central office also closed)							
28	29	30	31				26	27	28					6 First Day of School							
SEPTEMBER 2016							MARCH 2017							October							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	November							
				1	2	3				1	2	3	4	5 Early Release Day (BEDS Day)							
4	X			7	8	9	10	5	6	7	8	9	10	11	10 Columbus Day (central office also closed)						
11	12	13	14	15	16	17	12	13	14	15	16	17	18	December							
18	19	20	21	22	23	24	19	20	21	22	23	24	25	8 Election Day (central office also closed)							
25	26	27	28	29	30		26	27	28	29	30	31		11 Veterans Day (central office also closed)							
OCTOBER 2016							APRIL 2017							January							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	February							
						1							1	20 President's Day (central office also closed)							
2	3	4	5	6	7	8	2	3	4	5	6	7	8	21-24 Mid-winter Recess							
9	X	11	12	13	14	15	9	10	11	12	13	X	15	March							
16	17	18	19	20	21	22	16	X	18	19	20	21	22	27-31 3-8 ELA Testing Window							
23	24	25	26	27	28	29	23	24	25	26	27	28	29	April							
30	31						30							4 Early Release Day							
NOVEMBER 2016							MAY 2017							May							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	June							
		1	2	3	4	5					1	2	3	14-22 High School Regents Exams							
6	7	X	9	10	X	12		1	2	3	4	5	6	23 Last Day of School							
13	14	15	16	17	18	19	7	8	9	10	11	12	13								
20	21	22	23	X	X	26	14	15	16	17	18	19	20								
27	28	29	30				21	22	23	24	25	26	27								
							28	X	30	31											
DECEMBER 2016							JUNE 2017														
S	M	T	W	T	F	S	S	M	T	W	T	F	S								
				1	2	3					1	2	3								
4	5	6	7	8	9	10	4	5	6	7	8	9	10								
11	12	13	14	15	16	17	11	12	13	14	15	16	17								
18	19	20	21	22	23	24	18	19	20	21	22	23	24								
25	X	X	28	29	30	31	25	26	27	28	29	30									

Appendix # 6: 2016-2017 APPR Time Line

*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

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.

Appendix #8: Sample Kindergarten and 4th Grade Schedule

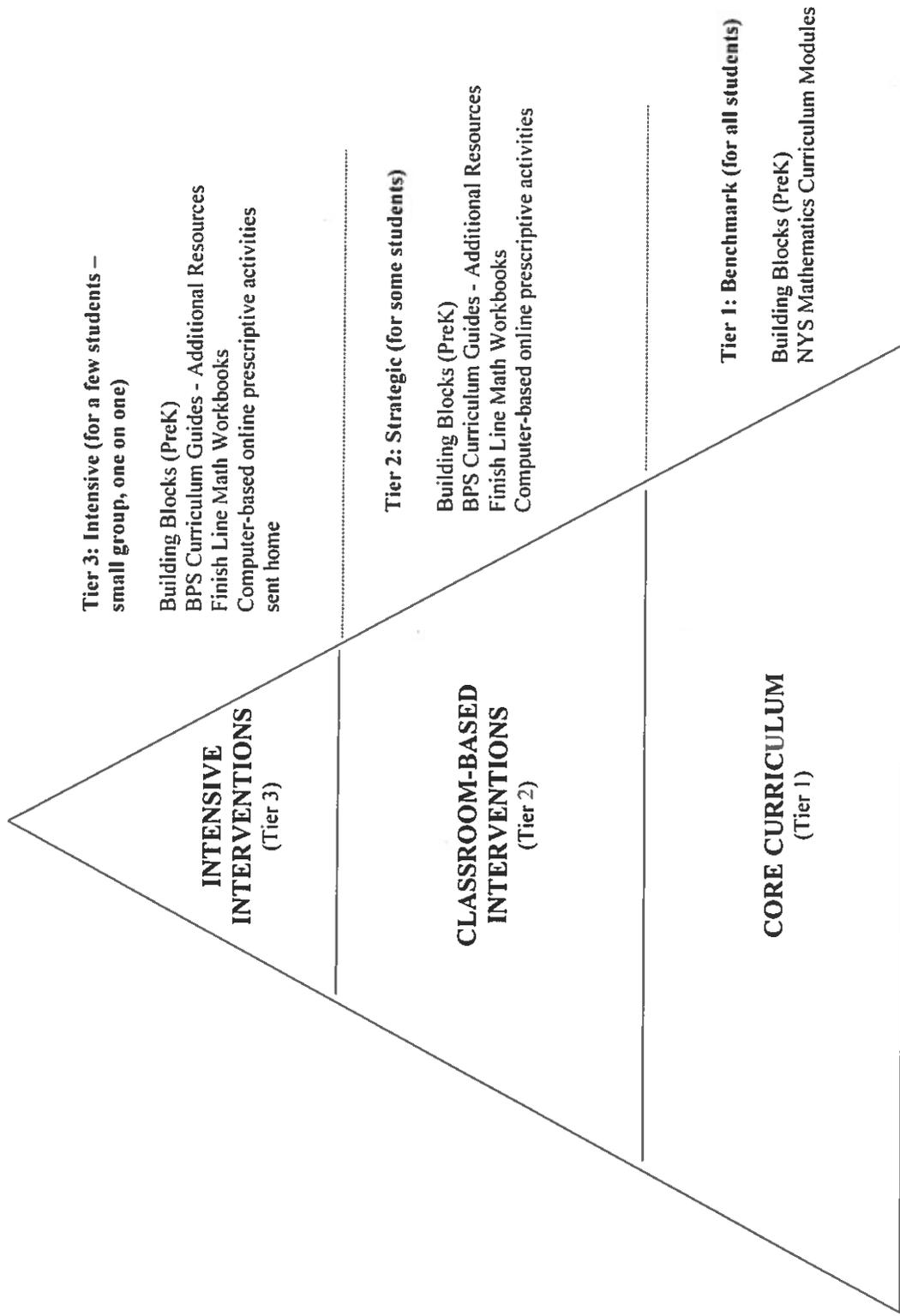
Kindergarten Schedule

Time	Subject
9:00 am – 9:30 am	Arrival and Breakfast
9:30 am – 11:00 am	Literacy Block
11:00 am – 11:30 am	Social Studies
11:30 am – 12:00 pm	Lunch
12:00 pm – 12:30 pm	Specials (Art, PE, Music)
12:30 pm – 1:30 pm	Math Block
1:30 pm – 2:00 pm	Math Differentiated Block (RTI)
2:00 pm – 2:30 pm	Science
2:30 pm – 3:00 pm	ELA Differentiated Block (RTI)
3:00 pm – 3:20 pm	Recess/Snack
3:20 pm	Dismissal

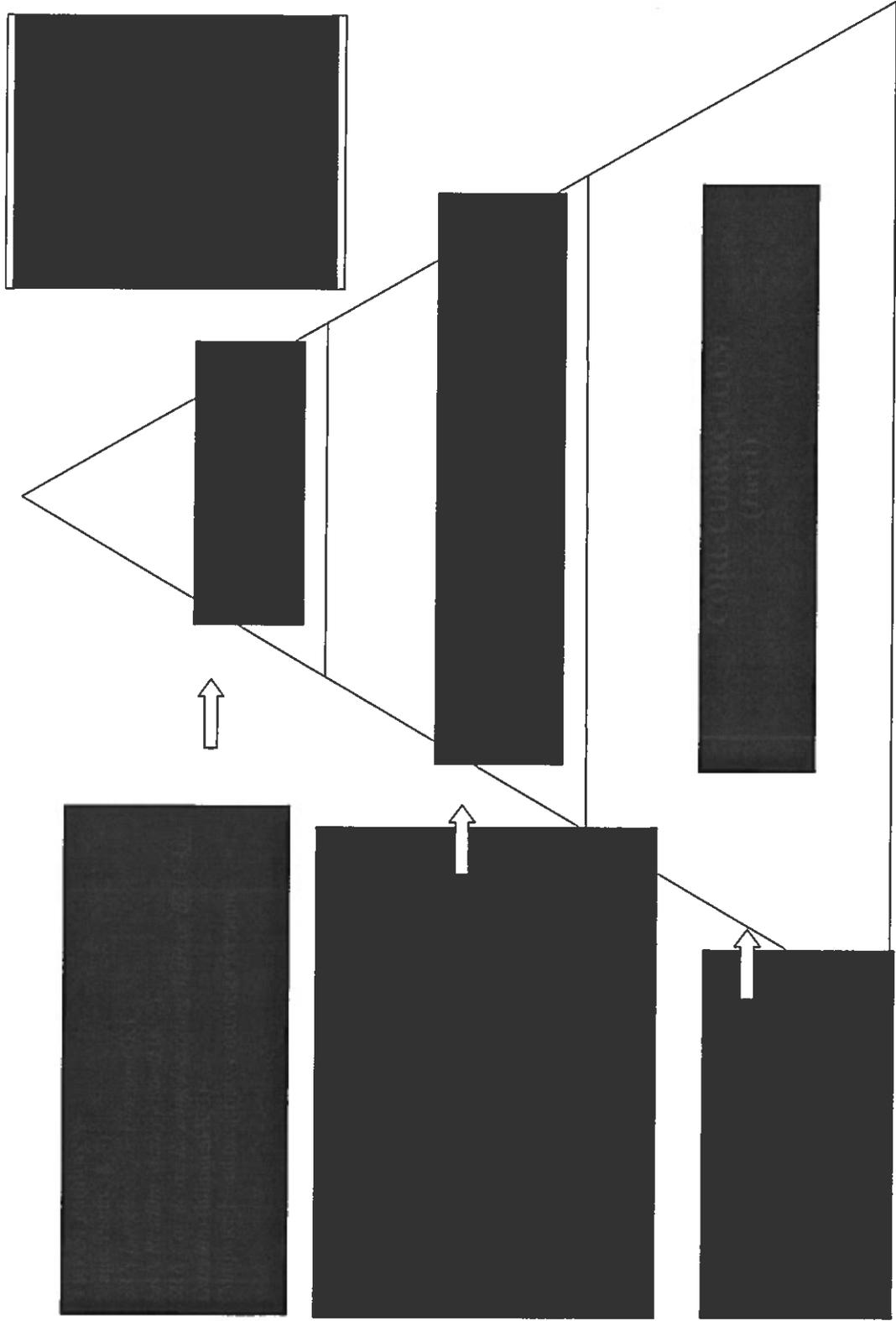
4th Grade Schedule

Time	Subject
9:00 am – 9:30 am	Arrival and Breakfast/ Silent Reading
9:30 am – 9:40 am	Recess
9:40 am – 10:30 am	Specials (Art, Music, PE)
10:30 am – 11:00 am	ELA Differentiated Block (RtI)
11:00 am – 12:00 pm	Literacy Block
12:00 pm – 12:30 pm	Math Differentiated Block
12:30 pm – 1:00 pm	Lunch
1:00 pm – 2:00 pm	Math Block
2:00 pm – 2:30 pm	Science
2:30 pm – 3:00 pm	Social Studies
3:00 pm – 3:10 pm	Recess
3:10 pm – 3:20 pm	Dismissal

Appendix # 9: ECC #82 School-Wide Response to Instruction/Intervention Framework for Mathematics



Appendix #9: ECC #82 School-Wide Response to Instruction/Intervention Framework for ELA



Appendix # 10: BSCD Response to Intervention Behavior Model

Behavior Systems

Tier 3/Tertiary Interventions (1-5%)

- Individual Students
- Assessment-based
- High Intensity

Tier 2/Secondary Interventions (5-15%)

- Some Students (at-risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

Tier 1/Universal Interventions (80-90%)

- All Students
- Preventive, Proactive

Behavior Supports

Tier 3/Tertiary Supports

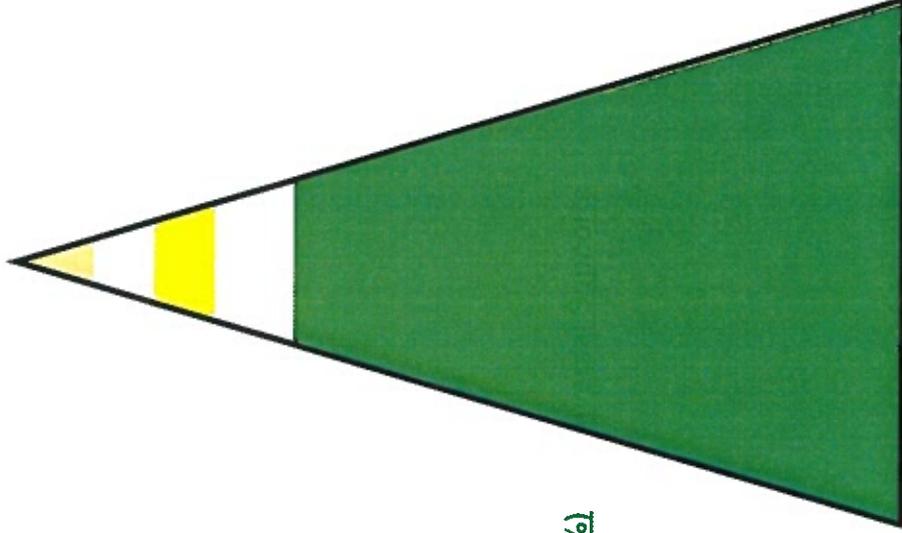
- Referral to Community Resources for Enhanced Services for Children and Families (PreK-12)
- Complex Functional Behavioral Assessment/Behavior Intervention Plan (Complex FBA/BIP) (PreK-12)
- Establish Data-based Decision Rules
- Student Progress Monitoring through Use of Data

Tier 2/Secondary Supports

- Brief Functional Behavioral Assessment/Behavior Intervention Plan (Brief FBA/BIP) (PreK-12)
- Simple Interventions with Individual Features/Mentoring (PreK-12)
- Social Academic Instructional Groups (SAIG) (PreK-12)
- Check-in/Check-out (CICO) (PreK-12)
- Establish Data-based Decision Rules
- Student Progress Monitoring through Use of Data

Tier 1/Universal Supports

- School-wide Behavior Expectations (PreK-12)
- Explicit instruction of Behavior in all Settings (PreK-12)
- School-wide Acknowledgement Systems (PreK-12)
- Safe & Civil Schools START on Time – Safe Transitions and Reduced Tardies to Class (9-12)
- Systemic Supervision of all Common Areas (PreK-12)
- Clear Consequences & Violation Procedures (PreK-12)
- Establish Data-based Decision Rules
- Student Progress Monitoring through Use of Data



8.24.12

Developed in Partnership with Erie 1 BOCES

RTI Behavior Triangle

To be used with School-level Plan – I. Training, Support, and Professional Development (ii)

APPENDIX 11 Professional Development Plan – Year 1 (September 1, 2016 – June 30, 2017)				
Action	Time Line	Who is Responsible	Measure	Intended Audience
<p>include a description of planned event, a rationale for the event, and why it will be critical to the successful implementation plan of the SIG plan.</p>	<p>When will the planned activities take place?</p>	<p>Identify the individuals responsible for delivery.</p>	<p>What is the desired measurable outcomes of the event?</p> <p>How will the outcomes be analyzed and reported?</p>	<p>Identify the intended audience.</p>
<p>Conduct staff professional development on, and use of, evidence-based best practices to consistently provide rigorous instruction to students that promote cognitive student engagement and grade-level preparedness</p>	<p>Early October 2016</p>	<p>Principal</p>	<p>25% increase in the number of students reading on grade-level</p> <p>25% increase number fluency and number sense in all grade levels</p> <p>10% increase in student achievement in Math</p> <p>10% increase in student achievement on the NYS Mathematics constructed response section</p> <p>10% increase in overall student achievement</p> <p>Analyzed and reported by the Instructional Coach during grade-level meeting</p>	<p>Teachers</p>
<p>Conduct staff professional development on, and use of Data Driven Instruction to differentiate instruction in order to meet student academic needs based on data</p>	<p>Late September 2016 – Early March 2017</p>	<p>Assistant Principal</p>	<p>25% increase in the number of students reading on grade-level</p>	<p>Teachers</p>

APPENDIX 11 Professional Development Plan – Year 1 (September 1, 2016 – June 30, 2017)

Action	Time Line	Who is Responsible	Measure	Intended Audience
<p>derived from programmatic monitoring, formative assessments, and summative assessments</p>			<p>25% increase number fluency and number sense in all grade levels</p> <p>10% increase in student achievement in Math</p> <p>10% increase in student achievement on the NYS Mathematics constructed response section</p> <p>10% increase in overall student achievement</p> <p>Analyzed and reported by the Instructional Coach during grade-level meeting</p>	
<p>Conduct staff professional development on, and use of a computer-based online testing system for ELA</p>	<p>Early September 2016</p>	<p>TBD</p>	<p>25% increase in the number of students reading on grade-level</p> <p>10% increase in overall student achievement</p> <p>Analyzed and reported by the Instructional Coach during grade-level meeting</p>	<p>Teachers</p>
<p>Conduct staff professional development on, and use of a computer-based online testing system for Math</p>	<p>Early September 2016</p>	<p>District</p>	<p>25% increase number fluency and number sense in all grade levels</p>	<p>Teachers</p>

APPENDIX 11 Professional Development Plan – Year 1 (September 1, 2016 – June 30, 2017)

Action	Time Line	Who is Responsible	Measure	Intended Audience
			<p>10% increase in student achievement in Math</p> <p>10% increase in student achievement on the NYS Mathematics constructed response section</p> <p>10% increase in overall student achievement</p> <p>Analyzed and reported by the Instructional Coach during grade-level meeting</p>	
<p>Target and align embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment).</p> <ul style="list-style-type: none"> • Small group instruction • Programmatic interventions (Journeys, Junior Grade Books, Online diagnostic system) 	<p>Early September 2016 – Mid March 2017</p>	<p>Instructional Coach</p>	<p>100% increase in the number of students reading on grade-level at age 8 by 2020-2021</p> <p>10% increase in student achievement in PreK-2</p> <p>Analyzed and reported by the Instructional Coach during grade-level meeting</p>	<p>Teachers, Teachers Assistants</p>
<p>Staff professional development on, and use of, instructional strategies of Step Up to Writing</p>	<p>Early September 2016 – Early December 2016</p>	<p>Literacy Coach</p>	<p>10% increase in student writing scores</p> <p>Analyzed and reported by the Literacy Coach</p>	

APPENDIX 11 Professional Development Plan – Year 1 (September 1, 2016 – June 30, 2017)

Action	Time Line	Who is Responsible	Measure	Intended Audience
Provide extended collaborative professional learning community time after school and on weekends	Early September 2016– Late June 2017	Principal	10% increase in overall student academic achievement Analyzed and reported by the Principal during grade-level meeting and faculty meeting	Teachers
Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors	Early September 2016– Late June 2017	Principal, Assistant Principal, Instructional Coach	10% increase in overall student academic achievement Increase in the number of teachers identified as Effective or Highly Effective Analyzed and reported by Administration at grade-level meetings and faculty meetings	Teachers
Conduct staff professional development on, and use of, Class DOJO, to increase communication with parents and guardians	Early September 2016	Principal, Assistant Principal	25% increase in the number of parents actively participating and engaged as partners in student learning Analyzed and reported by Administration at grade-level meetings and faculty meetings	Teachers
Conduct staff training, on and use of, iPads/technology in instruction due to the purchase and supply of PreK through 1 st grade with iPads. The training should also integrate common core aligned	Early September 2016		25% increase in the number of students reading on grade-level 75% increase number	

APPENDIX 11 Professional Development Plan – Year 1 (September 1, 2016 – June 30, 2017)

Action	Time Line	Who is Responsible	Measure	Intended Audience
<p>technology tools into the curriculum, to use within center-based learning, and to use with computer based diagnostic testing and screening.</p>			<p>fluency and number sense in all grade levels</p> <p>10% increase in student achievement in Math</p> <p>10% increase in student achievement on the NYS Mathematics constructed response section</p> <p>10% increase in overall student achievement</p> <p>Analyzed and reported by the Instructional Coach during grade-level meeting</p>	

APPENDIX 12

J. Communication and Stakeholder Involvement/Engagement

i. Regular and Systematic Updates to Stakeholders

Audience	Communication Goal	Method, Time, and Place
Parents	<ul style="list-style-type: none"> ▪ Increase the number of parents signed on to the Class DOJO system ▪ Increase the number of parents using school-based wrap-around services offered by SAY Yes ▪ Increase the number of parents that know about the School-wide Expectations, Mission Statement, yearly achievement goals, and Parent contribution to learning ▪ Up to date progress with SIG 	<ul style="list-style-type: none"> ▪ Open House/Meet the Teacher at ECC #82 in September 2016, Monthly Newsletters, Calls home, School Website, School Facebook page, Weekly reminders ▪ Open House/Meet the Teacher at ECC #82 in September 2016, Monthly Newsletters, Calls home, School Website, School Facebook page, Weekly reminders ▪ Open House/Meet the Teacher at ECC #82 in September 2016, Monthly Newsletters, Calls home, School Website, School Facebook page, Weekly reminders, Parent/Student Compact for Learning ▪ Open House/Meet the Teacher at ECC #82 in September 2016, Monthly Newsletters, Calls home, School Website, School Facebook page, Weekly reminders, Quarterly Stakeholders Meetings, data wall
Teachers	<ul style="list-style-type: none"> ▪ Increase the number of Teachers that know and use the common, non-negotiable, school-wide instructional practices/strategies ▪ Increase the number of Teachers who know the mission and vision statement of the school ▪ Up to date progress with SIG ▪ Teacher walk-through progress 	<ul style="list-style-type: none"> ▪ Monthly faculty meetings, weekly grade-level meetings, weekly internal newsletter ▪ Monthly faculty meetings, weekly grade-level meetings, weekly internal newsletter ▪ Monthly faculty meetings, weekly grade-level meetings, weekly internal newsletter, Quarterly Stakeholders Meeting, data wall, School Website ▪ Monthly faculty meetings, data wall

Community	<ul style="list-style-type: none"> ▪ Increase the number of community members that know about the School-wide Expectations, Mission Statement, yearly achievement goals, and Parent-expected contribution to learning ▪ Up to date progress with SIG 	<ul style="list-style-type: none"> ▪ School Website, School Facebook page ▪ School Website, School Facebook page, Quarterly Stakeholders Meetings
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Appendix 13

Year-1 Implementation Period – Goals and Key Strategies

Early Childhood Center #82

Appendix 13

<p>Target literacy interventions for students in grades PreK through 2nd, that will result in all students, by the end of the 2020-2021 school year, being able to read at grade level by age 8.</p>	<ul style="list-style-type: none"> ▪ Conduct staff professional development on, and use of Data Driven Instruction • Purchase and supply PreK through 1st grade with iPads Purchase and implement a computer-based, online testing system • Conduct staff professional development on, and use of a computer-based online testing system • Hire an Instructional Technology Coach • Offer Extended Learning Time (ELT) for students who are performing below grade-level standards • Implement a coherent ELA intervention model at every grade • Conduct staff professional development on, and use of, evidence-based best practices to consistently provide rigorous instruction • Maximize existing staff resources including reading teachers, integrated co-teachers, speech pathologists and teacher assistants for intervention instruction and turn-key training • Target and align job embedded professional development for teachers and teacher assistants on early learning interventions (use of time, skills, and skill attainment). <ul style="list-style-type: none"> ○ Small group instruction ○ Programmatic interventions (Journeys, Junior Grade Books, Online diagnostic system) 	<p>DIBELS composite scores</p>	<p>Beginning of the year (BOY) Middle of the Year (MOY) End of the Year (EOY)</p>	<p>Literacy Coach Support Reading Teacher</p>
<p>A school-wide focus on developing writing skills across the content areas will result in an increase of student writing scores by 10% per year.</p>	<ul style="list-style-type: none"> • Implement a coherent balanced literacy backwards mapped curriculum at every grade level • Implement, school –wide, the Step Up to Writing district initiative • Monitor and assess the Step Up to Writing initiative with teacher developed school-wide, cross-disciplinary writing rubrics aligned to the ELA Common Core Learning Standards (CCLS) • Staff professional development on, and use of, instructional strategies of Step Up to Writing • Use an online programming system for the standardization of instructional practices • Create student writing portfolios 	<p>Teacher created Common Formative Assessments (CEAcs) Computer-based online diagnostic assessment scores. NYS ELA assessments in 3rd and 4th grades School-wide writing assessments creation of a scoring rubric teacher created CFAs in grades PreK through</p>	<p>Bi-weekly, Monthly Weekly, Monthly, Quarterly Once per year Semesterly September Bi-weekly Monthly Yearly</p>	<p>Teachers (Grade-level) Teachers 3rd & 4th grade Teachers SBIT SBIT Teachers (Grade-level) 3rd & 4th grade Teachers</p>

Appendix 13

Goal 2: Increase student achievement in Math through the use of a CCLS aligned, computer-based online diagnostic, screening, and individualized practice system

Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Increase number fluency and number sense in all grade levels by 25% by the end of the year.	<ul style="list-style-type: none"> Hire an Instructional Coach to monitor data, support implementation of the Early Learning Intervention model, and support the classroom teachers as a resource of best instructional practices, data driven instruction and professional development Reduce the Kindergarten class size to that of no more than 20 students in order to support literacy development at an early age Staff PreK and Kindergarten classrooms with teachers certified in early childhood education Place a Teacher Assistant in every PreK classroom to ensure a 9:1 student teacher ratio Implement a coherent backwards mapped math curriculum at every grade level with a central focus on PreK through 2nd grade Conduct staff professional development on, and use of Data Driven Instruction to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring, formative assessments, and summative assessments Purchase and supply Prek through 1st grade with iPads to integrate common core aligned technology tools into the curriculum, to use within center-based learning, and to use with computer based diagnostic testing and screening Purchase and implement a computer-based, online testing system that would provide screening, diagnostic testing and individualized instructional practices based upon student results Conduct staff professional development on, and use of a computer-based online testing system Hire an Instructional Technology Coach to provide effective support for curriculum, assessment, instruction, and operations through the application of technology resources Offer Extended Learning Time (ELT) for students who are performing below grade-level standards Implement a coherent ELA intervention model at every grade based upon the computer-based online diagnostic and screening data provided Conduct staff professional development on, and use of, evidence-based best practices to consistently 	<p>Circles data</p> <p>Teacher created Common Formative Assessments (CFAs)</p> <p>Engage NY End of Module Assessments</p> <p>Computer-based online diagnostic assessment scores</p> <p>NYS Math assessments in 3rd and 4th grades (Multiple Choice Performance)</p>	<p>Quarterly</p> <p>Bi-weekly, Monthly</p> <p>Monthly, Quarterly</p> <p>Weekly, Monthly, Quarterly</p> <p>Yearly</p>	<p>PreK Teachers</p> <p>Teachers (Grade-level)</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>3rd and 4th grade Teachers</p>

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<p>Implement early math intervention in grades PreK through 2 that results in a 10% increase in student achievement each year.</p>	<ul style="list-style-type: none"> • Hire an Instructional Coach to monitor data, support implementation of the Early Learning Intervention model, and support the classroom teachers as a resource of best instructional practices, data driven instruction and professional development • Reduce the Kindergarten class size to that of no more than 20 students in order to support literacy development at an early age • Staff PreK and Kindergarten classrooms with teachers certified in early childhood education • Place a Teacher Assistant in every PreK classroom to ensure a 9:1 student teacher ratio • Implement a coherent backwards mapped math curriculum at every grade level with a central focus on PreK through 2nd grade • Conduct staff professional development on, and use of Data Driven Instruction to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring, formative assessments, and summative assessments • Purchase and supply PreK through 1st grade with iPads to integrate common core aligned technology tools into the curriculum, to use within center-based learning, and to use with computer based diagnostic testing and screening • Purchase and implement a computer-based, online testing system that would provide screening, diagnostic testing and individualized instructional practices based upon student results • Conduct staff professional development on, and use of a computer-based online testing system • Hire an Instructional Technology Coach to provide effective support for curriculum, assessment, instruction, and operations through the application of technology resources • Implement a school-wide, PreK through 4th grade math fluency initiative that includes daily fluency checks and sprints in addition to the regular math block • Target and align embedded professional development for teachers and teacher assistants on early learning math interventions (use of time, skills, and skill attainment). <ul style="list-style-type: none"> ○ Small group instruction ○ Programmatic interventions (Engage NY Math Modules, Circles, Online diagnostic system) 	<p>Circles data</p>	<p>Teacher created Common Formative Assessments (CFAs)</p>	<p>Bi-weekly, Monthly</p>	<p>Teachers (Grade-level)</p>
	<p>Engage NY End of Module Assessments</p>	<p>Monthly, Quarterly</p>	<p>Teachers</p>		
	<p>Computer-based online diagnostic assessment scores</p>	<p>Weekly, Monthly, Quarterly</p>	<p>Teachers</p>		

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<p>Implement targeted Math interventions for students in grades 3 and 4 that result in a yearly 10% increase on the constructed response sections of the NYS Mathematics assessment</p>	<ul style="list-style-type: none"> • Hire an Instructional Coach to monitor data, support implementation of the Early Learning Intervention model, and support the classroom teachers as a resource of best instructional practices, data driven instruction and professional development • Implement of a coherent Math intervention model at every grade level • Conduct staff professional development on, and use of Data Driven Instruction to differentiate instruction in order to meet student academic needs based on data derived from programmatic monitoring, formative assessments, and summative assessments • Review and analyze the NYS Math Assessment data of grades 3 and 4 performance on constructed response questions to provided targeted support • Review and analyze the NYS Math Assessment data of grades 3 and 4 performance on constructed response questions to determine current student achievement and standards that can be spiraled down to grades PreK through 2nd • Implement instructional strategies that would increase student cognitive engagement and writing in mathematics • Offer Extended Learning Time (ELT) for students who are performing below grade-level standards 	<p>NYS Math Assessments</p>	<p>Yearly</p>	<p>3rd and 4th grade Teachers</p>
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Appendix 13

Goal #3: Create school structures and systems that support instruction and maximize cognitive student engagement.

Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
<p>Increase academic engaged time through the delivery of effective instruction that results in a 10% increase in overall student academic achievement in grades PreK-4th</p>	<ul style="list-style-type: none"> Retain, hire, and develop teachers who are committed to rapidly improving student performance through a cycle of continuous improvement and who have a track record of success in improving student achievement Hire an Instructional coach to monitor data, support implementation of the Early Learning Intervention model, and support the classroom teachers as a resource of best instructional practices, data driven instruction and professional development Reduce the Kindergarten class size to that of no more than 20 students in order to support literacy development at an early age Staff PreK and Kindergarten classrooms with teachers certified in early childhood education Place a Teacher Assistant in every PreK classroom to ensure a 9:1 student teacher ratio Staff Kindergarten classrooms with a Teacher Assistant during the balanced literacy block to ensure a 10:1 child to instructor ratio during ELA Revise the school schedule to maximize time in 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 professional development targeting instructional best practices 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>Quarterly grade reports</p>	<p>Quarterly</p>	<p>Teachers</p>
		<p>Teacher attendance at professional development sessions</p>	<p>Varies</p>	<p>Instructional Coach</p>

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<p>Within three years all ECC #82 teachers will be identified as Effective or Highly Effective.</p>	<ul style="list-style-type: none"> • Provide extended collaborative professional learning community time after school and on weekends • Implement a comprehensive induction program for new teachers assigned to the building and newly assigned grade level changes by identifying grade level mentors • Provide students with feedback based on DDI and assist with setting learning goals • Offer Extended Learning Time (ELT) for students who are performing below grade-level standards • 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 embedded collaborative professional learning community time • Build teacher capacity by providing on-site professional development targeting best instructional practices to support the Early Learning Intervention model and identify teacher leaders to take on mentoring, turn-key training and school based team member roles • Create a "Look For" document based on the NYSUT Rubric that drives the instructional classroom expectations and school-wide accountability • Use a program that standardizes the instructional practices of the school, while emphasizing instruction on writing to learn, inquiry, 	<p>APPR scores of Teachers</p>	<p>Semesterly</p>	<p>Principal Assistant Principal</p>
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	<p>collaboration, organization, and reading to learn in all content areas</p> <ul style="list-style-type: none">• Administer a teacher professional development survey to target the needs of the teachers• Based upon the survey results, provide targeted professional development for teachers to support school-wide common programmatic expectations			
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Goal #4: Increase the use of data to drive instruction

Focus Area	Strategies	Indicators of	Time Lines	Responsibility
<p>Create a PLC (Professional Learning Community) focused on the Early Learning Intervention Model that will provide the forum for all school based teams (School-Based Leadership Team, School-Based Instructional Team, Student Support Team (SST) to analyze data to drive instruction and intervention</p>	<ul style="list-style-type: none"> • Hire an Instructional Coach to monitor data, support implementation of the Early Learning Intervention model, and support the classroom teacher as a resource of best instructional practices, data driven instruction and professional development • School-Based Instructional Team (SBIT) will establish a system for collecting, organizing, and summarizing student data • School-Based Leadership Team (SBLT) will ensure that formative and summative assessments are administered on time and appropriately • The Instructional Coach will ensure that resultant data is analyzed on a regular schedule • Build the capacity of all school based teams to analyze student-level data and use it to inform instruction and intervention • Student Support Team will present discipline data at faculty meetings 	<p>School based teams' meeting schedules, meeting minutes, data collection and review plans, data analysis protocols, school administration observations and one-on-one meetings with teachers,</p>	<p>Monthly</p>	<p>School-based teams</p>

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<p>Teachers at every grade level will develop and implement a plan for using data to provide feedback to students.</p>	<ul style="list-style-type: none"> • Hire an Instructional Coach to monitor data, support implementation of the Early Learning Intervention model, and support the classroom teacher as a resource of best instructional practices, data driven instruction and professional development • School-Based Instructional Team (SBIT) will establish a system for collecting, organizing, and summarizing student data • School-Based Leadership Team (SBLT) will ensure that formative and summative assessments are administered on time and appropriately • The Instructional Coach will ensure that resultant data is analyzed on a regular schedule • Provide professional development for teachers on the collection and use of data for instruction, intervention and student and parent communication/feedback • Build school wide accountability and capacity through individual teacher /administrator data meetings • Revise the school master schedule to provide embedded collaborative professional learning community time • Provide extended collaborative professional learning community time after school and on weekends • Conduct staff professional development on effective feedback to students 	<p>Teacher created developmentally appropriate plans for using data to provide feedback to students, school administrations and observations and one-on-one meetings with teachers.</p>	<p>Monthly</p>	<p>Teachers</p>
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Appendix 13

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

Focus Area	Strategies	Indicators of	Time Lines	Responsibility
Increase the number of parents actively participating and engaged as partners in student learning by 25% school-wide, each year.	<ul style="list-style-type: none"> Conduct staff professional development on, and use of, Class DOJO, to increase communication with parents and guardians Increase the number of parents signed on to the Class DOJO system Increase the number of teachers using DOJO on a weekly basis Create and implement the distribution of weekly correspondences and a monthly, school-wide newsletter Increase the communication with the ENL students and families through school documents translated in native languages Create incentives to reward teachers for improving student achievement Host a parent engagement or involvement activity at minimum, quarterly 	Number of parents using Class DOJO	Quarterly	Principal
		Number of teachers using Class DOJO	Monthly	Principal
		Number of parents receiving monthly/weekly school correspondences	Weekly, Monthly	Assistant Principal
		Attendance of parents and or guardians at parent engagement/involvement activities	Quarterly	Clerk

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<p>Reduce student major Office Discipline Referrals (ODR's) by a minimum of 5% per year</p>	<ul style="list-style-type: none"> • Conduct staff professional development on, and use of, Class DOJO, to increase communication with parents and guardians • Increase the number of parents signed on to the Class DOJO system • Increase the number of teachers using DOJO on a weekly basis • Provide Positive Behavior Interventions and Supports (PBIS) for students to proactively address student behavior • Increase communication between school and home • Implement reflective practices from Restorative Justice methodologies to encourage alternative, positive behaviors • SST will create a system for student classroom disruptions 	<p>ODR Data</p>	<p>Weekly, Monthly, Quarterly</p>	<p>Assistant Principal, PBIS Team</p>
<p>Increase student daily attendance from 87.7% to 92.7% by the end of the 2020-2021 school year.</p>	<ul style="list-style-type: none"> • Provide PBIS for students to proactively address student behavior and learning issues. • Offer Extended Learning Time (ELT) for students who are performing below grade-level standards • School leaders will conference with the parents or guardians of students who have been classified as severe or chronic absenteeism or tardiness in past school years to offer support and or referral to appropriate services • Create and implement of a monthly, school-wide newsletter • Improve the school culture by offering spirit week, holiday programs, school-wide events, and awards assemblies 	<p>Attendance data</p>		

Attachment #14: Early Wins and Focused Strategies

Goal	Early Wins	Focused Strategies
<p>Goal #1: Increase student achievement in ELA through a balanced literacy approach</p>	<ul style="list-style-type: none"> ● Increase in DIBELS Next composite scores ● Increase in Computer-based online diagnostic assessment scores ● Teachers use of ELA intervention model ● Teacher creation and administration of two (2) common formative assessments (CFA's) ● Creation of school-wide writing assessments ● Creation of a scoring rubric ● Instructional Coach preliminary data reports 	<ul style="list-style-type: none"> ● Hire an Instructional coach ● Reduction in Kindergarten class size ● Placement of Teacher Assistant in every PreK classroom ● Placement of two (2) Teacher Assistants in Kindergarten grade-level ● Balanced literacy backward mapped Unit 1 of the Journeys Curriculum at every grade level with a central focus on PreK through 2nd grade. ● Staff professional development - rigorous instruction, Data Driven Instruction ● Creation and administration of CFA's ● Purchase and supply PreK through 1st grade with iPads and apps ● Purchase and implement a computer-based, online testing system ● Staff professional development - computer-based online testing system ● Hire an Instructional Technology Coach ● Embedded professional development for teachers and teacher assistants on early learning interventions ● Start of Extended Learning Time (ELT)
<p>Goal #2: Increase student achievement in Math through the use of a CCLS aligned, computer-based online diagnostic, screening, and individualized practice system</p>	<ul style="list-style-type: none"> ● Increase in achievement on school-wide math fluency checks and sprints ● Increase in achievement in Circles 	<ul style="list-style-type: none"> ● Embedded professional development for teachers and teacher assistants on early learning interventions ● Hire an Instructional coach ● Reduction in Kindergarten class size

	<ul style="list-style-type: none"> • Creation and administration of two (2) Teacher- created Common Formative Assessments (CFAs) • Engage NY End of Module Assessments • Increase in achievement of computer-based online diagnostic assessment scores • Teachers use of Math intervention model • Instructional Coach preliminary data reports 	<ul style="list-style-type: none"> • backward mapped Module I of the EngageNY at every grade level with a central focus on PreK through 2nd grade • Staff professional development - rigorous instruction, Data Driven Instruction • Creation of CFA's and summative assessments • Purchase and supply PreK through 1st grade with iPads and apps • Purchase and implement a computer-based, online testing system • Staff professional development - computer-based online testing system • Hire an Instructional Technology Coach • Review and analyze the NYS Math Assessment data of grades 3 and 4 to determine current student achievement and standards that can be spiraled down to grades PreK through 2nd • Create and use grade-level student formative and summative assessments, with a focus on grades PreK through 2nd • Implementation of school –wide, PreK through 4th grade daily fluency checks and sprints • Start of Extended Learning Time (ELT) • Implement instructional strategies that would increase student cognitive engagement and writing in mathematics
<p>Goal #3: Create school structures and systems that support instruction and maximize cognitive student engagement.</p>	<ul style="list-style-type: none"> • Increase in overall academic achievement • Begin Teacher of the Month program (teacher-based incentives) 	<ul style="list-style-type: none"> • Retain, hire, and develop teachers • Hire an Instructional coach • Reduction of the Kindergarten class size • Placement of Teacher Assistant in every PreK classroom

	<ul style="list-style-type: none"> • Weekly walk-throughs and data from such • Teachers assisting students will setting and monitoring learning goals • Teacher attendance at professional development session • Increase in the number of Teachers implementing non-negotiable, school-wide instructional strategies • Instructional Coach preliminary data reports 	<ul style="list-style-type: none"> • Placement of two (2) Teacher Assistants in Kindergarten grade-level during ELA • School schedule revisions • Creation of incentives to reward teachers for improving student achievement • Provide on-site professional development targeting instructional best practices and identifying teacher leaders • Provide extended collaborative professional learning community time after school and on weekends • Implementation a comprehensive induction program for new teachers assigned to the building • Teacher provide students with feedback based on DDI and assist with setting learning goals • Offer Extended Learning Time (ELT) for students who are performing below grade-level standards
<p>Goal #4: Increase the use of data to drive instruction</p>	<ul style="list-style-type: none"> • Increase in overall academic achievement • Creation of the data collection, organizing and summary system • Instructional Coach preliminary data reports • School-based teams meetings, minutes, data analysis • Creation of grade-level student feedback plans • Teacher attendance at professional development sessions 	<ul style="list-style-type: none"> • Hire an Instructional Coach • School-Based Instructional Team (SBIT) establishment of a system for collecting, organizing, and summarizing student data • School-Based Leadership Team (SBLT) ensuring the regular and timely administration of formative and summative assessments • The Instructional Coach analyzing data on a regular schedule • Training of all school based teams to analyze student-level data and use it to inform instruction and intervention • Student Support Team present discipline data at faculty meetings

	<ul style="list-style-type: none"> • Increase in teacher attendance 	<ul style="list-style-type: none"> • Embedded collaborative professional learning community time • Professional development for teachers on the collection and use of data for instruction, intervention and student and parent communication/feedback
<p>Goal #5: Establish a school culture focused on achievement and engage families as partners in their children's learning.</p>	<ul style="list-style-type: none"> • Increase in student attendance • Creation and distribution of monthly newsletter and weekly reminders • Decrease in the number of Office Discipline Referrals (ODRs) • 100% of the teachers have Class DOJO setup for their classroom • 25% of the parents signed up for Class DOJO • Creation of student disruption prevention/response system • Parent/guardian attendance at Open House, Title I night, Student Awards Ceremony • Host quarterly stakeholders event • Implementation of Spirit Week and School activity • PBIS Team meetings, minutes, data analysis 	<ul style="list-style-type: none"> • Conduct staff professional development -Class DOJO • Provide Positive Behavior Interventions and Supports (PBIS) for students • Increase communication between school and home • SST will create a system to address student classroom disruptions

Appendix #15: Leading Indicators

Leading Indicators	Collection Method (When, How, Who)	Analysis (How, Who)	Reporting (How, To Whom)
DIBELS Next Scores (progress monitoring)	Teachers conduct progress monitoring for each student based on their achievement level. Benchmark (on grade level) students are progress monitored on a monthly basis, students who are Strategic are monitored bi-weekly. Students who are Intensive (well-below grade-level) are monitored weekly.	Teachers will input the data from progress monitoring and the DIBELS Next system will suggest a prescriptive intervention plan based on the students results. The teacher will also compare the suggested plan to that of the District.	Teachers will report the data and suggested plan of intervention during grade-level meetings on a monthly basis using the data-dialogue protocol. The data will also be discussed at the bi-weekly School Based Inquiry Team meetings as well to ensure the appropriate interventions were implemented.
Computer based online diagnostic and screening system	Teachers will assign and setup bi-weekly online diagnostic activities for each student in the diagnostic and assessment system. The system will put the students into groups based upon their performance.	Dependent upon the group, specific activities will be assigned to each group based upon performance. The teacher has the capabilities to setup intervention activities as well. The system will adapt the difficulty of the activities based upon the student's response. The system will guide the student through various activities, increasing in difficulty and progressing in grade levels to accurately diagnose the student.	Teachers will report the data and suggested plan of intervention during grade-level meetings on a monthly basis using the data-dialogue protocol. The data will also be discussed at the bi-weekly School Based Inquiry Team meetings as well to ensure the appropriate interventions were implemented.

<p>Student Attendance</p>	<p>On a weekly basis the guidance counselor will gather the attendance trends for the week.</p>	<p>The attendance report will highlight trends in absenteeism and tardiness by grade level and by student. With the help of the SST, appropriate interventions will be put into place based upon the report.</p>	<p>The data will be reported to and discussed by the SST, parent facilitator, and principal. Monthly data highlighting grade-level trends will be reported in the monthly newsletter to parents and guardians by the parent facilitator. Weekly data grade-level trends will be presented in the internal weekly correspondence. The monthly data will also be posted on the school's data wall.</p>
<p>Office Discipline Referrals (ODR)</p>	<p>On a weekly basis the assistant principal will gather the ODR report.</p>	<p>The ODR will highlight trends in classroom removals, short-term suspensions and long-term suspensions by grade level and student. With the help of the SST and the PBIS team, appropriate interventions for students will be put into place based upon the report.</p>	<p>The data will be reported to and discussed by the SST, the PBIS team, parent facilitator, and principal. Monthly data highlighting grade-level trends will be reported in the monthly newsletter to parents and guardians by the parent facilitator. Weekly data grade-level trends will be presented in the internal weekly communication to the staff. Monthly data highlighting grade-level and individual student trends will be reported at the monthly faculty meeting by the SST. The monthly data will also be posted on the school's data wall.</p>

<p>Instructional Practices</p>	<p>On a weekly basis the principal and assistant principal will conduct school-wide walk-throughs to observe the instructional practices in the building. The school-specific "Look For" document will be used to identify the school-wide instructional practices that expected to be implemented in every classroom.</p>	<p>The principal and assistant principal will compile their results and analyze such at the close of each week to identify the number of teachers implementing the non-negotiable and research-based instructional strategies of instructional rigor, data-driven instruction, and early learning intervention.</p>	<p>The data will be reported to the SBLT, SBMT, and staff. Weekly data trends will be discussed in the internal weekly communication to the staff. Bi-weekly data will be discussed at the SBLT meetings to identify teachers in need of additional support. Monthly data trends will be discussed at the SBIT meetings to verify alignment with the SIG. Monthly data trends will be discussed at the SBMT meetings to confirm alignment with the DTSDE rubric.</p>
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Buffalo Public Schools

Grants Development Department

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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

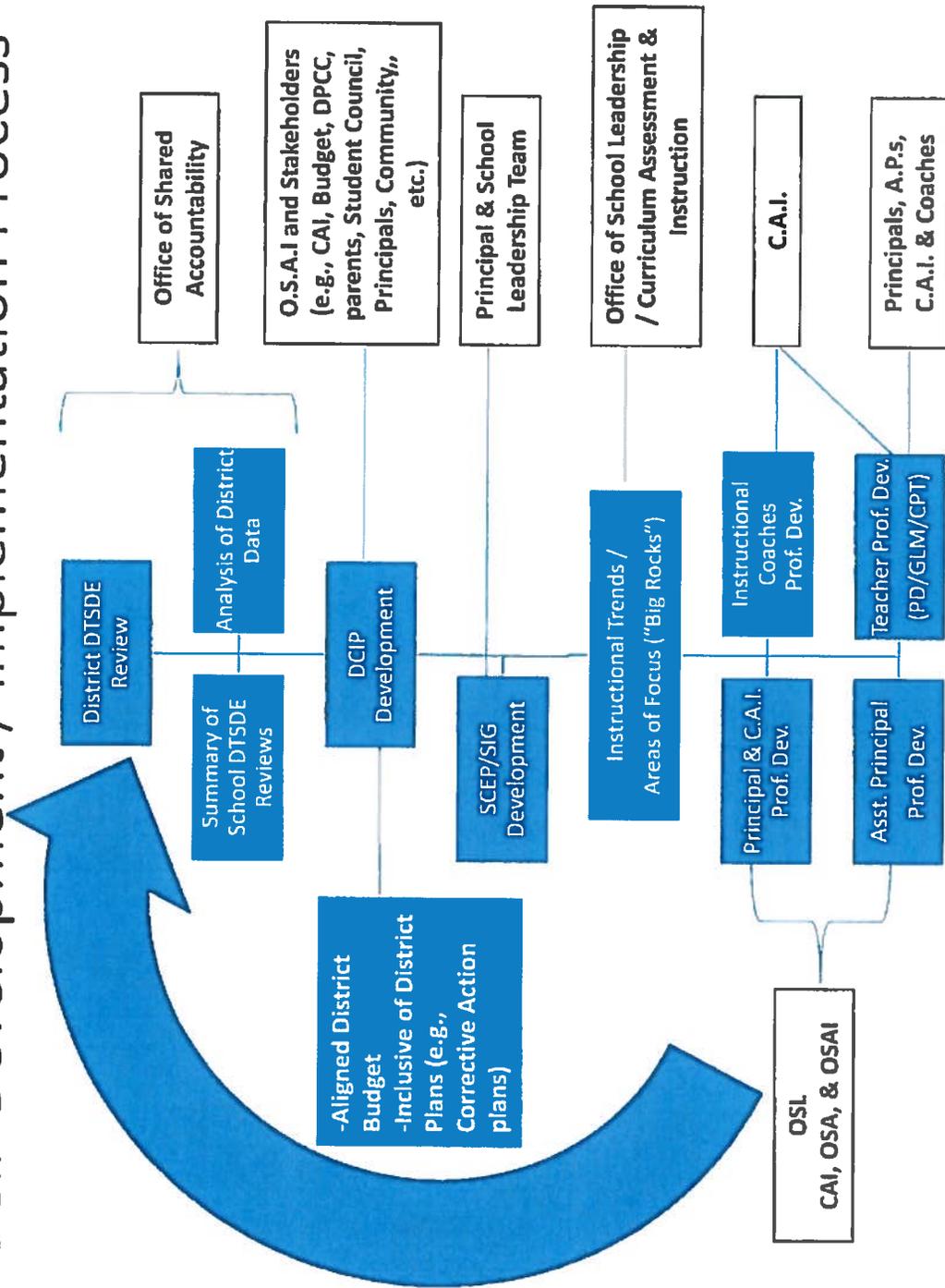
SERVICES FOR OUR NEEDIEST CHILDREN AND FAMILIES

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

BUFFALO PUBLIC SCHOOLS – OFFICE OF SCHOOL LEADERSHIP

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

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

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

Attachment E – Supporting Labor Management Document



Buffalo Public Schools

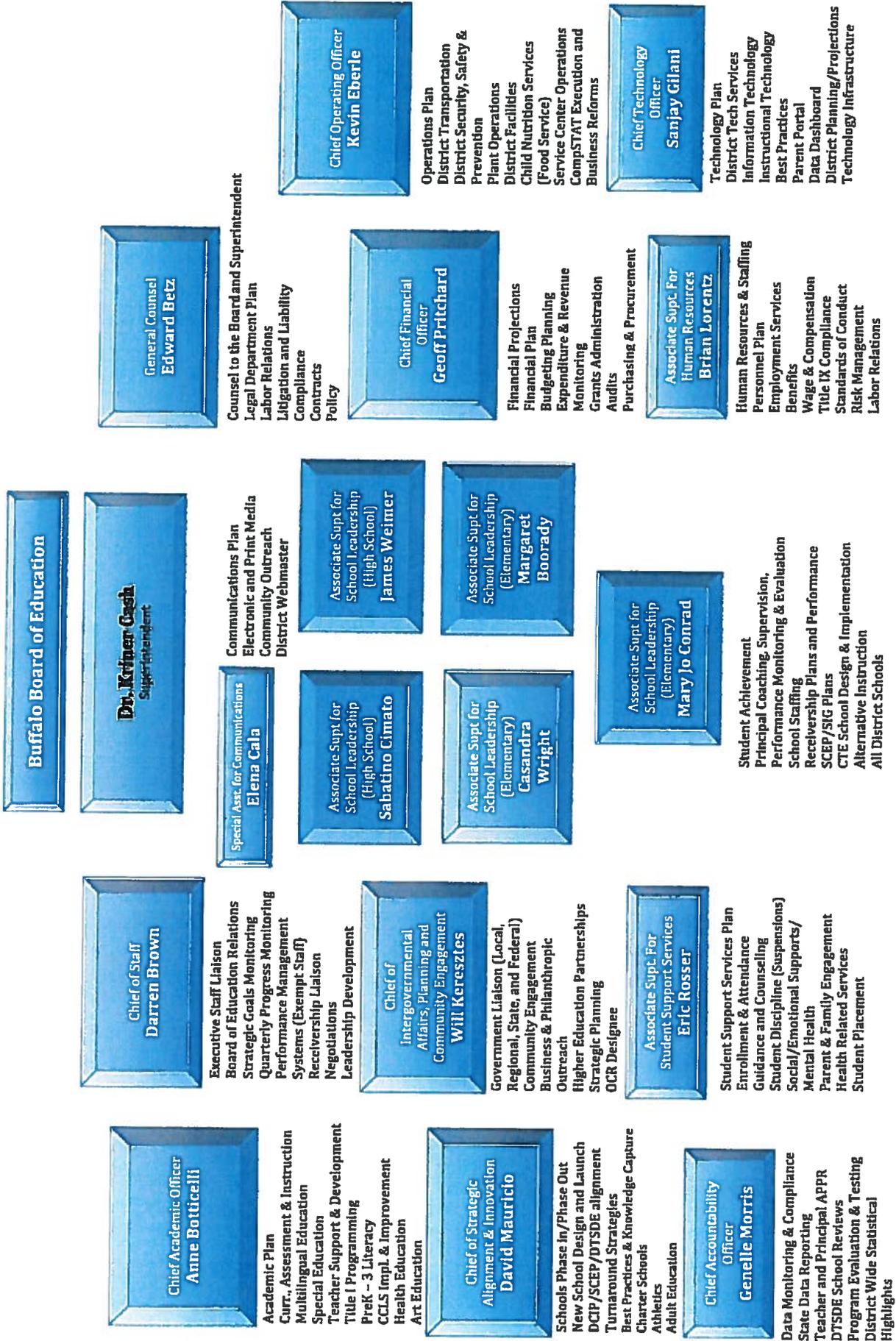
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Supporting Labor Management Document

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

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

APPENDIX F



Appendix G- Support and Accountability for Priority Schools Timeframe

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

Appendix G- Support and Accountability for Priority Schools Timeframe

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

Appendix H - District-wide Training Programs – Teacher Capacity

July 1, 2016 – June 30, 2017

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