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			**140600010000**
Lead Contact *(First Name, Last Name)*			
Diane Cart			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Director of Grants	**(716) 816-3625**	**(716) 851-3554**	**BPSGrants@buffaloschools.org**
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
#307 East High School			**14060001 0307**
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
9 – 12			**3605850 05601**
Total Number of Students Served by the Priority School Identified in this Application			**School Address *(Street, City, Zip Code)***
377			**820 Northampton Street Buffalo, NY 14211**

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

Turnaround	Restart	Transformation	Closure
☐	☒	☐	☐

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, 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 changedcircumstances.

CHIEF ADMINISTRATIVE OFFICER

Signature (in blue ink) Pamela C. Brown

Date 2-27-14

Type or print the name and title of the Chief Administrative Officer

Dr. Pamela C. Brown, Superintendent of Schools

DO NOT WRITE IN THIS SPACE

RECEIVED
FEB 28 2014
CONTRACT ADMINISTRATION

Buffalo Public Schools

Grants Development Department

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

Dr. Pamela C. Brown
Superintendent

Director
Diane Cart

Supervisor
Essie Whalen

Project Administrators
Holly Dickinson-Erwin
Danielle Schwanekamp

Program Support
Anthony Battaglia
Karen Zimicki

February 28, 2014

[illegible] ORIGINAL

New York State Education Department
Contracts Administration Unit, 501 W EB
89 Washington Ave
Albany, New York 12234

Attn: Nell Brady, RFP #TA-14

Dear Ms. Brady:

Enclosed please find the original and one copy of the Buffalo City School District's application for SIG Cohort 5 2014 – 2017 for *#307 East High School (Restart).*

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

Thank you for your continued support.

Sincerely,

Diane B Cart

Diane Cart

DC/kaz

Enclosures

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

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CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) Dr. Tamara Branch	Date 02-14-2014
Type or print the name and title of the Chief Administrative Officer **Dr. Tamara Branch, Superintendent**	
DO NOT WRITE IN THIS SPACE	

SIG SUBMISSION CHECKLIST - *Turnaround, Restart,* and *Transformation Models*

Documents for Submission	*Checked – applicant*	*Checked – SED*
Application Cover Sheet *(with original signatures in blue ink)*	☒	☐
Proposal Narrative *(Including District-level Plan, School-level Plan)*	☒	☐
Attachment A Consultation and Collaboration Form	☒	☐
Attachment B School-level Baseline Data and Target Setting Chart	☒	☐
Attachment C Evidence of Partner Effectiveness Chart	☒	☐
Attachment D Budget Summary Chart	☒	☐
FS-10 Form for Year-One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	☒	☐
Budget Narrative	☒	☐
Memorandum of Understanding *(only if proposing a Restart model)*	☒	☐

M/WBE Documents Package (containing original signatures)

☐ Full Participation ☐ Request Partial Waiver ☐ Request Total Waiver

Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	☐	☐	☐
M/WBE 100 Utilization Plan	☐	☐	N/A
M/WBE 102 Notice of Intent to Participate	☐	☐	N/A
EEO 100 Staffing Plan and Instructions	☐	☐	☐
M/WBE 105 Contractor's Good Faith Efforts	N/A	☐	☐
M/WBE 101 Request for Waiver Form and Instructions	N/A	☐	☐

SED Comments:
Has the applicant submitted all of the documents listed above? ☐ Yes ☐ No

Reviewer: _____ **Date:** _____

I. District Level Transformation Plan – Buffalo City School District

A. District Overview –

i. Theory of Action and Key District Strategies

ii. District Approach

Provide a clear and cogent district approach and set of actions in supporting the turnaround of it's lowest achieving schools and its desired impact on priority schools

iii. District Readiness

Describe evidence of district readiness to build upon its current strengths and identify opportunities for system wide improvement in its Priority Schools

When Superintendent Pamela Brown joined the Buffalo City School District (BCSD) team, this district was at a critical point in its evolution. The number of Priority schools had grown exponentially, resulting in the designation of BCSD as a focus district with more than 45 percent of its schools in Priority status. Deteriorating union relationships and the lack of an annual professional performance review and signed memorandum of understanding prevented the district from receiving millions of dollars in state and federal funds. This situation prevented much-needed resources from flowing to the schools and students most in need.

Much progress has been made in the 18 months since Dr. Brown assumed leadership of this district.

At the conclusion of her first year as superintendent of BCSD, Dr. Brown shared the results of a collaborative community engagement process that produced a strategic plan for the district. This plan embodies Superintendent Brown's vision for BCSD, which is guided by the commitment to a world-class education for every child. Through the strategic planning process, the BCSD community articulated commitments and core beliefs that now guide the district's supports to Priority schools and its accountability processes. See Attachment D1 for the strategic plan.

While the district strategic plan was being finalized, the superintendent also was finalizing a central office reorganization. A key component of this reorganization was the establishment of the Office of School Leadership to serve as a one-stop shop to support and monitor the progress of Priority schools.

Dr. Brown knows that dramatic change results from a laser focus on key strategies that will have an impact on instruction and learning. Working with the chiefs of school leadership, she identified "Three Big Rocks" to govern the work of the Office of School Leadership. These strategies are rooted in observing instruction, using data, and collaborating. As this grant application details, leadership and instructional capacity are being built through a series of training sessions and job-embedded coaching as well as through site visits for progress monitoring and improvement.

The district is not just ready to engage, it is moving full steam ahead. In addition to the reorganization of the Office of School Leadership, critical improvements have occurred in the

Office of Curriculum, Assessment and Instruction; Office of Strategic Alignment and Innovation; Office of Talent Management; and Office of Finance and Operations. For the first time, there is a districtwide curriculum, coupled with common formative assessments to support the implementation of the Common Core Learning Standards (CCLS). Through the Office of Strategic Alignment and Innovation, the district continues to implement the Diagnostic Tool for School and District Effectiveness (DTSDE) and provide supports for data-driven instruction. As the application details, the Office of Talent Management's services have been restructured to provide more support to schools and school leaders are empowered to be more active in their staff selections. The Office of Finance and Operations rolled out a new school-based budgeting process to provide schools with more autonomy in the management of their resources.

At the start of the 2014–15 school year, BCSD was operating with a new structure designed to deliver the supports, resources, and systems that schools need to provide all students with a world-class education.

B. Operational Autonomies

i. Operational Autonomies

Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.

ii. Adopted BOE Policies

Provide as evidence, formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.

iii. Labor Management

Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

During the past year, BCSD made significant progress in creating more autonomies for all of its schools. This progress was driven by Superintendent Brown's belief that there are important differences in school communities and needs that require differentiated support by the central office. As a result, school budgeting and staffing processes were restructured to provide more autonomies for school leaders and centralized supports and monitoring of schools under the Office of School Leadership.

Staffing: For years, principals had little involvement in the selection of staff for their schools. Staffing needs would be communicated to central office, and content directors would screen and assign staff to schools. The function of the Office of Human Resources (now Talent Management) was simply to process paperwork. A new, comprehensive approach to hiring is in place that gives the responsibility for screening and selecting staff to the school principal. To support principals through this transition, American Institutes for Research (AIR) provided training to all principals in August 2013 on turnaround competencies for teachers, based on the work of Public Impact.

School-Based Budgeting: Also in the past year, BCSD implemented a new school-based budgeting system rooted in the belief that school funding and other resources should be differentiated based on students' needs. In addition to collaborating with other district offices, the Chief Financial Officer formed a Staffing/Student Funding Committee to provide advice and guidance during this process. The committee met on the following dates: November 19, 2012, January 7 and 28, 2013, and February 11 and 22, 2013. The committee continues to meet monthly during the 2013–14 school year. This collaborative process trickled down to the school level as well. Part of the budgeting process involves the principals engaging with the Site Based

Management Teams for each school. These teams include a cross-section of the school community including parents and students.

The central office allocates differentiated school funding based on the following key factors: projected student enrollment, special education student population, English language learner (ELL) student population, school configuration (elementary, K–8 model, middle, or high school), teacher-student ratios by grade configurations, and specialty school or program status. According to state mandates and the collective bargaining agreement, certain staffing levels must be adhered to; these are described in the attached School Based Budget Development Guide (Attachment D2).

The 2013–14 budget year was the first of a three-year phase-in process for site-based budgeting. Year 1 will bring transparency and equity to the process with greater central office support. School autonomy will be earned in later phases and in higher performing tiers as capacity and data systems are implemented. In February and March 2013, the district held transition meetings with principals and a voluntary tutorial was offered. Schools also received resources to help them develop their budgets. In April and May, each principal met with the community superintendent (now chief of school leadership), the director of staffing for budget, and the subject-area directors to review their budgets and school data to support their decisions. A survey was conducted to inform continued improvements to this process, and the results are being addressed.

Use of Time During and After School

The superintendent intends to build on the success of the district's afterschool programs and is actively exploring options to improve the use of instructional time during the school day. With respect to afterschool programs, the district's model includes an academic focus (intervention and enrichment) and an emphasis on strategies that support a whole-child approach to learning. BCSD is currently seeking to hire a director of extended learning to coordinate the delivery of high-quality, curriculum-based afterschool educational activities that are aligned with the CCLS and that support college and career readiness. (See Attachment D3 for details.)

During the grant-writing process, school leaders expressed a desire to improve upon the use of instructional time but were frustrated with union requirements and their own inexperience. This provides an excellent illustration of the type of support that the district can provide through the Office of School Leadership. Three specific options are in development or are already available.

First, early-start schools can request to move to a late start. Under this model, teachers continue to arrive at the earlier time and can be compensated for that extra time. Cost savings from the change in the transportation schedule would offset the increased expense of paying teachers for the extra time worked. Currently, one of the seven schools in SIG Cohort 5 is actively investigating this option and engaged in conversations with the teachers union. The other six schools in Cohort 5 are already late-start schools. This model can provide time for meaningful professional development and team collaboration. Students also may directly benefit through extended learning opportunities for remediation prior to the official start of the school day.

The second option is rooted in research that finds common planning time can have a dramatic impact on improving instruction. The district will engage with teachers and union representatives on a proposal that gives teachers the option to combine their preparation time during the school day into a longer common planning time. Through this combination of time, teachers would have

60 minutes per cycle. The increase in time will allow for the implementation of meaningful discussions, data review, professional development, planning, and reflection. Teachers would be compensated for their preparation period as this time is a part of their contract. SIG funds would cover this additional expense of one half-hour block per week.

The third approach under consideration is to hire an expert to support school leaders in developing a master schedule that has a more positive impact on instruction and learning. Research is clear that the master schedule is a critical component of student learning. However, principals and district staff often approach master schedule planning from a student-centered perspective that focuses on students' coursework needs. Experts with school leaders to take a more balanced approach that, with small changes, can have a big impact. Optimizing the use of master scheduling, schools will learn to use the hours within an instructional day more effectively. The expert will take Priority schools through a yearlong process of developing, implementing, and revising a master schedule based on progress monitoring data.

Program Selection: Because instructional programming is fundamental to every school's success, the district will retain a lead role in determining the core instructional programs at each school. BCSD selected Journeys/Senderos as its core curricular program for English language arts (ELA) in Grades K–6. However, with SIG funding, schools will have resources to secure materials for supplemental programs in order to realize their unique visions. Schools indicated that they need assistance in identifying appropriate partners, and the district is responding to that request for support. As a first step, during planning meetings to support schools in developing their school-level plans, district staff shared information available from the state on nationally recognized vendors. In addition, through an external-provider screening process, BCSD is creating its own approved provider list that is aligned to schools' strategic plans.

Educational-Partner Selection: School leaders have the autonomy to select their own partners, and the district is supporting them by establishing a vetting process to create a list of approved providers. In fall 2013, the district released a request for proposals (RFP) to identify external providers interested in partnering with Priority schools on professional development and school improvement services. The process of creating an approved provider list is a response to schools' requests for assistance with selecting appropriate partners. Representatives from each Priority school in SIG Cohorts 4 and 5 were asked to participate in the review process. After the proposals were reviewed and scored, a final list of approved vendors was identified. It is important to note that vendors were not required to be full solution providers for all categories, therefore the district took into account vendor's primary area of expertise to be fair and equitable. On January 21, 22, 30, and 31, 2014, the district hosted vendor demonstration days to give Priority school leaders an opportunity to learn more about each vendor. Upon award and finalization of contracts, vendors will be required to attend a partner collaboration meeting led by their school principal with the support of their leadership coach. This event will establish program coherence between all parties to ensure lines of communication are formulated and expectations are clearly defined.

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. Senior Leadership

Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

ii. Accountability and Support

Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, and feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

iii. Timeframe

For each planned interaction, provide a timeframe and identify the specific person responsible for delivery

Senior Leadership

BCSD is a focus district, and Superintendent Brown has taken steps to enhance support to schools while holding instructional leaders accountable for results. A key part of her recent restructuring strategy is the establishment of the Office of School Leadership to serve as a one-stop shop for schools. Through this office, Superintendent Brown is building a talented and committed leadership team to partner with her in moving BCSD toward the ambitious goal of preparing all students for success. Principals call one number to have questions answered or receive support across a variety of district functions (e.g., curriculum and instruction, professional development, operations, facilities, technology, human resources, and finance). The chiefs of school leadership also coordinate closely with the Offices of Curriculum, Assessment and Instruction and Strategic Alignment and Innovation. (See Attachment D4.)

Chiefs of School Leadership: The chiefs of school leadership play a crucial role in ensuring that BCSD realizes it mission of college and career readiness for all students in Buffalo. Each chief supervises and supports approximately 15 schools, evaluating the principals and overseeing and supporting all school improvement activities. The chiefs of school leadership serve as strategic partners to the superintendent and other senior leaders in reimagining BCSD as a service-oriented team providing support to schools as the primary unit of change.

The chiefs of school leadership are a primary focus of the district's transition to an earned-autonomy model for schools. This model is being phased in during the next three years, with the goal of providing schools with the flexibility necessary to serve their students effectively. The chiefs oversee a team of professionals that serve as a one-stop shop for school principals. The supervising principals and directors of school leadership (see the following sections) play a key

role in supporting the chiefs in the execution of the responsibilities of this office, as embodied by the district's Three Big Rocks of Instructional Leadership (further detailed in Attachment D5):

- **Observing Instruction:** Visiting classrooms daily to monitor CCLS instruction and providing descriptive feedback.
- **Use of Data:** Using the Data Driven Instruction process to drive instructional planning and re-teaching.
- **Collaboration:** Fostering collaboration through grade level meetings, common planning time and instructional leadership meetings.

Supervising Principals: Each supervising principal works collaboratively with a chief of school leadership and staff in the Offices of Curriculum, Assessment and Instruction and Strategic Alignment and Innovation to support approximately 15 school principals. This position represents one of the district's key levers for turning around the lowest performing schools with responsibilities focused on improving instructional practices in schools. Instructional supports include but are not limited to support in any core curriculum area, grade-level meetings, common planning time, master scheduling, use of data, curriculum, teacher supervision, documentation, and instructional rounds. Supervising principals will supervise academic and instructional coaches that support 15 to 20 schools and will coordinate with instructional coaches in the Office of Curriculum, Assessment and Instruction.

Director of School Leadership: The director of school leadership is a strategic partner to the chiefs in reimagining BCSD as a service-oriented team providing support to schools as the primary unit of change. Operational support includes but is not limited to issues concerning child abuse in the educational setting, extra help substitutes, budgeting, staffing, finances, daily operations management, and supplies.

Supports for Priority Schools

The Office of School Leadership coordinates the following activities to support and monitor Priority schools:

- The supervising principal makes weekly on-site school visits to build school capacity and support for the school's principal and restructuring team.
- Monthly Priority school principals meetings provide topic-specific supports, based on data, and offer principals a forum in which to share successes and challenges. The agenda for these meetings includes standing items from the Office of Curriculum, Assessment and Instruction. The Office of Strategic Alignment and Innovation also contributes to the agenda with topics related to the implementation of the DTSDE.
- The Office of School Leadership coordinated a yearlong support system created in partnership with AIR, with SIG Cohorts 3 and 4, to develop leadership capacity through the district's Transformation Leadership Learning Network (TLLN). The objective of the TLLN is to enhance the turnaround competencies of building leaders and leadership teams as they work to transform their respective schools. Through the Systemic Supports for District and School Turnaround grant, AIR developed and vetted training on tools and processes that foster habits and institutionalize practices that form the building blocks of successful school turnaround strategies and lead to sustained improvement. The TLLN comprises the following supports:

- A kickoff meeting that focuses on the building blocks of school turnaround for district and school leaders
- Quarterly leadership workshops, designed to build leadership team capacity and to provide "just-in-time" support to meet school leaders' pressing needs
- Monthly individualized non-evaluative coaching visits (1 onsite and 2 virtual sessions) with turnaround principals, focused on implementing the school plan and addressing school-specific issues. For Cohort 5 coaching will be provided by turnaround leadership partner Evans Newton Inc.

Additional supports are provided by the Office of Curriculum, Assessment and Instruction through team learning walks that provide coaching and support for teachers around content and instructional practices. This office also coordinates the delivery of targeted instructional coaching supports to Priority schools through practicum visits facilitated by a district instructional specialist. These visits occur after weekly professional learning community (PLC) sessions to ensure that new learning is operationalized back in the teachers' classrooms.

The Office of Strategic Alignment and Innovation coordinates the district's participation in the New York State Education Department (NYSED) DTSDE certification program. This team includes administrators from the Office of Curriculum, Assessment and Instruction; Office of School Leadership; and Office of Strategic Alignment and Innovation. To support this work, staff created a district capacity plan that includes the a website, monthly newsletters, and professional development on the DTSDE process. The capacity plan also includes checking in with schools to ensure that they are utilizing the reports to drive school initiatives. Site visits help schools prepare for their reviews.

Research for Better Teaching (RBT) provided initial training to staff in the Office of Strategic Alignment and Innovation to strengthen administrators' and teachers' capacities to use data to inform instruction. District staff are continuing those trainings. Through ongoing "Skillful Data Use" professional development, teachers learn how to implement a structured process of collaborative inquiry that increases their ability to use data. Schools data teams work to: (1) build a foundation for collaboration around student performance data, (2) identify student learning problems, (3) verify causes of student learning problems, (4) generate and monitor solutions, and (5) ensure an increase in student achievement. School-based data teams also learn how to lead collaborative inquiry in order to influence the culture of their schools to become places in which data are used continuously, collaboratively, and effectively to improve teaching and learning.

Accountability

BCSD is basing its cycle of planning, action, evaluation, and feedback on the Plan, Do, Study, Act model of continuous improvement. Schools will implement their plans with support from the Office of School Leadership. AIR is collaborating with district leadership to create a formal monitoring system focused on holding schools accountable for results. This process is currently being implemented on a quarterly basis. It is informed through weekly visits with schools that provide just-in-time supports for and serve as informal monitoring activities.

As the district implements the new structure and system, formal quarterly progress monitoring sessions will be held with each school. Once tools and processes have been adopted and implemented, in the 2014–15 school year, the district intends to move from quarterly to monthly

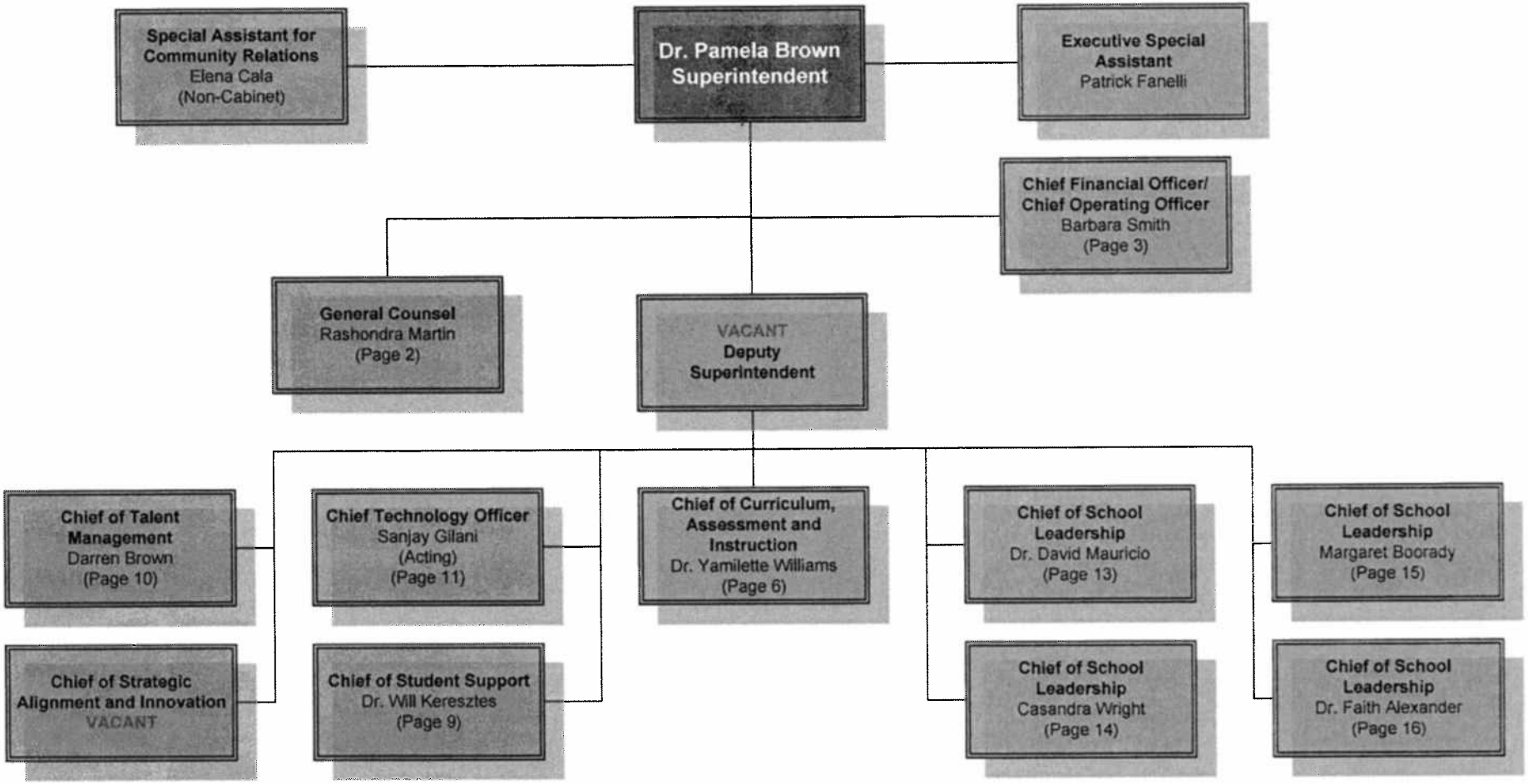
formal monitoring sessions with schools. These sessions seek to provide school leadership teams with guidance in making data-based school improvement decisions grounded in the DTSDE and School Comprehensive Educational Plans. The quarterly progress monitoring sessions are organized around four essential elements:

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

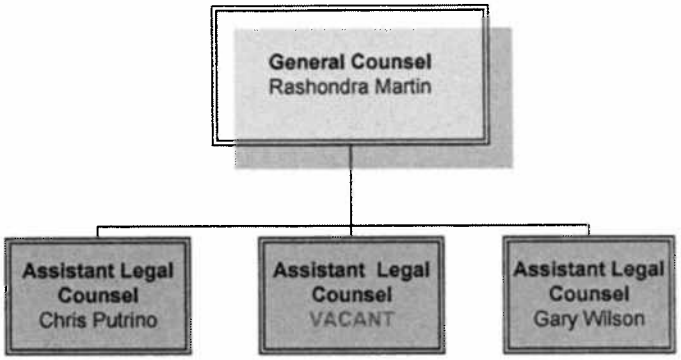
During the quarterly review sessions, principals meet with their chief of school leadership to monitor school strategies and implementation metrics and to problem-solve common challenges. These meetings focus on core strategies for improving student outcomes, as indicated in School Comprehensive Educational Plans or SIG applications. Although the key participants in the sessions are the chief of school leadership and the principal, either may request the participation of other Office of School Leadership staff or additional school leadership team members. (See Attachment D6 for more information.)

Please see Attachment D7 for a detailed explanation of the timeframe and individuals responsible for each planned interaction.

Office of the Superintendent
Executive Staff

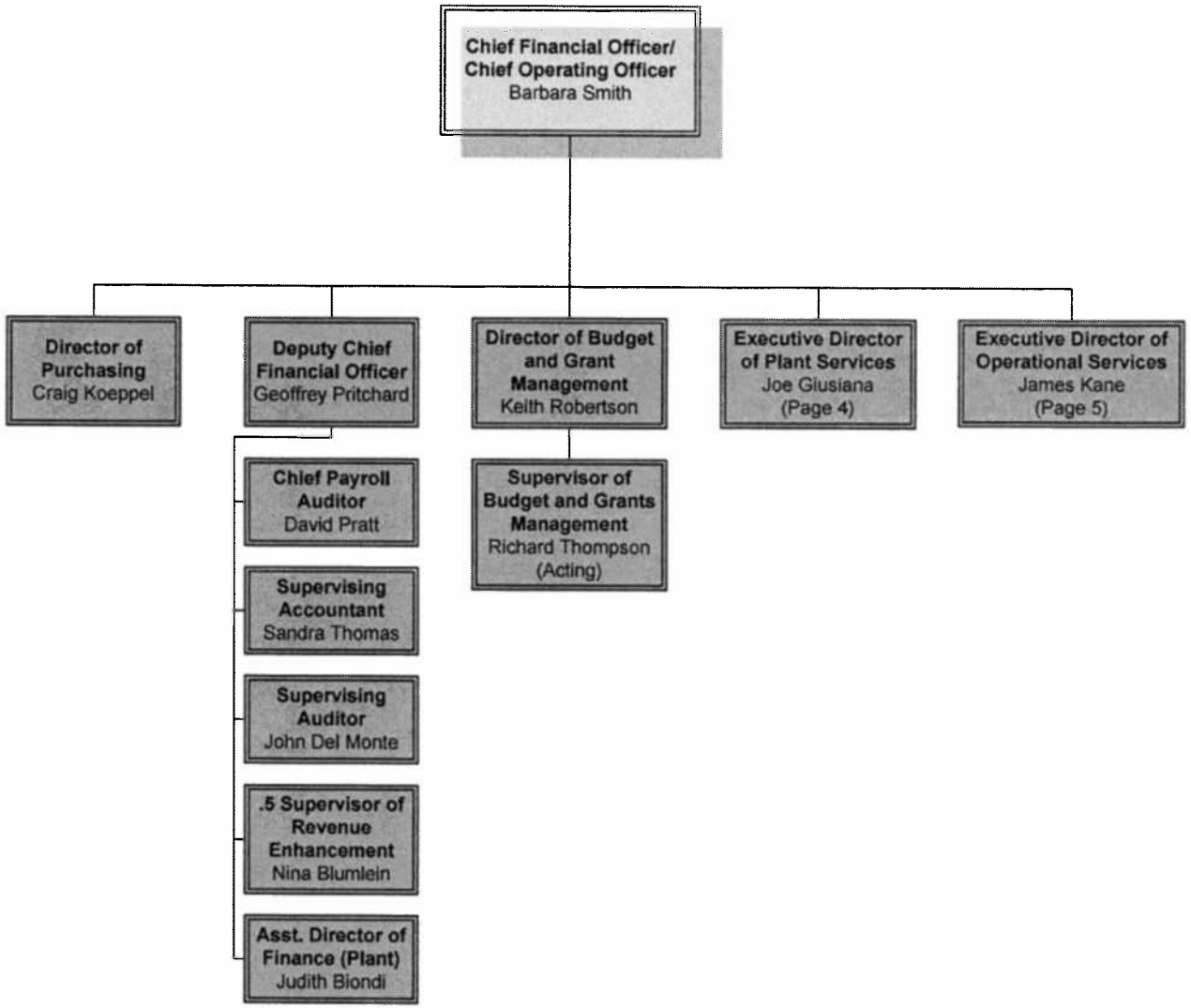


Office of General Counsel

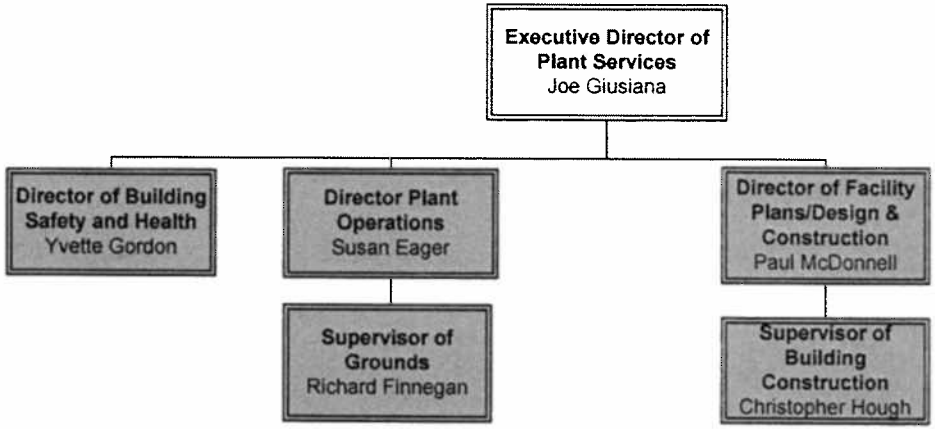


Office of Finance and Operations

Chief Financial Officer/Chief Operating Officer

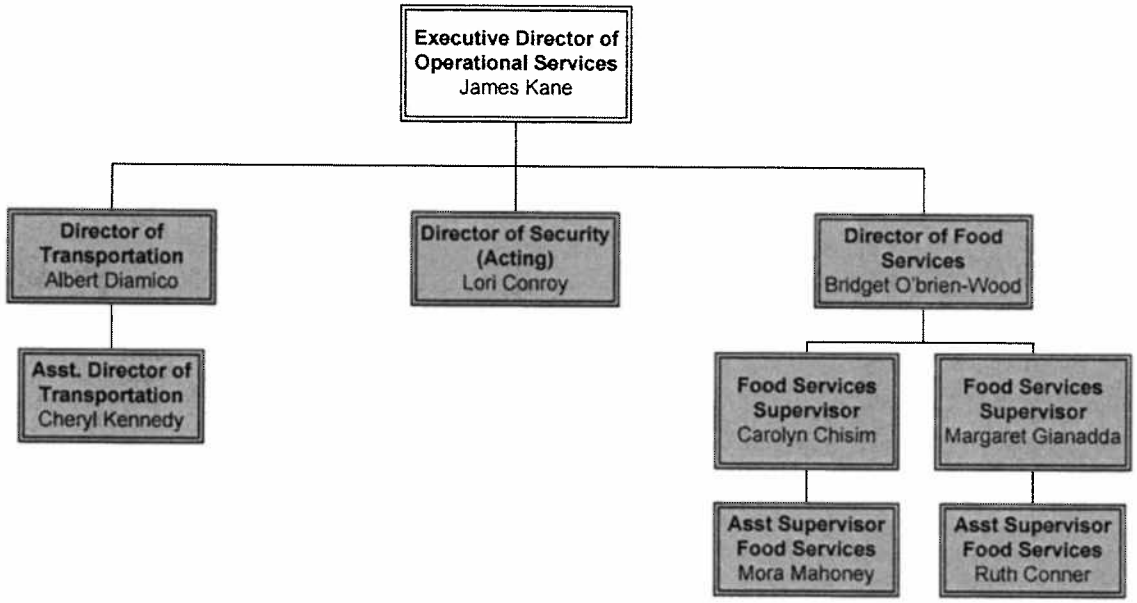


Office of Finance and Operations
Facilities and Grounds (Plant Services)

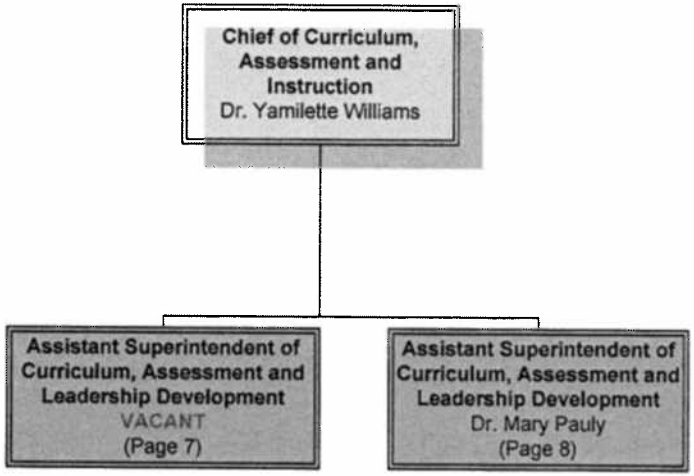


Office of Finance and Operations

Operational Services

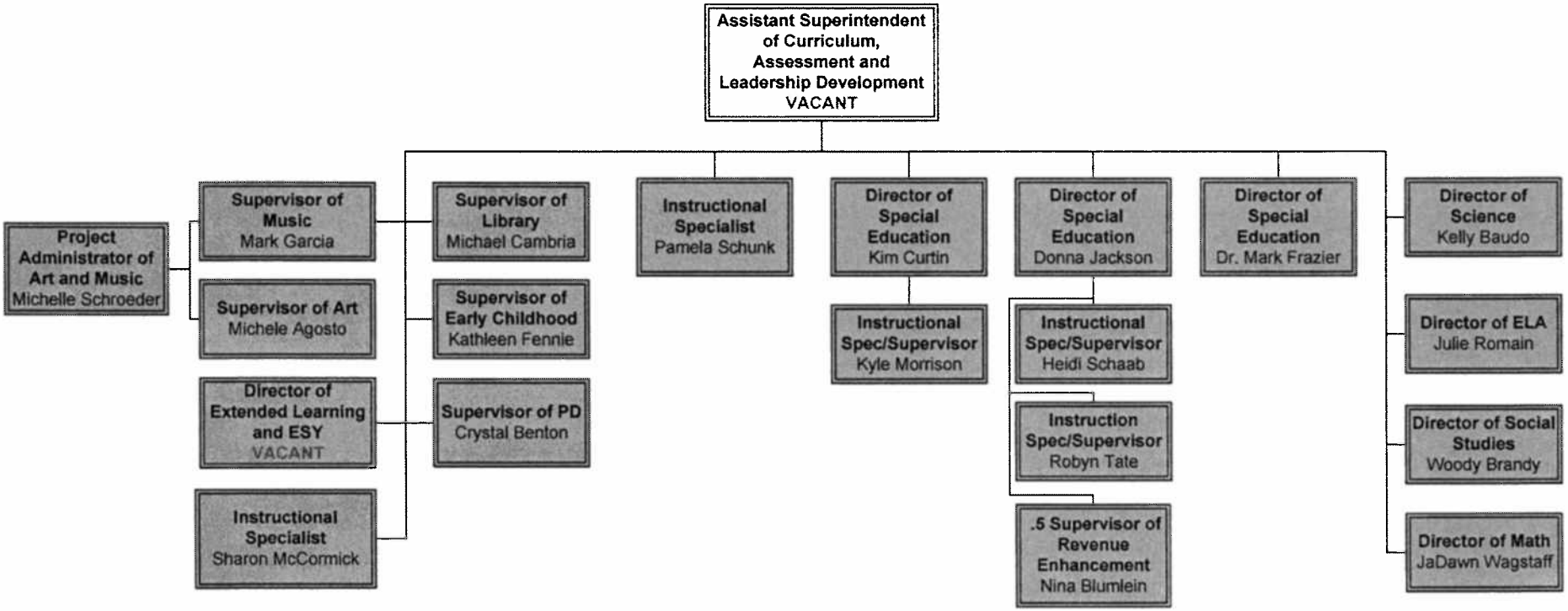


Office of Curriculum, Assessment and Instruction



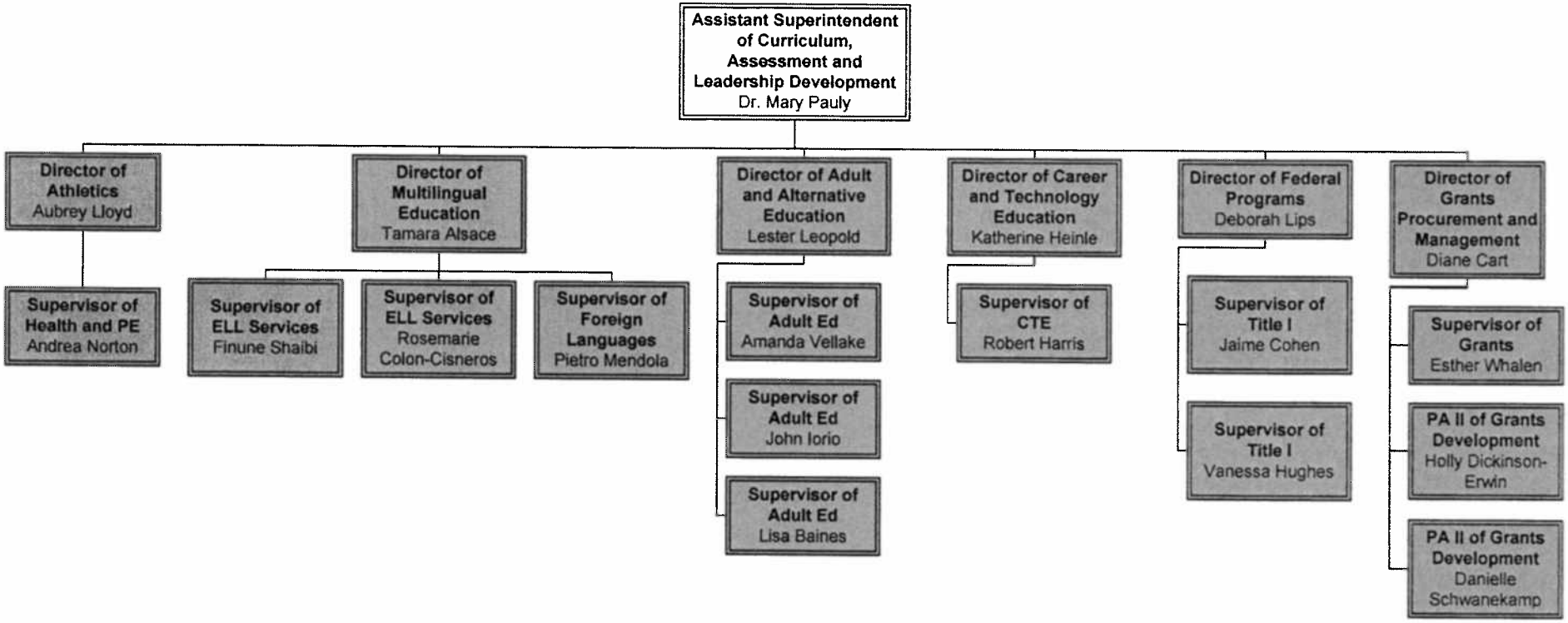
Office of Curriculum, Assessment and Instruction

Curriculum, Assessment and Leadership Development

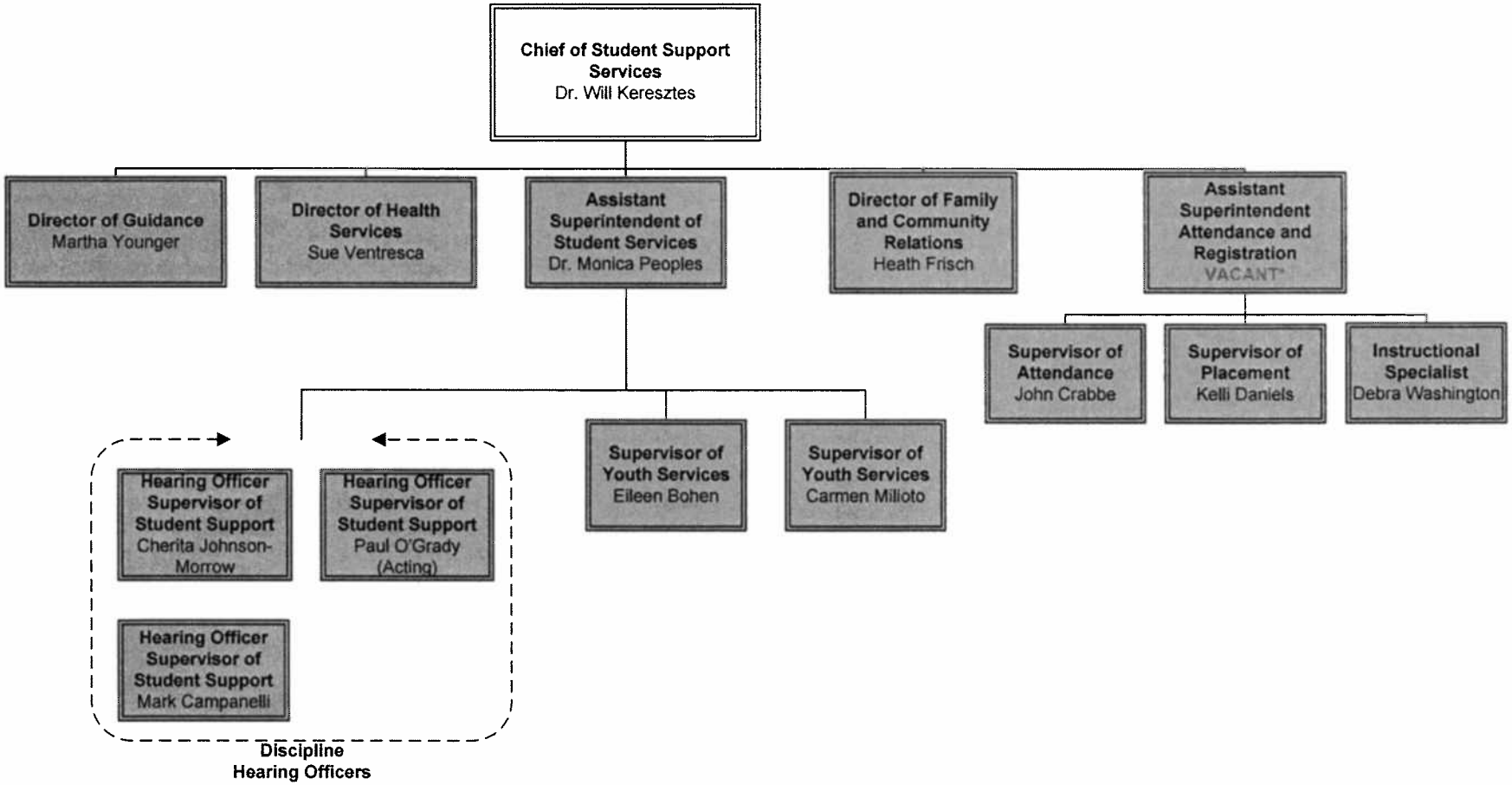


Office of Curriculum, Assessment and Instruction

Curriculum, Assessment and Leadership Development

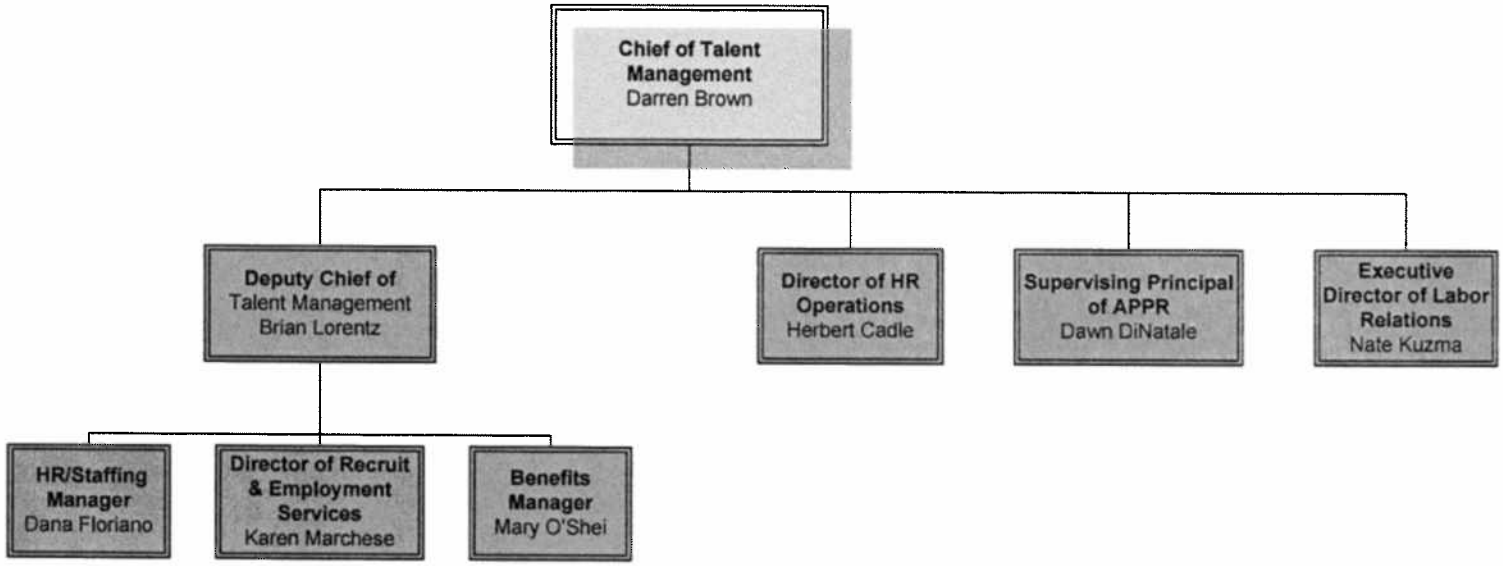


Office of Student Support Services

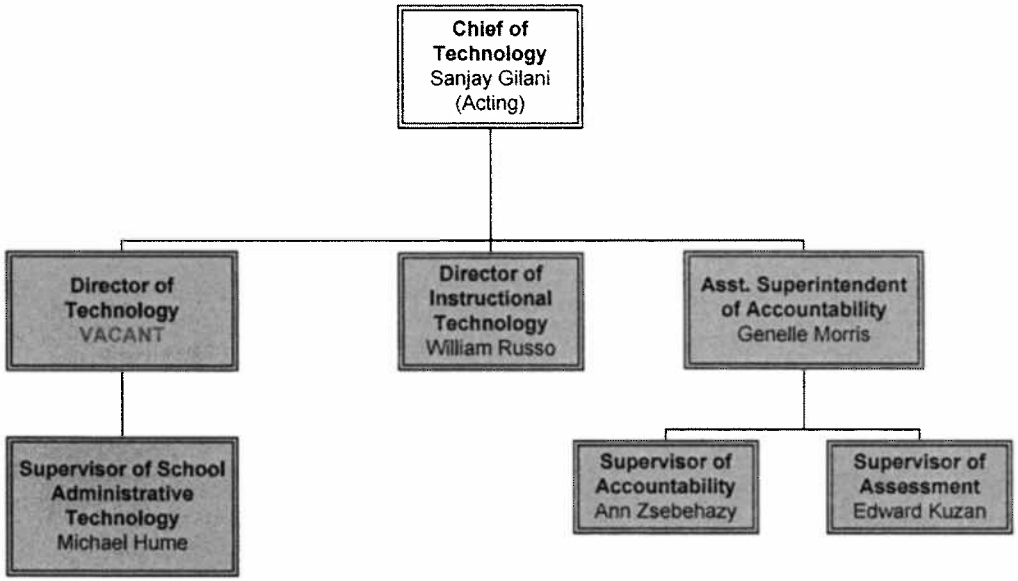


* Dr. Mark Frazier is presently serving as Acting Director on temporary leave from his position as Director of Special Education.

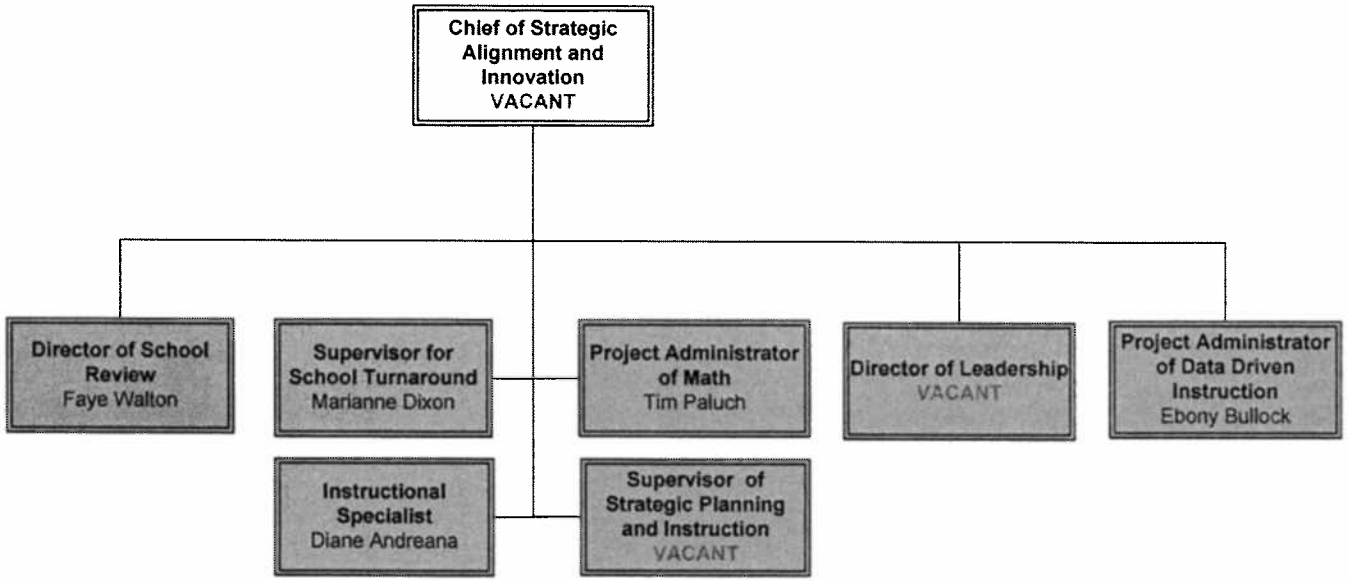
Office of Talent Management



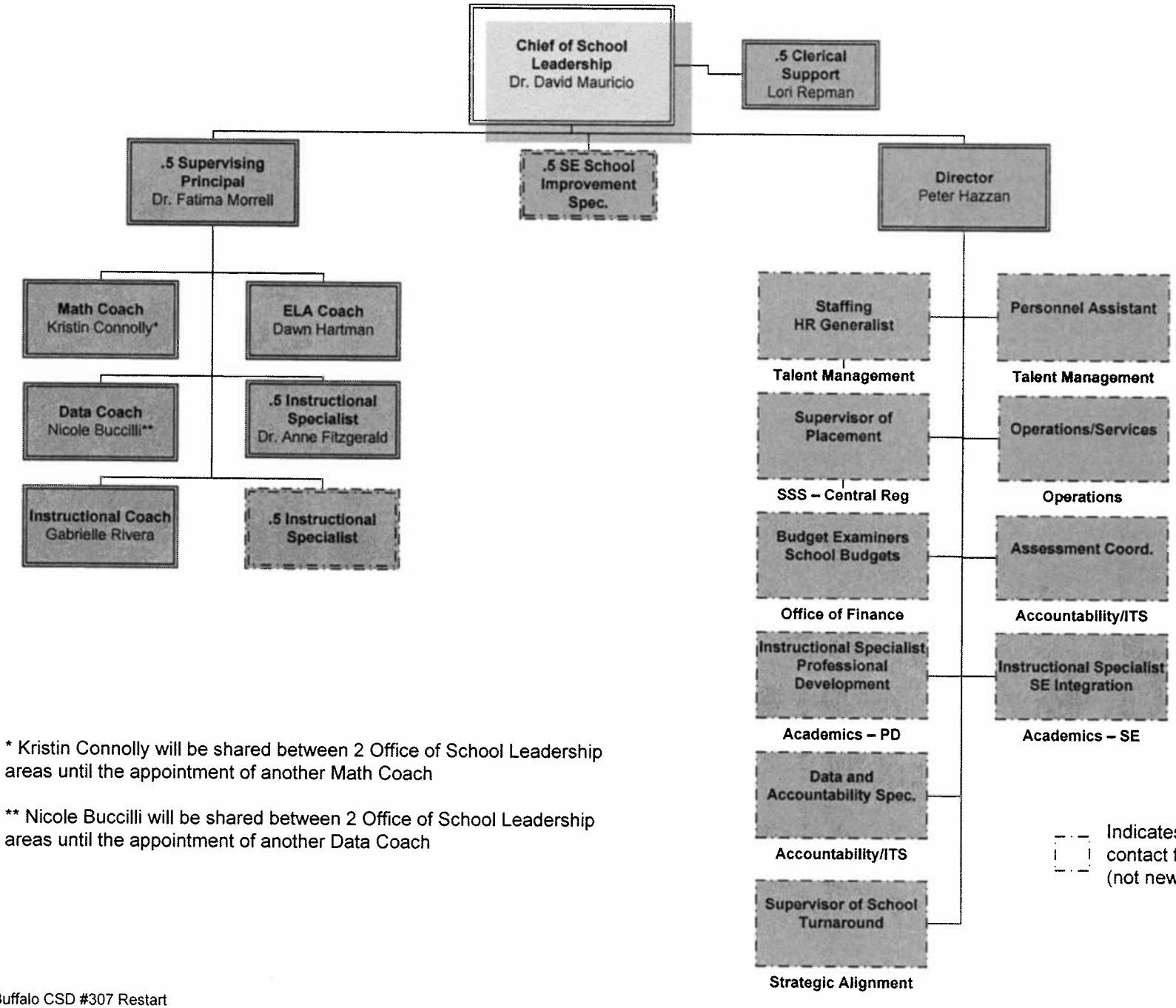
Office of Accountability and Information Systems



Office of Strategic Alignment and Innovation



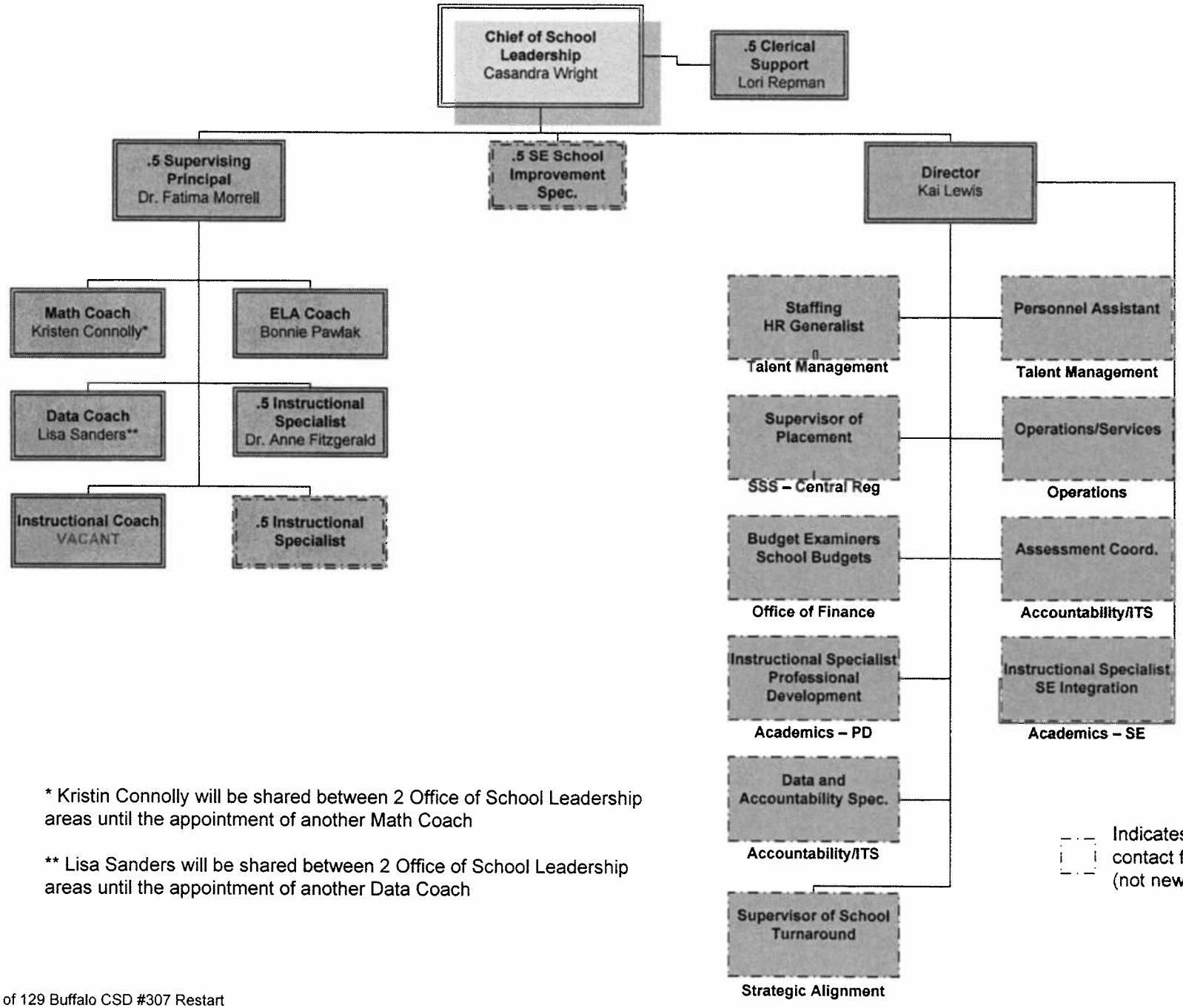
Office of School Leadership
AREA 1



* Kristin Connolly will be shared between 2 Office of School Leadership areas until the appointment of another Math Coach

** Nicole Buccilli will be shared between 2 Office of School Leadership areas until the appointment of another Data Coach

Office of School Leadership
AREA 2

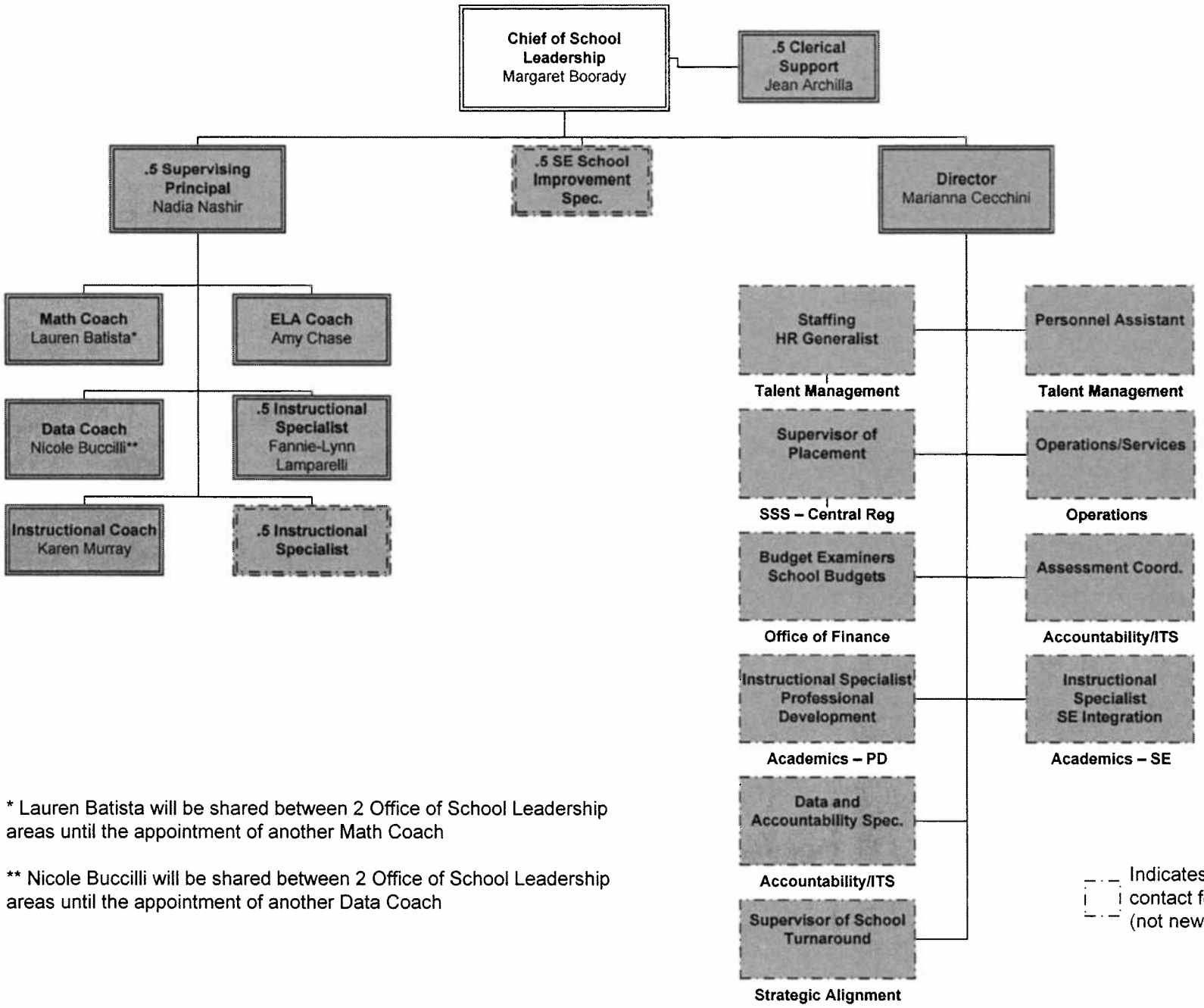


* Kristin Connolly will be shared between 2 Office of School Leadership areas until the appointment of another Math Coach

** Lisa Sanders will be shared between 2 Office of School Leadership areas until the appointment of another Data Coach

Indicates points of contact for Directors (not new positions)

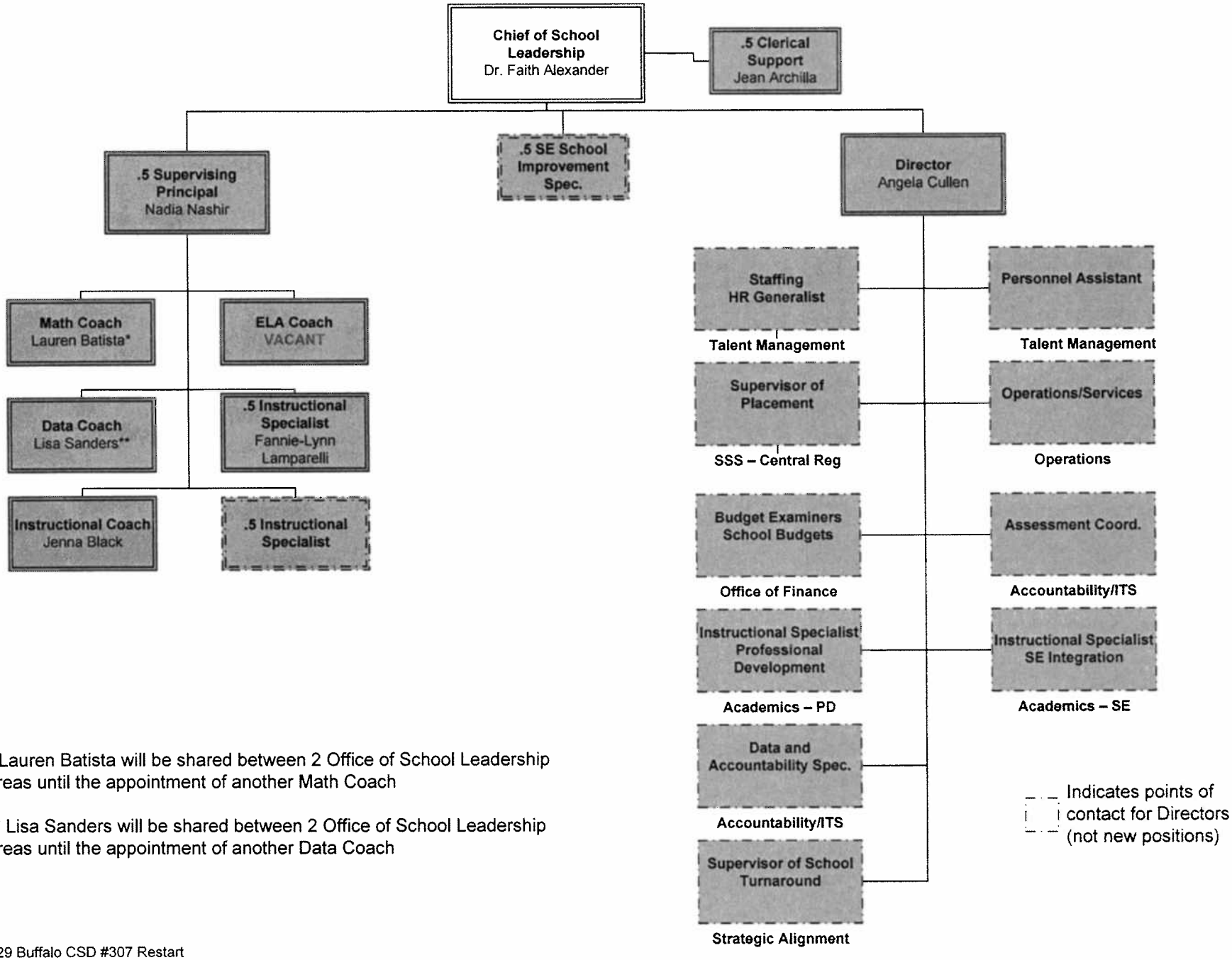
Office of School Leadership
AREA 3



* Lauren Batista will be shared between 2 Office of School Leadership areas until the appointment of another Math Coach

** Nicole Buccilli will be shared between 2 Office of School Leadership areas until the appointment of another Data Coach

Office of School Leadership
AREA 4



* Lauren Batista will be shared between 2 Office of School Leadership areas until the appointment of another Math Coach

** Lisa Sanders will be shared between 2 Office of School Leadership areas until the appointment of another Data Coach

D. District Teacher Leader Pipeline

i. Recruitment Goals and Strategies

Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.

ii. Hiring Process

Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.

iii. Leadership Training

Identify and describe any district-wide training programs designed to build the capacity of leaders to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the specific implementation of the model chosen (Turnaround, Restart, or Transformation). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*

iv. Teacher Training

Identify and describe any district-wide training programs designed to build the capacity of teachers to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*

v. District Training

Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2013 to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (Turnaround, Restart, Transformation) and/or to cohorts of teachers and leaders who will serve in them (e.g., training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). School-specific and embedded training and professional-development should be detailed in Section II. I.

Recruitment

During the past year, BCSD restructured its Office of Talent Management. 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.

Table 1. Recruitment Goals and Strategies

Goals	Strategies
Increase capacity of the Office of Talent Management.	• The district hired a staffing manager responsible for maintaining 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 was restructured to create teams that focus on specific groups of schools. This mirrors the structure of the one-stop shop, providing support to each chief and his or her schools. • The office eliminated some lower level positions to allow for hiring of more skilled employees. • The district hired additional staff to support recruiting efforts and to oversee the implementation of other strategies.
Strengthen partnerships with local colleges, universities, and other teacher preparation programs that have candidates who meet BCSD needs.	• One of the restructured positions, the director of recruitment and employment services, is now responsible for strengthening partnerships. The position has been occupied by Karen Marchese for over six months. She has conducted outreach to develop stronger partnerships and build opportunities to speak to students. 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. • On December 11, 2013, the Buffalo School Board voted to approve a partnership with Teach for America to recruit candidates for positions that the district typically struggles to fill. M&T Bank has agreed to cover the fees for the first group of Teach For America teachers in 2014–15.
Provide recruitment incentives.	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.	• The district recently implemented a digitized hiring and interview process. • The district's restructured hiring process places responsibility for interviewing and selecting staff squarely with the school principal. To equip principals for this new responsibility, AIR conducted two trainings based on Public Impact's work on turnaround competencies. Talent Management staff received training to assess principals' interviewing techniques. Principals received training to help them with the hiring of teachers.

Goals	Strategies
Broaden the geographic reach of advertised job openings.	• The Talent Management department has increased its advertising budget by $10,000 in order to post a large number of available positions nationally. Available positions were posted on Indeed, Simply Hired, Education Week TopSchoolJobs, the National Alliance of Black School Educators website, and other sites. • The Office of Talent Management is proactive in reaching out to other local districts to hire staff who have been laid off. • In spring 2013, 39 applications were received to fill principal vacancies at six schools. Three of those positions were filled by out-of-state candidates. Applications were received from Arkansas, California (2), Georgia, Missouri, Nevada, Texas, and Virginia as well as various districts in New York State (Rochester, Syosset, Somers, Bolton, Pittsford, Elba, and Irvington).

District-wide Training and Support

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 Priority school principals meetings. This will also include new principals from the cohort attending a 3 week summer institute at the New York City Leadership Academy as another learning opportunity to prepare them to take on a new priority school. This training is made possible through the recent award of the Leadership STEM grant secured by the Chief of Curriculum Assessment and Instruction. In addition, AIR partnered with BCSD the creation of the TLLN. This included quarterly training sessions and monthly on-site leadership coaching focused on implementing the school plan and addressing site-specific issues and concerns. This approach employs a gradual release model, whereby the frequency and duration of coaching supports are more intense at the outset and in Year 1 and gradually lessened in Year 2. In Year 3 – 2014/15, the Office of School Leadership will assume full responsibility for the management of the TLLN. SIG Cohort 5 principals will receive additional differentiated leadership coaching support from turnaround leadership partner Evans Newton Inc.

The Office of School Leadership began its new support system for schools in fall 2013, and the TLLN was launched in August 2013 with SIG Cohort 3 and Cohort 4 schools. The attached evaluations (Attachment D8) indicate that the principals believe the support they are receiving is helpful. Following the midyear reality check meeting, leadership coaches reported the following:

- Participants realized their responsibility for implementing and monitoring SIG components.
- Leadership teams gained a better understanding of why all initiatives cannot be implemented at the same time and that initiatives need to be phased in.
- Participants were able to review data and "discover" areas that were not fully on track, where they needed to do something different.
- Participants saw the power in continuing "quick wins" and how ongoing celebrations can motivate further progress.

At the district level, training programs for teachers focused on building capacity to do the following:

- Shape teacher leadership skills.
- Strengthen teacher content knowledge and technological skills to support implementation of CCLS.
- Master processes to improve the knowledge and skills required for DDI. This year, the district is providing ongoing training for teachers and coaches in Priority schools to build teachers' capacity—knowledge and skills, as well as courage and conviction—to promote learning and increase achievement.

The Office of Curriculum, Assessment and Instruction provides training and supports to teachers and leaders to implement the CCLS for ELA and mathematics, social studies state standards, the current and upcoming Next Generation Science Standards, visual and performing arts standards, and health and wellness standards. As mentioned in Section C, the Office of Strategic Alignment and Innovation provides ongoing professional development to support DDI. In addition, Teachers of Tomorrow grants provide up to $4,000 in tuition reimbursement for science, mathematics, and bilingual education and $10,000 per year for a master teacher program.

CCLS implementation training occurs through the delivery of training for the Journeys/Senderos K–6 curriculum as well as for the state's curriculum modules for ELA (Grades 7–12) and mathematics (kindergarten through algebra) through EngageNY.org. Any required funding for CCLS work has been provided from a variety of sources, including Title I, Title IIa, Race to the Top, and SIG 1003(a) and 1003(g) grants. In 2012, SIG 1003(a) grants provided opportunities for identified schools to conduct additional summer training, during which teachers were able to participate in courses on implementation of CCLS for ELA and mathematics, along with an eight-hour course on implementation of school-based inquiry teams (SBITs) and DDI teams.

The district will provide ongoing training for teachers in writing and setting targets for student learning objectives, as required under New York State law 3012-c. These efforts have been funded by Race to the Top. When these funds expire at the end of this year, the district will continue support in this area.

Every BCSD school has a trained SBIT, consisting of the principal, school counselors, attendance teacher, coaches, and classroom teachers. The team receives ongoing professional development in a structured process of collaborative inquiry to increase professional community, effective uses of data, and student achievement. The approach focuses on development of the SBIT and guides the data teams through a process of building a foundation, identifying student learning problems, verifying causes of student learning problems, generating and monitoring solutions, and achieving results. Through this program, school-based data teams learn how to lead a process of collaborative inquiry and to influence school culture to be one in which data are used continuously, collaboratively, and effectively to improve teaching and learning. During and after completion of the course, school teams are supported by on-site coaching visits as needed.

See the required chart for details of district-offered training events for Priority Schools.

District-Offered Training Events Chart

Type of Professional Development	Frequency/ Timing	Purpose/Description	Personnel
On-site school visits to enhance principals' observation and feedback skills	Weekly	A liaison will attend the school's leadership team meeting and tour the school with the principal, using an observation tool based on a state tool. A debrief with the principal will follow. This activity will enable principals to request specific support and liaisons to identify feedback.	Office of School Leadership staff
Data coach meetings	Weekly	Teachers and administrators will continue to receive support for DDI practices. Impact will be analyzed through the progress-monitoring cycle.	Office of Strategic Alignment and Innovation
Instructional Coach PLC and Practicums	Weekly	Praticums occurs after weekly PLC sessions focused on Curriculum, Instruction and Data to ensure that new learning is operationalized in SIG School PLC and classrooms.	Curriculum Assessment and Instruction Staff, District Instructional Specialist, Instructional Technology, Office of Strategic Alignment and Innovation
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
Priorityschool principals meetings	Monthly, 2014–15	These meetings offer support and a forum for Priorityschool principals. Professional development will be tailored to provide just-in-time supports. Examples include support for developing and analyzing data from common formative assessments and training on the DTSDE process.	Office of School Leadership; Office of Curriculum, Assessment and Instruction; Office of Strategic Alignment and Innovation
TLLN	Ongoing	See Section C for a description of strategies to build leadership capacity.	Chiefs of school leadership and assistant superintendent of curriculum, assessment and instruction; SIG principals and leadership teams

Type of Professional Development	Frequency/ Timing	Purpose/Description	Personnel
Progress monitoring meetings	Quarterly,on a rolling basis for schools	These meetings provide school leadership teams with guidance in making data-based school improvement decisions. A data tool will inform progress.	BCSD central office and school teams
DTSDE training	Ongoing	This includes professional development on all aspects of the DTSDE process.	Office of Strategic Alignment and Innovation
Training and support for standards implementation	Ongoing	The district will provide implementation support for teachers and school leaders.	Office of Curriculum, Assessment and Instruction
Target setting for student learning objectives	Ongoing	Teachers will receive ongoing support in writing and setting targets for student learning objectives.	Office of Talent Management Office of Strategic Alignment and Innovation

E. District External Partner Recruitment, Screening, and Matching

i. Selection Process

Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.

ii. Budget Timelines

Describe the LEA processes for procurement and budget timelines (or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one implementation period.

iii. District and Principal Roles

Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.

BCSD has entered into an agreement with two partnership organizations to turnaround Lafayette and East High Schools. As required under the Commissioner's directive of July 10, 2013, a partnership with Erie 1 Board of Cooperative Educational Services (BOCES) has been established to provide high quality CTE programs for addressing the academic needs of students at Lafayette and East High Schools in support of increasing student academic achievement and graduation rates.

The district had previously issued a request for proposal (RFP) to solicit proposals for partners for the priority schools. The decision to select Talent Development at Johns Hopkins University to manage Lafayette and East High Schools under the Restart Model was based upon input from the EPO Committee and the School-Based Site Management Team (SBMT). In submitting its recommendation to the Buffalo School Board, the EPO Committee provided the following feedback:

The EPO committee was very pleased to have this national organization apply because of their strong track record, emphasis on student achievement, and demonstrated commitment to parental involvement. The committee was impressed that this was the first organization in the country to implement double periods in English and math and the fact that they have been engaged in their work for quite some time instilled confidence in the committee that the organization would be able to make significant progress in the schools for which they might be selected.

Johns Hopkins provided evidence of their work in school improvement for many years. Their experience as an EPO in New York City was reassuring to the committee that they truly understood their responsibilities as an EPO. Their original application and proposal, Johns Hopkins demonstrated that they have the capacity to serve successfully in this role and demonstrated during the interview a high degree of coordination among the partners. In addition, the partnering organization (College Summit and National Academy Foundation) demonstrated a high degree of effectiveness and experience. This demonstration was not just limited to the staffing the schools appropriately, but additional evidence showed the ability of the

EPO to provide operational support to manage the grant in terms of budgeting and compliance. As a national organization based in Maryland, Johns Hopkins was careful to demonstrate their commitment to working in the state of New York, the western region, and Buffalo City School District. The work in New York City was highlighted along with their partnership with Westminster Foundation in the Buffalo Promise Neighborhood. For these reasons, the EPO Committee believes this provider as an option to serve the students in East and Lafayette High Schools.

On July 31 2013, the Buffalo Board of Education approved a recommendation for PS #204 Lafayette High School and PS#307 East High School to enter into a contract with Educational Partnership Organization, Johns Hopkins University, to serve as the EPO and Erie 1 BOCES to provide CTE programs to students who choose to attend the identified programs.

The proposed EPO contract for the 2014-15 school yearbetween BCSD and Talent Development at Johns Hopkins University was submitted to NYSED on February 12, 2014.

F. District Enrollment and Retention Policies, Practices, and Strategies

i. Enrollment Similarities and Differences

Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.

ii. Policies and Practices

Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.

iii. Priority School Enrollment

Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

Enrollment

As shown in Table 3, enrollment of students with disabilities (SWDs) at Priority schools for the Cohort 5 SIG application hover around the district average of 19 percent. Twenty-eight schools in BCSD have percentages of students with disabilities that are lower than the district average. Thirteen schools (five of which are Priority schools) have the same percentage 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.

Table 3. School Enrollment Characteristics

Priority School	Enrollment	Percentage of ELL Students	Percentage of SWDs	Percentage Below Proficiency in ELA	Percentage Below Proficiency in Mathematics
3	700	28.9%	15.5%	93.1%	96.2%
17	412	0.5%	28.2%	93.0%	90.3%
30	792	38.1%	18.9%	92.7%	95.7 %
74	506	0.8%	21.9%	97.4%	98.4%
94	831	31.8%	17.2%	95.2%	94.7%
97	461	0.0%	24.5%	96.2%	96.2%
99	756	11.8%	21.8%	96.2%	96.6%

Students with limited English proficiency represent 13 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. Having an ESL team in a school building allows for more collaborative planning and teaching and allows schools to implement a "push in"

rather than a "pull out" model of instruction to students who speak a language other than English. In order to expand staff expertise in ESL services, district leaders are working in partnership with Niagara University under a Teacher and Leader Quality Partnership grant to help teachers obtain a second certification in ESL.

The district average for students performing below proficiency is 72.2 percent in ELA and 76.3 percent in mathematics. For the Priority schools identified in Table 6, these percentages exceed the district average by between 5 and 15 percentage points.

Policies and Practices Ensuring School Access

Students with disabilities who need RR/CT/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. 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.)

Strategies to Address Disproportionality

Because more than 45 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 strategic planning process, the district superintendent is working to coordinate the strategies set forth in the Race to the Top systemic supports grant, SIG plans, and other plans, 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.

Two years ago, the associate superintendent for educational services, Dr. Will Keresztes, designed and implemented a plan for enrollment equity. The two schools with the highest percentage of SWDs were targeted to reduce that percentage, and the three schools with the lowest percentage were targeted for an increase. This has been successful in four of the five schools. In addition, this plan requires that consideration always be given to the percentage of students with disabilities when opening or closing classrooms. The placement office and special education administrators carefully consider the continuums in each building. Students with disabilities are encouraged to take entrance examinations for criteria-based schools regardless of their current level of service. There are no incentives in BCSD for taking SWDs.

With respect to ELLs, BCSD has formed a Multilingual Principal's Task Force, which has been engaged in a strategic planning process that will be incorporated into the overall district strategic

plan. In addition, the director of multilingual education and her staff are participating in a statewide ELL leadership team that is working with the NYSED associate commissioner for ELLs to address issues that affect ELL populations throughout the state.

Student placement also is a Priority area for the district's Multilingual Education Advisory Committee plan. The plan includes action items related to student placement, including the development of an algorithm that will close out ELL enrollments when enrollment reaches an established percentage in all ELL program sites. Non-Priority schools are being identified for expansion of ESL programs.

G. District Level Labor and Management Consultation and Collaboration

i. Consultation and Collaboration

Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.

ii. Form

Please see Consultation and Collaboration Form

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

On October 15, 2013, and October 22, 2013, letters were sent home to families notifying them of community meetings scheduled for October 28 and 29 to discuss the SIG and SIF application process. Meetings with school staff were held first, followed by separate meetings for community members. The meetings were jointly led by district staff and school leaders. See Attachment D11.

The development of the school-level plans kicked off on November 1, 2013, with a planning session facilitated by AIRand district leadership was attended by teams of leaders and teachers from each school as well as Dennis Licherelli and Deana Fox from the Buffalo TeachersFederation (BTF)and Crystal Boling-Barton of the Buffalo Council of Supervisors and Administrators. In addition, each team at this session included a parent representative.

During the months of November, December, and January, AIR representatives worked with school teams and district staff to develop school-level SIG plans. On Monday, January 27, district staff asked principals to schedule two meetings with stakeholders to review the draft plans. The purpose of the first meeting is for stakeholders to provide feedback on the draft school plans. The purpose of the second meeting is to allow stakeholders to review the final drafts. The meeting schedule appears in Table 4.

Table 4. Meeting Schedule for Review of School Plans

School	Meeting – Draft of Plan	Meeting – Final Plan
#3	February 13th, 2014 5-7 PM	February 26, 2014 @ 8:30 AM
17	February 11th, 2014 3:45 PM (faculty meeting) February 12th, 2014 3:45 PM(community meeting)	February 26, 2014 @ 4:30 PM
30	February 13th, 2014 @ 4:00 PM	February 24, 2014 @ 5:30 PM
74	February 13th, 2014 @ 6:15 PM	February 25, 2014 @ 5:00 PM
94	February 13th, 2014 @ 5-7 PM	February 25, 2014 @ 4-6 PM
97	February 13th, 2014 @ 10:00 AM	February 25, 2014 @ 3:45 PM
99	February 13th, 2014 @ 4:30 PM	February 24, 2014 @ 4:30 PM
204	February 14th, 2014 @ 3:00 PM	February 27, 2014 @ 3:00 PM
307	February 14th, 2014 @ 2:40 PM	February 26, 2014 @ 2:40 PM

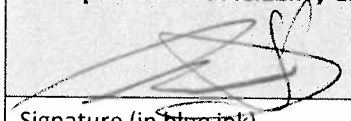
On Friday, February 7, first drafts of school plans were delivered for review by district and school staff and other stakeholders. On Monday, February 10, 2014, district staff delivered

updated school narratives to each principal and informed principals that BTF President Philip Rumore asked for copies to be provided to the BTF delegate chairs for review. Principals were specifically asked to share the draft with them. On Tuesday, February 11, follow-up e-mails were sent, asking each school principal to obtain appropriate signatures on the Parent Group President/Lead form.

Attachment A – Consultation and Collaboration Documentation Form

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:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Date 2/13/14	
Type or print name **Crystal Barton**	
Teachers Union President / Lead	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Date 27 Feb 2014	
Type or print name **Philip Rumore**	
Parent Group President / Lead	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Date	
Type or print name	

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Principals Union President / Lead	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Date	
Type or print name **Crystal Barton**	
Teachers Union President / Lead	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Date	
Type or print name **Philip Rumore**	
Parent Group President / Lead	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Date 02/13/14	
Type or print name Maxine Murphy	

A. School Overview

i. Vision, mission, and goals of the proposed model, to be achieved at the end of three years of implementation of this plan.

The vision of East High School is to ensure that all students learn at high levels of achievement, challenged by a rigorous curriculum that fosters critical and creative thinking.

The mission of the East High School community is to create and sustain a positive, supportive, and academically rigorous learning environment as it strives to graduate college- and career-ready students who are prepared to compete, effectively communicate, and reinstate values in today's global society.

Goals to be achieved at the end of three years of implementation of this plan:

- Increase graduation and promotion rates while reducing the number of drop-outs and suspensions through personalized supports provided by the TDS model
- Show significant improvement in attendance, behavior, and course performance by utilizing early warning indicator (EWI) protocols to identify needs of specific students and offer responses.
- Build capacity among all staff to increase students' overall academic achievement and college- and career-readiness through job-embedded ongoing, intensive professional development.

ii. How the school plans to achieve its vision, mission, and goals:

Johns Hopkins University Talent Development Secondary (TDS) is the educational partner organization for the restart model at East High School. For the past 20 years, TDS has helped schools across the nation reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision making, and increased capacity for continual improvement. Schools that implement the TDS organizational and instructional reforms see increases in student attendance, reductions in suspensions and other data related to student discipline and school climate, improved course passing and graduation rates, and increased scores on student achievement tests. TDS helps schools obtain such outcomes by offering research-based strategies, developed at Johns Hopkins University, that are paired with intense technical assistance provided by master educators who serve as TDS organizational and instructional facilitators.

The goal of the Johns Hopkins's research-based TDS model at East High School is to create a school that meets *all s*tudents where they are and takes them where they need to be to graduate from high school ready to succeed in college, career, and civic life. This comprehensive school restart model uses organizational, instructional, and curricular innovations in concert with multi-level professional development to address the extensive needs of low-achieving schools. Talent

Development Secondary's function is to build capacity within the school so that the school continues to utilize and build upon the practices established during the EPO's tenure.

Key Design Elements, Core Strategies, Partnership Organizations

The TDS model integrates the following key elements and core strategies:

1. Research and evidence-based comprehensive whole school reform model with intensive instructional and organizational support for students, teachers, and administrators.*
2. A teacher-friendly early warning data system tied to research-based prevention, intervention, and recovery strategies.
3. A team-based organizational structure and collaborative work environment to make the job manageable.

*There is much research to support Talent Development Secondary. For the sake of the limitations of this application, one will be cited here. MDRC, an independent nonprofit education and social policy research organization, conducted a third-party evaluation of Talent Development. This rigorous evaluation focused on the first five high schools to begin using the model in the School District of Philadelphia. The evaluation follows 20 cohorts of ninth-grade students for up to four years of high school using a comparative interrupted time series research design. Key Findings include the following:

• **Talent Development produced substantial gains in attendance, academic course credits earned, and promotion rates during students' first year of high school.** These impacts emerged in the first year of implementation and were reproduced as the model was extended to other schools in the district and as subsequent cohorts of students entered the ninth grade.
• **Talent Development's strong positive impacts during the first year of high school are consistent with the model's intensive initial focus on the ninth grade** and its emphasis on combining high-quality curricular and instructional enhancements with pervasive structural reforms aimed at building supportive and personalized learning environments.
• **The improvements in credits earned and promotion rates for ninth-graders were sustained as students moved through high school.** Improvements in student performance on the eleventh-grade state standards assessment began to emerge for later cohorts of students as the most intensive components of the model were extended beyond the ninth grade. There are also early indications that Talent Development is improving graduation rates. The findings in this report provide encouraging evidence that real improvements can be made in some of the lowest-performing high schools in the country. (http://www.mdrc.org/sites/default/files/full_432.pdf)

The primary strengths of the TDS restart model are its strong research base, its experience with low-performing schools over the last 20 years, its ability to influence the culture of a school through intensive support and capacity building professional training. An on-site school transformation facilitator (STF) coordinates the restart process and implementation, and instructional facilitators (IFs) support expert school-based content coaches assigned or hired by the Buffalo school district (BCSD). The additional personnel, combined with the core components of the TDS model and the re-organized and supported efforts of the school staff, create the opportunity for multi-year school improvement. TDS' double-dose courses in mathematics and English language arts enable all students to strengthen basic skills and achieve

academic success. TDS stresses the use of data to drive instruction and to provide whole school and individual interventions.

The Talent Development Model is built on Four Pillars of Transformation:

Pillar I: Teacher Teams and Small Learning Communities—Teams of teachers working with a common and manageable set of students, with time built into their schedule for collaborative work and receive initial facilitation to guide their efforts.

Pillar II: Specialized Curriculum and Coaching—Instructional materials that use evidence based practice to close student skills gaps and build their advanced thinking skills linked with on-site embedded professional development via instructional coaches and professional learning communities.

Pillar III: Tiered Student Supports—A data-guided, tiered student support system that uses early warning indicators and an integrated system of whole-school targeted and intensive supports to get the right intervention to the right student, at the right time at the scale and intensity required (along with rapid recovery options when necessary).

Pillar IV: Can-Do Climate for Students and Staff—A productive, consistent, and supportive school environment that provides clear pathways to school success and college and career readiness in a manner that is comprehensible to students, builds on their interests, develops their strengths and ignites their passions and establishes and enables a Can-Do Culture among the school staff.

Key Partner

TDS works with the **National Academy Foundation (NAF)** to ensure industry-based and tested content in a high school career academy approach in grades 10-12, following the TDS Freshman Academy. In response to community needs in the growing area of healthcare, East High School will expand upon the current health occupations program and offer additional certification programs with evidence-based NAF practices and strategies.

The National Academy Foundation is a leader in the movement to prepare young people for college and career success. For 30 years, NAF has refined a proven educational model which includes industry-focused curricula, work-based learning experiences, and business partner expertise from one of five themes: Finance, Hospitality & Tourism, Information Technology, Engineering, and Health Sciences. Across the country, employees of more than 2,500 companies volunteer in classrooms, act as mentors, engage NAF students in paid internships and serve local Advisory Boards.

Note: TDS has established a partnership with **College Summit** during the pre-implementation year. The school is involved in researching funding sources for the future.

B. Assessing the Needs of the School Systems, Structures, Policies, and Students

i. See Attachment B for the School-Level Baseline Data and Target-Setting Chart.

ii. The population of students the school serves, and the unique needs of sub-groups.

The majority of students enter East High School at a reading level two to four grade levels below ninth grade standards. The majority of East's student body comes from economically disadvantaged homes. Many East High School graduates will be first generation college-goers.

East High School has a current student population of 370 students in grades 9-12 for the 2013-2014 school year, which reflects a decrease from 2011-12 when the school enrolled nearly 600 students. Students with disabilities make up 23% of the student population, and 93% are eligible for free or reduced-price lunch. Currently, 98% of the incoming students tested at or below level 1.9 on the NYS Math and ELA examinations.

Approximately $29 million in reconstruction was invested in recent years to make East High School a competitive 21st century academic facility.

iii. Summary of DTDSE Reviews

Because the last JIT review completed by the BCSD took place before Talent Development began planning with the East team, we have substituted the DTDSE Review from October 2013 in place of the older JIT. The SED Integrated Intervention Team (IIT) Modified School Review took place at East High School on October 10 and 11, 2013, led by Dr. Kathryn Ahern, NYSED, Downstate Review Team; Diane Vigrass, Erie-Niagara BOCES SESIS, and Stephen Earley, NYSED, Director, School and District Review.

The school was rated as in seven areas with columns indicating Highly Effective (H), Effective (E), Developing (D), or Ineffective (I):

	Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.				
#	Statement of Practice	H	E	D	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	☐	☒	☐	☐
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	☐	☒	☐	☐
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	☐	☒	☐	☐
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	☐	☒	☐	☐

4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	☐	☐	☒	☐
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	☒	☐	☐	☐
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	☐	☒	☐	☐

2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources: Effective.

- The principal has taken steps to organize all resources at his disposal to ensure continued improvement in school community and culture, in order to respond to academic and social needs of students, and professional needs of staff.
- The district has hired Johns Hopkins University (JHU) as Educational Partnership Organization (EPO) for East.
- Since September, the JHU team (STF, instructional facilitators) have been providing job-embedded professional development for lesson planning, finding course resources, lesson modeling, etc., upon request of individual teachers.
- The principal, the JHU team, and the staff are proactive and responsive to the continually changing needs of the school.

2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health): Effective.

- Beginning in September, school leaders instituted the TDS Early Warning Indicator (EWI) system of focused interventions in attendance, behavior and course passing. This EWI system is described in detail elsewhere in this proposal.
- Weekly data analysis sessions in TDS-designed team meetings focus on data analysis and research-based solutions to student issues.
- In-house curricular coaches and TDS instructional facilitators summarize and share data from weekly meetings to facilitate "next steps" in the EWI and teaming process.
- The principal instituted a daily seven-to-fifteen minute walk-through for informal teacher evaluations, focusing on "General," "Classroom Management," "Student Behavior." He focuses on positive feedback that is shared with teachers by the end of the day.

3.2: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students: Effective.

- The principal works with the JHU team to implement the TDS school transformation plan, in which data monitoring and adapting instruction are key elements.
- The JHU STF supports the school with EWI data collection, sharing the data with instructional coaches and teacher teams, and facilitating team analysis of data to identify, develop and implement appropriate student interventions.
- Documents reviewed by the IIT verified that JHU has provided a variety of intensive and ongoing PD and intervention supports for the school instructional coaches, curriculum lead staff, teachers and support staff in a variety of combinations beginning in the 2012-13 school year to prepare for the implementation of TDS and CCLS shifts.

3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs: Effective.

- During weekly common planning sessions, teacher teams, led by instructional coaches, use student work samples, data gathered from interim common form assessments (CFA), and their own daily monitoring and "exit slip" data to plan and revise unit and lesson plans.
- Teachers confirmed they participate in weekly data analysis sessions.
- The tiered TDS process and strategies, along with the TAM and ninth grade seminar support individual students, has built-in supports for students below grade-level and for students with disabilities and the very small number of ELLs in the school.
- Through the EWI metrics, PD support of teachers, the school supports all students in demonstrating growth in meeting the demands of the CCLS across grades and subject areas, leading to measurable improvements in achievement.

4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students: Developing.

- There was minimal evidence of differentiation, and most classrooms lack multiple access points for students.
- Higher-order questioning was lacking in many of the classrooms that the IIT visited.
- Teachers relied on whole group instruction that did not result in significant student engagement
- Teacher practices do not consistently lead to high levels of student engagement and achievement for all students.

5.4: All school stake-holders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision: Highly effective.

- The TDS EWI intervention tool includes many elements that work to improve social and emotional supports in such areas as Positive Behavioral Interventions and Supports (PBIS) incentives under Safe & Civil Schools such as school-sponsored field trips, raffles

and daily attendance drawings earned through accumulating "Panther Paws" for good attendance, behavior and positive character traits.
- East has an attendance teacher who makes phone calls to students' homes as part of the EWI Tier 2 services.
- Wraparound Tier 3 services for students and families include home visits by the principal and trusted teachers, mental health referrals, and counseling.
- Stakeholders collaborate to support student social and emotional developmental health and respond to the needs of all student subgroups.

6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children: Effective.

- Parents and community members explained the color-coded system as consistently and with as much enthusiasm as the students and teachers interviewed by the review team.
- The school shares the EWI metrics and the PBIS program strategies and outcomes with families and community groups, and publicly rewards and recognizes student accomplishments, thus empowering families to be involved and take action to support student learning, leading to higher student achievement.

East High School: Review of DTSDE Tenet 3, June 2013

The June DTSDE review was a much narrower one than that done four months later in October. The June review focused solely on **Tenet 3: Curriculum Development and Support.** ***The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.***

The team in June was comprised of the following: Kai Lewis, Acting Director, Turnaround; I. Gelber, Assistant Principal, and M. Conrad, Temporary Assistant Principal; Dr. T. Branch, EPO Administrator, E. Zaccarine, School Transformation Facilitator; P. McQuaid, Science CLT, N. Ndeze, Social Studies CLT, S. Stiller, Math CLT, and S. McGloin, Special Ed. Teacher, SST Chair. It should be noted that with the exception of Kai Lewis, the team was entirely East staff.

The two subsections that were evaluated at East in June and October were 3.2 and 3.3. Both of these subsections were deemed *Effective.*

3.2 The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12: Effective.

Next steps included:

- On-going PD at district and building level;
- EPO support and training on differentiation and teaching in the block.

No areas for improvement were noted.

3.3 Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content: Effective.

Next steps include:

- Grade level and curriculum meetings coordinated by TDS will address higher-order thinking skills and scaffolding;
- Teachers will post CC standards in their classrooms, and "work with students to deepen conceptual understanding around covered content."

Two areas for improvement were noted:

- Grade level meetings will take place once a week to address EWI concerns.
- Administration will collect CCLS unit and lesson plans, and ensure that teachers are using properly aligned pacing calendars.

Two other sub-tenets were addressed in the June review, 3.4 and 3.5. Both of these were deemed *Developing.* It should be noted that neither of these was included in the October review, and therefore it was not determined whether these two sub-tenets have improved or not since June.

In summary, it should be noted that several of the items indicated in June as "Next Steps" or "Areas for Improvement," especially in 3.2 and 3.3—1) the need for cohort cross-curricular meetings; 2) the use of EWI data in student improvement, and 3) the focus on ABC data—were addressed by the EPO in summer training and long- and short-range planning, and have been in place since September 2013. Elements focused on in 4.3 concerning teaching practice are being addressed on a daily basis by curriculum coaches and instructional facilitators in their work with teachers.

v. Discuss how the LEA/School Will Prioritize These Needs in the Implementation of the SIG Plan.

The LEA/School has taken into account the areas for improvement identified in the DTDSE Reviews and has addressed them in discussions, policy changes, and accelerated PD during the past few months. TDS encourages a reflective culture and welcomes feedback from assessments, whether they be self-assessments or those of the district, state, or an outside agency. As the TD model continues to be implemented, areas of focus are being addressed: team meetings and EWI, differentiation, teaching in the block, higher order thinking, and ongoing teacher support.

Attachment B- East High School
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2014-2015	Target for 2015-2016	Target for 2016-17
I. Leading Indicators							
a. Number of minutes in the school year	min		63991^	70,200	70,200	70,200	70,200
b. Student participation in State ELA assessment	%	99*	98^	97.7	98.5	99.5	100
c. Student participation in State Math assessment	%	99*	99^	100	100	100	100
d. Drop-out rate	%	26*	8*	12**	10	8	6
e. Student average daily attendance	%	93**	93	81.6	92	93	95
f. Student completion of advanced coursework		30.6*	15	1	3	4	5
g. Suspension rate	%	5**	20*	260	230	200	170
h. Number of discipline referrals [a]	num	134772**	6635*	636	509	467	340
i. Truancy rate	%		9.96				
j. Teacher attendance rate	%		88.95^	95	96	97	98
k. Teachers rated as "effective" and "highly effective"[a]	%		85	88	90	92	94
l. Hours of professional development to improve teacher performance	num		1439.5**	66.8	92	116	140
m. Hours of professional development to improve leadership and governance	num		37.7**	77	107	137	150
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		946.4**	60	70	80	90
II. Academic Indicators							
o. ELA performance index	PI		122^	114	120	126	132
p. Math performance index	PI		99^	78	81	85	89
q. Student scoring "proficient" or higher on ELA assessment	%		45^	36.5	45	55	65
r. Students scoring "proficient" or higher on Math assessment	%		20^	0	5	10	15
s. Average SAT score	score	1488	1214	913	925	935	950
t. Students taking PSAT	num		N/A				
u. Students receiving Regents diploma with advanced designation	%			4	6	8	10
v. High school graduation rate	%		50	54.7	62.2	72	75
w. Ninth graders being retained	%		14	12	11	10	10
x. High school graduates accepted into two or four year colleges	%	80	80	79	80	83	85

[a]Provided By school; * 2010-11; ** 2011-12; ^ 201

C. School Model and Rationale

The decision by BCSD to select Talent Development at Johns Hopkins University to manage this school under the Restart Model was based upon input from the BCSD EPO Committee. The committee highlighted the following:

JHU was among the first organizations in the country to implement double periods in English; TDS has been engaged in its work for two decades; TDS will be able to make significant progress in the schools for which it is selected; TDS was operating as an EPO in New York City at the time indicates that TDS truly understands its responsibilities as an EPO; Johns Hopkins demonstrated during the interview a high degree of coordination among the partners; the partnering organization, the National Academy Foundation, has demonstrated a high degree of effectiveness and experience across the country; Johns Hopkins has demonstrated its commitment to working in the state of New York, the western region, and Buffalo Public Schools.

For these reasons, the EPO Committee endorsed Talent Development Secondary. The School Board felt the recommendation from the EPO Committee was fitting and selected Johns Hopkins Talent Development Secondary to be the EPO for the East Restart Model.

ii. The process by which this model was chosen, including all steps taken to engage the school staff, leadership, labor unions, and community stakeholders in the design and decision-making processes:

Using a rigorous selection process, BCSD selected and matched EPO organizations to each of its persistently low-achieving (PLA) schools. Specifically, the process was as follows:

September 2011 - Using an EPO selection committee consisting of a diverse set of community stakeholders, BCSD created a national call for proposals defining the role and the specific needs of each PLA school.

October 2011 - BCSD hosted a bidder's conference for 24 potential EPOs representing both national and local comprehensive school reform experience.

November 2011 - BCSD's EPO selection committee and district staff used a rubric to select and match EPOs to restart five of its seven PLA schools.

October 18, 2012 – Launch Plan submitted to be kicked off in January 2013 with a BPS grant for $350,000 that would cover launch costs through June 30, which were eventually extended at no cost through August 31.

Restart Plans and Budgets drafted and submitted by Buffalo to NYSED.

January 25, 2013 – Dr. Branch final interview in Buffalo

January 25, 2013 –Assistant Supt. Debra Sykes informed that APPR for the district was not approved by the state and therefore SIG money/contract will be postponed until that APPR plan can be approved.

February 25, 2013– Dr. Branch formally announced as TDS EPO Field Manager in Buffalo

April 3, 2013 – TDS plans, budgets and contracts submitted to Buffalo Public Schools must be recalibrated for the updated April to June 2013 initial period and then July – June 2014 period, as well as school demographics need to be updated and budgets recalibrated accordingly. EPO contract needs to be signed by district.

May 24, 2013 – All contracts, budgets plans recalibrated and signed off by JHU and sent to Buffalo Public Schools to be repackaged for NYSED.

August 10, 2013 - TDS Buffalo Team works out partnership with BOCES, NYSED and BPS and resubmits to NYSED in partnership with BPS and BOCES. NYSED authorizes TDS to work as EPO in partnership with BPS and BOCES for one year with financial support of the district

December, 2013 to Present – TDS Team in process of reapplying for SIG support for 2014-15 school year.

D. School Leadership

i. Specific characteristics and core competencies of the school principal necessary to meet the needs of the school and produce dramatic gains in student achievement:

The Chief of Strategic Alignment and Innovation has identified specific leadership competencies for turnaround principals as outlined in *School Turnaround Leaders: Competencies for Success* (Public Impact, 2008):

- **Driving for results cluster.** Concerned with a turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success, competencies in this cluster: Achievement; Initiative and persistence; Monitoring and directiveness; Planning ahead
- **Influencing for results cluster.** Concerned with motivating others and influencing their thinking and behavior to obtain results, turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. Competencies in this cluster: Impact and influence; Team leadership; Developing others
- **Problem-solving cluster.** Concerned with a turnaround leader's thinking applied to organizational goals and challenges, this cluster includes data analysis to inform decisions, making clear logical plans that people can follow, and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster: Analytical thinking; Conceptual thinking
  Showing confidence to lead. This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.

ii. School principal (short biography, explanation of the leadership pipeline from which he came, **and** rationale for the selection in this particular school).

Dr. Casey Young began successfully turning schools around during his first placement at Harriet Ross Tubman School in the Buffalo Public School District (BPS #31), where he served as an assistant principal for three years and as acting principal in his fourth year. In the first year of his assignment, the school was identified as a SURR school due to math and ELA NYSED assessment data and with regular occurrences of violence and behavioral distractions. The school was removed from the SURR list and discipline issues were dramatically reduced after Dr. Young's third year at #31. Dr. Young was then assigned as the phase-out principal at Grover Cleveland High School, which was slated to close due to excessive rates of weapons and violence, as well as graduation rates below 15%. During his assignment as principal of Grover Cleveland, Dr. Young saw the graduation rate increase to greater than 65% and a dramatic decrease in the instances of violence.

Dr. Young was appointed principal at East High School for the 2011-2012 school year, based on his experience at turning around low performing schools. Under the leadership of Dr. Young, formal suspensions were reduced from 76 in 2011-2012 to 52 by his second year, 2012-2013. Short-term suspensions were reduced from 638 to 403, with 92% of the student population at East High School never having received a suspension. In addition to behavioral improvements, academic growth was also demonstrated. The graduation rate increased significantly between

2010-11 and 2011-12, and Regents exams also saw an increase in the areas of algebra, US History and Government, and Global Studies.

With the guidance and leadership of the TDS Principal Support Director as a mentor, Dr. Young will be afforded a deeper understanding of the TDS model and how to leverage its Four Pillar approach for maximum utilization and impact.

See Attachment - School Principal Resume of Dr. Casey Young.

iii. **N/A**

iv. **Provide the specific job description and duties, aligned to the needs of the school, for the following supporting leadership positions: 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM).**

Job Descriptions

Assistant Principal

The assistant principal will assist the principal in carrying out the following responsibilities:

- Instructional leadership
  - Create and communicate a comprehensive education plan aligned with BCSD'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;
- 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 learners.
  - Rigorously monitor the alignment of the written, taught, and assessed curriculum using scope and sequence documents and pacing calendars.
- Work collaboratively with the established school-wide data team to develop the following:
  - Define critical teaching and learning concepts.
  - Work collaboratively to develop a written plan that articulates activities, roles, and responsibilities.
  - Provide ongoing data leadership.

- Provide supports that foster a data-driven culture within the school to
  - 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
  - Enthusiastically recruit highly qualified staff members 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
  - 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.

School Transformation Facilitator (JHU position equivalent to SIM, but non-administrative)

The TDS School Transformation Facilitator (STF) supports daily, on-site professional development and assistance with school organization, culture, and climate. The STF provides support with professional development and technical assistance to administrators, team leaders, teacher teams, counselors, and support staff that increases the school's capacity to build a positive school climate, develop and sustain distributed leadership, and engage in ongoing collective decision making and actions that support student success, including Positive Behavioral Interventions and Supports (PBIS) in the school.

The STF is the primary liaison between JHU, the leadership and staff of the school, and other partner organizations working in the school. The STF is responsible for coordinating activities, services, and support to the school, its teachers and students, and in implementing all Four Pillars of the TDS model, including use of the Early Warning Indicators (EWI) system. The STF is responsible for working in collaboration with the building Leadership Team to effect organizational, instructional, and curricular changes within the school that result in improved climate and culture. The STF is responsible for working in collaboration with the building Leadership Team (i.e., building administrators, support teachers, curriculum lead teachers, building coaches, etc.).

TDS Field Manager

The Field Manager is responsible for spreading and supporting the successful implementation of the TDS model. She does this by developing local action plans and enabling the elements of the TDS program to work in concert at each site. She monitors the success of program implementation by ensuring that all school materials orders are placed and received in a timely manner. The Field Manager develops annual TA site plans and coordinates and provides local training sessions or conferences, and participates in the preparation and delivery of local and national trainings and conferences. She works with the TD implementation teams to guide principals, school leadership teams, and relevant district or state officials through awareness, planning, implementation and sustainability, and establishes and maintains effective partnerships with

schools, districts, teachers' unions and other local reform agencies impacting the implementation of the model. The Field Manager helps schools and districts secure public or private funding for implementation, serving as a liaison between funding sources and district/state officials, supporting the grant writing process and facilitating appropriate reporting to meet grant requirements. She negotiates, customizes and formalizes contracts between the schools/districts and JHU.

v. **Supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and the needs of the students.**

School leadership is comprised of the Principal, Assistant Principal(s), the TDS Field Manager, and the School Transformation Facilitator. (This overlaps with but is different from the Leadership Team.) The Principal and each Assistant Principal will remain at the school during the EPO contract period. The Principal and all of the school leaders will receive coaching and support in the competencies for the Restart Model. The Principal will employ shared decision-making across all areas of the school.

The EPO serves in the capacity of the Superintendent, providing supervision over the operations and the instructional program at East High School per the EPO contract. The Field Manager will report monthly, quarterly, and yearly to the Board of Education regarding the progress of East High School. All required data/reports will be submitted to BCSD or NYSED according to the requirements of SIG funding.

The Field manager will observe principal practice associated with instructional leadership on a weekly basis and give evidence-based feedback to cultivate improvements. Evidence collection tools, rubrics, and professional development support from Engage NY will be used to systematize, track, and follow up on feedback given to the principal. Data from these collection tools will again be used to determine priorities.

TDS's most seasoned instructional and operational staff supports our local instructional facilitators and STF, and focuses on assessed professional development priority areas for the principal.

A possible obstacle to obtaining leadership buy-in is the complexity of building a schedule that meets the instructional needs of the school and the requirements of the TDS model (e.g., cross-curricular Early Warning Indicator team meetings for cohorts) while working within the boundaries of the BTF teacher bargaining agreement. A strategy for overcoming this obstacle is to begin planning early, drawing on the expertise of school personnel in conjunction with TDS scheduling advisors and union representatives.

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

Casey Young-Welch

791 Richmond Avenue
Buffalo, New York 14222
(716) 440-5827
cyoung@buffaloschools.org

I. Certification Areas

Special Education Permanent Certification, 1998
School District Administrator Certification, 2003
College Board Leadership Institute, 2008

II. Education

State University of New York at Buffalo State College, Buffalo, New York
Bachelor of Science in Education Degree, 1996 Major: Special Education
GPA – 3.0
Master of Science in Education Degree, 1998 Behavior Disorders and Learning Disabilities
GPA – 4.0

Canisius College, Buffalo, New York
Master of Science Degree, 2003 Administration
GPA – 3.97

Walden University
Doctorate in Education, 2008
GPA – 3.98

III. Teaching Experience

D'Youville College, Buffalo, New York, 2008 - 2009
Graduate School of Education
Adjunct Professor

Buffalo Public School #43, Buffalo, New York, 1999 – 2003
Self Contained and Inclusion Teacher / All subjects taught
CSE Designee; ISST Member; Section 504 Contact Person

Buffalo Psychiatric Center, Buffalo, New York, 1996 - 1999
Self-Contained Classroom Teacher / All subjects taught
Contextualized Learning Program Coordinator / GED Programming

Kendall Junior/Senior High School, 1996 - 1997
Learning Center and Resource Teacher / Mathematics and Biology
Student Council Advisor

IV. Administrative Experience

East High School, Buffalo, New York, July 2011 – Present
Principal

The Academy Program, Buffalo, New York, July 2010 – July 2011
Principal

Grover Cleveland High School, Buffalo, New York, July 2006 – July 2010
Principal

Harriet Ross Tubman School, Buffalo, New York, September 2006 - June 2006
Acting Principal

Harriet Ross Tubman School, Buffalo, New York, July 2003 – September 2006
Assistant Principal

Buffalo Public School #43, Buffalo, New York, September 2001 – June 2003
Administrative Intern

Buffalo State College, Buffalo, New York, July 1999 – August 2001
Academic Advisor for S.T.A.R. program

V. Related Training and Coursework

The Skillfull Teacher Observing and Analyzing Teaching	9/7/11 – 2/15/12	50 hours
College Board Leadership Institute	10/13/07 – 7/28/08	200 hours
Danielson Framework Training	5/1/06 – 5/2/06	14 hours
Generating Expectations for Student Achievement	3/29/06 – 4/3/06	32 hours
Effective Collaborative Groups	11/8/05 – 11/9/05	5 hours
Administrator Professional Development	8/9/05 – 8/12/05	28 hours
Leadership in Teaching and Learning	5/2/05 – 8/21/05	100 hours
Research approaches for the Teacher Leader	9/6/05 – 12/24/05	100 hours
Establishing Faculty Groups	2/8/05 – 2/9/05	17 hours
Teacher Leadership in the School	1/13/06 – 4/23/06	100 hours

New York State Middle School Association Conference	10/23/05 – 10/26/05	32 hours
New York State Middle School Association Conference	7/21/05 – 7/24/05	32 hours
Differentiated Instruction	7/20/04 – 7/25/04	48 hours
Root Cause Analysis	11/1/03 – 11/02/03	12 hours

VI. Leadership Experiences

- Increased school attendance at The Academy Program and Grover Cleveland High School by 30%
- Decreased formal suspension by half and drastically reduced episodes of school violence at East High School during the 2011 – 2012 school year
- Collaboratively lead an elementary team that raised student success on New York State ELA and Mathematics assessments from 0% to 86% over 4 years
- Decreased school violence in a high need, multicultural, comprehensive high school from over 500 incidences in 2005 to 12 over the course of 3 years (NYSED)
- Collaboratively lead a comprehensive high school team that raised graduation rates from 7% to +65% over 3 years (NYSED)
- Developed and implemented a school wide behavior management program
- School-community liaison for Western New York United and the University at Buffalo
- Consulting with parents, administrators, teachers, and community at large
- Coordinating successful inclusion program for elementary, middle, and high school grades
- Assisting with creation and implementation of school wide reading program
- Observation and increasing responsibility for staff evaluation, reinforcing quality teaching and fostering improvement
- Creation and implementation of student and staff schedules
- Adapting software program for tracking students
- Providing assistance in curricula, program, IEP development, and pre-intervention
- Furnishing in-service training programs to parents, college students, and school personnel
- Participating in collaborative interdisciplinary team meetings
- Training staff in techniques for dealing with behavior problem students
- Training of staff for high quality direct instruction reading program

The above experiences have assisted greatly in developing, enhancing, and refining necessary skills for being an effective district leader. Included in the positively impacted skill areas are:

Special Education Supervision	Collaborative Consultation
Inclusion Programming	Compliance Monitoring
In-service Training	Educational Testing
Professional Development Coordination	Supervision and Evaluation
Facilitator and Presenter	Progress Monitoring
Building Management and Operations	Team Building
Communication Outreach	Parent Involvement

VII. Awards

- College Board Leadership Institute Scholarship, 2007
- Business First Pathfinder Award, 2006
- Daniel Upton Alumni Scholarship, 1995

VIII. References

Mr. Lloyd Hargrave
School Improvement Consultant
(716) 892-5861

Dr. William Keresztes, Associate Superintendent for Educational Services
Buffalo Public Schools
(716) 816-3500

Mrs. Debra Sykes, Assistant Superintendent
Buffalo Public Schools
(716) 816-3500

Ms. Frances Wilson, Deputy Superintendent
Buffalo Public Schools
(716) 816-3500

Mrs. Florence Krieter, Director of Secondary Education
Buffalo Public Schools
816-3500

Robert Biggie, Director Special Education
Buffalo Public Schools
816-3500

Mrs. Lynn Lystad, Teacher
Buffalo Public School #31
816–3500

Ms. Maxine Murphy, Parent Facilitator
East High School
882-1905

E. Instructional Staff

i. Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing, and ineffective (HEDI) based on the school's approved APPR system.

The total number of teachers at East H. S. is currently 51. Data available from BCSD Dept. of Talent Management, Supervising Principal for APPR as of 2.10.14:

Number of highly effective—26 Developing—1
Effective—2 Ineffective—4
Not able to be determined/No data—18

ii. Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school.

East High School has a full complement of teachers in core subject areas as well as one full-time instructional coach and two .6 coaching positions in math and ELA. The coaches as described spend the remaining .4 of their time teaching two class periods, and therefore, the classes taught by the coaches are used as models and demonstrations of best instructional practices. The teachers are provided with opportunities to observe the demonstration classes, debrief with the coaches and apply best practices. East High School is confident that staff will be able to utilize TDS supports to build an effective instructional team.

Qualitative changes needed in staff will be accomplished through TDS targeted professional development and coaching—school-wide, departmental, and/or individual.

iii. Characteristics and core competencies necessary for instructional staff to meet the needs of its students.

As BCSD transfers, recruits, and identifies teachers for schools, it will search for and develop teachers with unique characteristics and competencies based on *Public Impact School Turnaround Teacher: Competencies for Success*. The four competency clusters (see p. 10) represent a consistent pattern of thinking, feeling, acting, and speaking essential to teachers' success in improving performance in low-performing BCSD schools.

iv. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited.

As a school that is implementing a restart model, East High School will follow the Buffalo City School District (BCSD) *Guidelines 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 the human resources department; (2) the teacher is notified by the supervisor or director of the vacancy; (3) the school principal consults the teacher personnel file (this step is optional) and accepts or declines the teacher's application. For positions that are still vacant after the voluntary transfer process is complete, the EPO will have the ability to hire staff utilizing the screening and review process designed by and described in the EPO contract and based on the school's needs.

Employment opportunities are posted on the BCSD website and are advertised in local and national publications, and information is made available at recruitment fairs. These efforts identify a pool of qualified candidates that is shared with school administrators when vacancies occur. Principals and their teams have the opportunity to interview and recommend candidates for employment. These same privileges are extended to the EPO.

Possible barriers:

- The voluntary transfer process allows a teacher to pursue an override to a principal's decision not to accept the teacher to fill the vacancy at the school.
- Involuntary transfers are difficult unless documentation in the teacher's file at the school indicates that the teacher's performance is not a good fit for the needs of the school. The principal must be explicit about expectations for instructional staff when he and the teacher are engaged in the transfer conversation.
- The system-wide transfer process delays the ability to hire new, high-quality instructors.

As a strategy for overcoming these barriers, the EPO will be provided an opportunity to screen all candidates through an interview process by a designated leadership team to ensure a good fit for the program in the event of instructional additions or reductions.

F. Partnerships

i. Key Partners

The key partner organization with which the JHU Talent Development EPO will be working is the National Academy Foundation. The descriptions and rationale for utilizing the services provided by this organization can be found in A.ii of this document.

ii. See Attachments C Evidence of Partner Effectiveness Chartand Memorandum of Understanding

iii. Evidence of Partner Accountability

As part of a continuous improvement process, the **National Academy Foundation** uses data collection, academy assessment and student certification to help academies to deliver high quality programs to students. Through data, assessment and certification, academies can track their performance and develop an action plan for growth and improvement.

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)
John Hopkins University School of Education Talent Development Secondary 2701 N. Charles St., Suite 300 Baltimore, MD 21218- 3888 410-516-8800 For the past 20 years, Talent Development Secondary (TDS) has helped schools across the nation reorganize in ways that promotestrong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision making, and increased capacity for continual improvement. Schools that implement the TDS organizational and instructional reforms see increases in student attendance, reductions in suspensions and other data related to student discipline and school climate, improved course passing and	1. Union Park High Schools Chicago Talent Development	1. Kirby Callam Chief Executive Officer 773-345-8768. kgcallam@ctdhs.net
	2. Manual High School, Peoria Public Schools	2. Sharon Kherat Principal 309-672-6600 sharon.kherat@psd150.org
	3. Miami Jackson Senior H.S.	3. Julian Cazañas Jr. Principal 1751 NW 36 Street, Miami FL 33142 305-634-2621 jcazanas@dadeschools.net

graduation rates, and increased scores on student achievement tests. TDS helps schools obtain such outcomes by offering research-based strategies, developed at Johns Hopkins University, that are paired with intense technical assistance provided by master educators who serve as TDS organizational and instructional facilitators.		
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)
The National Academy Foundation (NAF) was created in 1982 by philanthropist Sanford Weill, designed specifically to address the lack of opportunity for young people in New York City. The first two NAF academies opened in 1987, in Miami, Florida and Richmond Hill, New York. Since then, 30 additional NAF academy schools have opened in New York. http://www.nycacademies.org/site_res_view_folder.aspx?id=95288230-d2fa-4b5f-9a7f-38b077f408d8 By 2013-14, the Academy network had grown to 565 academies in 177 districts 38 states plus Washington, DC and the US Virgin Islands. This year, 70,259 students are enrolled in NAF academies, 61% of whom qualify for free/reduced lunch; 14% are English language learners; 35% are Hispanic/Latino; 28% are African-American;	A chart of NAF Partners in New York City and their contact information is attached as Partner Effectiveness Chart Attachment-NAF.	1. Stephen T. Casa Director, District Engagement 218 West 40th Street, 5th Floor New York, NY 10018 Main Number: 212-635-2400, X 885 Direct phone: 917-572-6155 scasa@naf.org www.naf.org 2. Jennifer Geisler Network Liaison, Northeast Region Direct Line: 646-723-2052 E-mail: jgeisler@naf.org

22% are white; 96% of seniors enrolled graduated last year; 92% of graduates who provided post-grad intentions plan to go to college; 90% report that academies helped them to develop career plans; 85% of 5- and 10-year alumni are working in a professional field; 52% of NAF graduates earn bachelor's degrees in 4 years (compared to 32% nationally); of those who go on to post-secondary education, 50% are the first in their families to do so. (http:.//naf.org/statistics-and-research)		

NAF NYC Partners Chart

SCHOOL	ACADEMY TYPE	STRUCTURE	ADDRESS	PHONE	PRINCIPAL	EMAIL	COORDINATOR	EM
Bronx Engineering & Technology Academy	Engineering	Small School	99 Terrace View Avenue, Bronx, NY 10463	(347) 885-0343	Karalynne Sperling	ksperling@schools.nyc.gov	Anton Pena	apena@nycacademies.org
City Polytechnic HS of Engineering, Architecture & Technology	Engineering	Small School	105 Tech Place, Brooklyn, NY	(718) 875-1473	Yusuf Muhammed	YMuhammad@schools.nyc.gov	Ian Campo	icampo@nycacademies.org
Manhattan Bridges HS	Engineering	Small School	525 W. 50th St., NY NY 10019	212-757-5274	Mirza Sanchez-Medina	msanche3@schools.nyc.gov	Marangelitza Rivera	mrivera@nycacademies.org
Academy of Finance & Enterprise HS	Finance	Small School	3020 Thomson Ave., Long Island City, NY 11101	718-389-3623	Victoria Armano	varmano@schools.nyc.gov	Lorena Izzo	lizzo@nycacademies.org
Brooklyn Academy of Global Finance	Finance	Small School	125 Stuyvesant, Brooklyn, NY 11221		Dannielle Darbee	ddarbee@schools.nyc.gov	Jessica Rosenberg	jrosenberg@schools.nyc.gov
Bronx School of Law & Finance	Finance	Small School	99 Terrace View Avenue, Bronx, NY 10463	718-561-0113	Jessica Goring	jgoring@schools.nyc.gov	Scott Pullman	svpullman@gmail.com
HS of Economics & Finance	Finance	Program in Comprehensive HS	100 Trinity Place, NY NY 10006	212-346-0708	Michael Stanzione	mstanzi@schools.nyc.gov	Aristedes Lourdas	alourdas@nycacademies.org
James Madison HS	Finance	Program in Comprehensive HS	3787 Bedford Ave., Brooklyn, NY 11229	718-758-7263	Joseph Gogliomello	jgoglio@schools.nyc.gov	Robert Cain	RCain4@schools.nyc.gov
John Dewey HS	Finance	Program in Comprehensive HS	50 Avenue X, Brooklyn, NY 11223	718-373-6400 x3011	Kathleen Elvin	kelvin@schools.nyc.gov	Marvin Siegfried	msiegfried@nycacademies.org
Richmond Hill HS	Finance	Small Learning Communities	89-30 114th St., Richmond Hill, NY 11418	718-846-3335 x411	Neil Ganesh	nganesh2@schools.nyc.gov	Yahaira Garcia	YGarcia6@schools.nyc.gov
Susan Wagner High School	Finance	Program in Comprehensive HS	1200 Manor Road, Staten Island, NY 10314	718-698-4200	Gary Giordano	ggiorda@schools.nyc.gov	Jennifer Brogan	jbrogan@nycacademies.org
Tottenville HS	Finance	Program in Comprehensive HS	100 Luten Avenue, Staten Island, NY 10312	718-356-2220	William Dugan	wdugan@schools.nyc.gov	Steve Saliski	ssaliski@nycacademies.org
International High School	Health Careers	Small School	48-01 90th St, New York, NY 11373	212-868-5180	C. Anthony Forney	CForney2@schools.nyc.gov	Maria Ramirez	mramirez@nycacademies.org
Richmond Hill HS	Health Careers	Small Learning Communities	89-30 114th St., Richmond Hill, NY 11418	718-846-3335 x411	Neil Ganesh	nganesh2@schools.nyc.gov	Christine	crossello@nycacademies.org
Academy of Hospitality & Tourism HS	Hospitality & Tourism	Small School	Erasmus Hall Campus, 911 Flatbush Ave. Brooklyn, NY 11236	718-564-2580	Adam Breier	abreier@schools.nyc.gov	Ted Hamilton	thamilton@nycacademies.org
Grover Cleveland	Hospitality & Tourism	Small Learning Communities	2127 Himrod Street, Ridgewood, NY 11385	718-381-9600x3342	Denise Vittor	dvittor@schools.nyc.gov	Gerl Gluck	GGluck@schools.nyc.gov
High School for Enterprise, Business & Technology	Hospitality & Tourism	Program in Comprehensive HS	850 Grand Street, Bklyn NY 11211	718-387-2701 x583	Holger Carrillo	hcarril@schools.nyc.gov	Jackie McAllister	jsmcallis@gmail.com
HS of Hospitality Management	Hospitality & Tourism	Small School	525 W. 50th St., NY NY 10019	212-586-1819	Yves Mompoint	ymompoi@schools.nyc.gov	Wayne Berning	wberning@nycacademies.org
Jacqueline Kennedy Onassis HS	Hospitality & Tourism	Program in Comprehensive HS	120 West 46th Street, NY NY 10036	212-391-0041 x2022	Ed DeMeo	edemeo@schools.nyc.gov	Leticia Milan	lmilan@nycacademies.org
Long Island City High School	Hospitality & Tourism	Small Learning Communities	28-11 Queens Plaza North Queens NY 11101	718-281-3415	Vivian Selenikas	vseleni@schools.nyc.gov	Matthew Malench	MMalenc@schools.nyc.gov
New Utrecht HS	Hospitality & Tourism	Program in Comprehensive HS	1601 80th Street, Bklyn NY 11214	718-232-2500 x435	Maureen Goldfarb	mgoldfa3@schools.nyc.gov	Griselda Vile	gvile@nycacademies.org
Port Richmond HS	Hospitality & Tourism	Small Learning Communities	85 St. Joseph's Ave., Staten Island NY 10302	718-273-3600 x7323 or VE	Tim Gannon	tgannon@schools.nyc.gov	Maureen Christie	mchristie@nycacademies.org
Richmond Hill HS	Hospitality & Tourism	Small Learning Communities	89-30 114th St., Richmond Hill, NY 11418	718-846-3335 x411	Neil Ganesh	nganesh2@schools.nyc.gov	Yahaira Garcia	YGarcia6@schools.nyc.gov
Academy of Language & Technology HS	Information Technology	Small School	1700 Macombs Rd, Bronx NY 10453	718-731-0219	Aris Urena	aurena@schools.nyc.gov	Aaron Samaroo	asamaroo@nycacademies.org

NAF NYC Partners Chart

SCHOOL	ACADEMY TYPE	STRUCTURE	ADDRESS	PHONE	PRINCIPAL	EMAIL	COORDINATOR	EM
Bronx Engineering & Technology Academy	Information Technology	Small School	99 Terrace View Avenue, Bronx, NY 10463	(347) 885-0343	Karalynne Sperling	ksperling@schools.nyc.gov	Anton Pena	Apena@nycacademies.org
Grover Cleveland	Information Technology	Small Learning Communities	2127 Himrod Street, Ridgewood, NY 11385	718-381-9600x3342	Denise Vittor	dvittor@schools.nyc.gov	Andrew Woodbridge	Awoodbridge@nycacademies.org
HS for Innovative Technology	Information Technology	Small School	900 Jamaica Ave.	718-827-2469	Cynthia Fowlkes	cfowlke@schools.nyc.gov	Phil Donohue	pdonohue@nycacademies.org
James Madison HS	Information Technology	Program in Comprehensive HS	3787 Bedford Ave., Brooklyn, NY 11229	718-758-7263	Joseph Gogliomello	jgoglio@schools.nyc.gov	Sara Spiegel	spiegel@nycacademies.org
Manhattan Bridges HS	Information Technology	Small School	525 W. 50th St., NY NY 10019	212-757-5274	Mirza Sanchez-Medina	msanche3@schools.nyc.gov	Marangelitza Rivera	mrivera@nycacademies.org
Alfred E. Smith	Theme Neutral	Small Learning Communities	1230 Zerega Ave. Bronx NY 10462	212-645-5110	Evan Schwartz	eschwar2@schools.nyc.gov	Bruce Harris	bharris@nycacademies.org

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into this 20th day of February 2014 (the "Effective Date") by the Johns Hopkins University (JHU) through its School of Education, Wyman Park Building W400, 3400 N. Charles Street, Baltimore, MD 21218, and the Board of Education of the Buffalo City School District (Board/District), 801 City Hall, 65 Niagara Square, Buffalo, New York 14202.

PURPOSE

The purpose of this Memorandum of Understanding is that JHU and Board/District will adhere to the responsibilities listed in Appendix A and Appendix B.

TERM AND TERMINATION

The term of this MOU shall begin on the Effective Date, and terminate on June 30, 2015. This MOU may be terminated at any time by either party upon at least thirty (30) days prior written notice to the other party. This term may be extended if mutually agreed to.

RESPONSIBILITIES OF THE PARTIES

JHU: See Appendix A

Board/District: See Appendix B

PROJECT COSTS

Project Costs will be determined at the time of SIG award.

PUBLICITY

Neither party shall use directly or by implication the names of the other party, nor any of the other party's affiliates or contractors, nor any abbreviations thereof, or of any staff member, faculty member, student, or employee of the other party in connection with any products, publicity, promotion, financing, advertising, or other public disclosure without the prior written permission of the other party. All requests for JHU approval shall be forwarded to Dennis O'Shea.

DISPUTES

The parties shall attempt to resolve all disputes through informal means. This may include mediation, arbitration, or any other procedures upon which the parties agree. Each party agrees that, prior to resorting to litigation to resolve any dispute, it will confer with other party to determine whether other procedures that are less expensive or less time consuming can be adopted to resolve the dispute.

ENTIRE AGREEMENT

This MOU is the entire agreement of the parties. No modification of this MOU shall be binding unless reduced to writing and signed by both parties.

REPRESENTATION OF AUTHORITY

Each of the parties executing this MOU hereby represents to the other party that the undersigned representative has full authority to execute this agreement on behalf of the institution.

BOARD OF EDUCATION OF THE BUFFALO CITY SCHOOL DISTRICT

2-27-14
Date

Dr. Pamela C. Brown
Superintendent

THE JOHNS HOPKINS UNIVERSITY

Holly A. Benze 2/20/14
Date

Holly A. Benze
Director
Research Projects Administration

Appendix A

- The EPO shall perform services and accept responsibilities at the Covered School as detailed within this Agreement and as per the attached Exhibits.

- Extended Learning Program: The EPO shall fund and implement summer school programs for a minimum of 70 hours and after school programs for a minimum of 130 hours.

- Consistent with Education Law §211-e(2), the EPO shall assume the powers and duties of the superintendent for purposes of implementing the educational program of the Covered Schools including but not limited to: making recommendations to the board on budgetary decisions, staffing population decisions, student discipline decisions, decisions on curriculum and determining the daily schedule and school calendar ("Educational Program Services and Recommendations"). All such Educational Program Services and Recommendations shall be made in the manner described below. The Educational Program Services shall be consistent with any applicable collective bargaining agreement(s) and any recommendations shall be made by the EPO and acted upon by the board.

- Budgetary Decisions: The EPO acts as the superintendent and makes recommendations to the board on all budgetary decisions. Within the budget allotted to the school, the EPO shall implement the school-based budget and expenditure plan as needed to run the Covered School. In February, District schools are provided school based budget allocations for the following school year. The allocations include baseline staffing based on the projected enrollment and grade levels. Baseline staffing is provided via formulas and ratios outlined in the Budget Handbook. Additionally, schools receive supplemental per pupil allocations specifically for students of poverty, low performance and English Language Learners should they meet the requirements set forth by the applicable guidelines (Title I, Title III, C4E). Schools may also receive competitive grants such as School Improvement Grants.

- The EPO, as Superintendent, is expected to develop the Covered Schools budget in conjunction with the Principal and Site Based Management Team such that it should also support the School's Improvement Plan within the allocated amounts. The EPO shall submit the details of each Covered Schools's budget to the Board of Education for approval no later than March 1st to be included in the Districts overall budget to be adopted for the subsequent year.

- In the event that budget amendments are necessary by either party, the EPO shall agree to meet with the District's Chief Financial Officer, the District's Vice President of Student Achievement and Board President to present a plan that is equitable with other District schools of similar characteristics to the Board of Education for approval. If the budget amendment is a request from the EPO for additional funds beyond the original allocations, the plan submitted for approval from the Board of Education must include a detailed justification for the additional funds including benchmarks, targets and expected outcomes from the use of said funds.

- The EPO shall make recommendations to the Board regarding the selection of new principals for the Covered School, unless such selection violates any applicable laws, regulations or collective bargaining agreements and all amendments therein pertaining to the Covered School, and the District shall assign the selected principal to the position designated by the EPO. The principals at the Covered School will report to and be under the direct supervision of the EPO. The EPO or their designee, who must be certified as a lead evaluator of principals in accordance with Commissioner Regulation §30-2.9 of the Rules of the Board of Regents, shall evaluate the Covered School principals in accordance with the District's approved Annual Professional Performance Review plan and collective bargaining agreements. If the EPO appoints a designee for evaluation purposes the designee must be identified by September 1, 2014 in writing to the Board's Vice President of Student Achievement. The EPO shall be responsible for ensuring all evaluators are certified as a lead evaluator of teachers and administrators in accordance with Commissioner Regulation 30-2.9.

Appendix B

- The district shall provide services to the Covered Schools or ensure access to the following as described herein:

- The central supports provided to schools and students, including, but not limited to Maintenance and Operations; Payroll; and Human Service; Technology and Infrastructure; Dining Services; Transportation; School Security; and Procurement.

- The district will provide all special education and related services that are required in an IEP/504 Plan, including but not limited to one-to-one aides, special transportation and consultant teachers.

- The district will provide all necessary and appropriate supports and services for English language learners.

- Four instructional coaches to the Covered Schools as follows: one ELA instructional coach and one mathematics instructional coach for East High School and one ELA instructional coach and one mathematics instructional coach for Lafayette High School as outline in the school-based budget (Exhibit 9 & 10).

- The District shall pay the EPO a fee for full performance not to exceed the total amount of five hundred ninety three thousand nine-hundred five dollars ($593,905.00) for services performed at Lafayette High School and four-hundred eight-nine thousand five-hundred twenty-five dollars ($489,525) for services performed at East High School, payable to JHU. The auditors will use monthly programmatic and financial update reports to the Board, when accepted by the Board, as the triggering mechanism for the monthly progress payments. These monthly reports shall include a section on the EPO vendor's budget, showing their progress during the month toward what they agreed to do and what they are billing for. Final payment shall be made upon completion of all services contemplated under this Agreement.

- Consistent with Education Law §211-e(3), the board shall retain the ultimate decision-making authority over the hiring, evaluating, termination, disciplining, granting of tenure, assignment of employees serving in the Covered Schools, as well as with respect to staff development for those employees, together with authority concerning all other terms and conditions of employment, all of which decisions shall be made in a manner consistent with applicable collective bargaining agreement(s).

- The board shall have final approval of all transfer requests.

- The board president or their designee will serve as the direct contact with the EPO's coordinator(s). The role of the board president or their designee shall be to expeditiously resolve issues and problems confronted by the EPO in carrying out its duties and services under this Agreement.

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- The board shall ensure that student and school data for each Covered School shall be accessible to district employees and EPO Superintendent or designee of the respective Covered School and may be made accessible to other staff on an as-needed basis in support of relevant work and subject to the Confidentiality provisions pursuant to Section 10 herein.

- The board shall fulfill existing contracts, grants and other program obligations of the Covered School, including federal School Improvement Grant reporting and other requirements, in accordance with the terms thereof.

G. Organizational Plan

The LEA/school must provide a sound plan for how the school will be operated, beginning with its governance and management.

i. See Attachment – School Level Organizational Chart

ii. Describe how the structures function in day-to-day operations

The immediate responsibility for school performance is given to the EPO Field Manager. The Field Manager has direct oversight of the principal, and together they maintain a direct line of communication with the Board. The EPO is available on a daily basis while being physically on site two to three days per week. The Office of Strategic Alignment and Innovation, and the EPO will rigorously monitor the quality, effectiveness, and fidelity to the school improvement process and identify areas of progress and challenge, align district resources to better meet the needs, and provide regular communication to the Board and relevant stakeholders. In return, the EPO and Board will retain operational control of the building administrative, teaching, and support staff and services while ensuring timely actions based on EPO recommendations.

The School-Based Management Team (SBMT) consists of representatives of school administration, teachers, parents, and student support staff. The SBMT must include five elected teachers and alternates, including the BTF Delegate Chair, who must be selected by secret ballot and nomination process. These stakeholders meet monthly to provide oversight to school improvement efforts. SBMT will review data from leading indicators to monitor and evaluate the effectiveness of the SCEP initiatives. The SBMT has a direct line of communication to the principal, and decisions are a collaborative process. All decisions seek broad-based engagement among all school stakeholders to ensure a successful turnaround.

In the Talent Development model, teacher cohort teams meet daily in **Professional Learning Communities** (PLCs), also referred to as *cohort teams*. The PLC is pivotal in analyzing student performance data, including quarterly benchmark assessments, interim assessments, and common formative assessments, and for instructional planning and pedagogy. Led by school-based instructional coaches and JHU instructional facilitators supported by the principal, assistant principals and STF, PLCs ensure that instructional practices are aligned and driven by EWI and assessment data, that student learning needs are targeted through intervention and enrichment, and that job-embedded professional development is differentiated to meet teacher needs. Instructional coaches, led by TD instructional facilitators, meet weekly with teachers to support them in their implementation of new instructional strategies that target student learning needs.

The Student Support Team/Committee on Special Education (SST/CSE) consists of administrators, social worker, guidance counselors, school psychologist, and other staff members whose core responsibilities focus on attendance, truancy, and discipline. The SST/CSE will meet weekly to establish a cohesive and supportive school community, reduce attendance issues and truancy, increase positive behavior and student engagement, and reduce dropout rates using EWI data developed by the teams. The SST/CSE also functions as a special education support team and is responsible for compliance monitoring. The SST/CSE communicates directly with students and their families and works collaboratively with the parent facilitator.

The School Leadership Team (SLT) meets weekly to monitor the progress of the SCEP, determine necessary midcourse corrections, and ensure that all stakeholders are regularly informed of progress. Made up of school administrators, counseling staff, interdisciplinary team leaders, academy leaders, the building union leader, the Talent Development STF, and the SST representative, the SLT will analyze data, examine leading and lagging indicators, problem solve areas of concern, and provide recommendations and feedback to the governance board. The team communicates weekly progress to teachers, parents, and community members.

iii. Annual Professional Performance Review (APPR) Plan

Staff Evaluation

The TDS Field Manager is in the process of being trained as a certified NYSED evaluator, as her role as evaluator of EPO school principals requires. The TDS Field Manager will use "Approved Principal Practice Rubrics for New York State" as directed on Engage NY. Also, TDS works with the school to provide professional development in the use of New York State-approved and supplied supporting tools for teacher evaluation that include: protocols and tools (e.g., evidence collection tools) to guide administrators' visits to classrooms, chosen from Engage NY's "Approved Teacher Practice Rubrics for New York State;" rubrics and tools to evaluate the quality of collaborative work by staff in Early Warning Indicator (EWI) and common planning time meetings; analysis of student outcome data disaggregated at the teacher and classroom level; alignments among NYSED and BCSD expectations, the school's professional development plan, education model, and evaluation system; protocols and rubrics for the assessment of lesson plans and student work as part of the staff evaluation process, particularly the "Tri-State Quality Rubric for Lessons and Units" for Mathematics and ELA; and protocols, tools, and rubrics for the assessment of non-classroom staff such as instructional coaches and counselors.

A schedule is established and followed by the EPO, principal and administrative support staff, providing the dates and times of announced/unannounced classroom observations, and pre-/post-classroom observation conferences, based on the BCSD calendar.

The evaluation process for teachers at East High School is cumulative. All teachers will be evaluated by an administrator, receiving one formal observation and a pre-conference planning session with the supervising administrator one week prior to the lesson demonstration and a post-observation conference to discuss strengths, weaknesses and outcomes within one week of the observation. The pre-conference and post-observation discussions are documented in writing, stored in the teacher file (Professional Growth System), and given to the teacher. The administrative team meets on a weekly basis to discuss observation outcomes and ways for improving instruction and sharing best practices observed in classrooms during the evaluation process.

iv. Provide a full calendar schedule of the events listed in "iii" for the 2014-2015 school year that reaches all instructional personnel who will staff the building.

A district-wide calendar/schedule set by the BCSD will be followed by the EPO, the principal, and administrative support staff. The schedule will provide the dates and times of announced classroom observations along with the pre-/post-classroom-observation conferences. The

evaluators are certified administrators, using the approved APPR tool. The schedule is under revision and is not available on the BCSD web site at the date of this submission, but should be available soon.

H. Educational Plan

i. Curriculum

Talent Development provides curriculum in Literacy, Mathematics and Student Success in grades 9-11. ELA and math classes are intended to teach students the skills they will need to succeed in their English and mathematics classes in those grades. Their effectiveness has been proven in national studies.

Literacy:

The TDS high school model includes intensive double-dose courses designed to build literacy skills for students who are two or more years below grade level to close skills gaps and prepare them for the challenging, standards-based curriculum required of all students. Students are enrolled in TDS double-dose literacy courses during the first semester, and complete the district's required, English course during the second semester.

Students who enter high school inadequately prepared in literacy take ***Strategic Reading***, a non-traditional approach to accelerating fluency and comprehension skills with emphasis on modeling, reasoning and metacognition, and guiding students through reading authentic literature.

Mathematics:

Transition to Advanced Mathematics (TAM) The Talent Development model for ninth grade students entering East below grade level proficiency provides a research-based curriculum, Transition to Advanced Mathematics (TAM), which is offered first semester on an extended block. The district-level Common Core-aligned course is taught second semester.

Geometry Foundations (GF) offers the same beneficial double-dose strategy to geometry students as TAM. *GF* reviews basic algebraic skills and fosters students' conceptual understanding of key ideas in high school geometry. *GF* helps students learn missing mathematical components, develop new concepts, broaden depth of understanding and strengthen skills and mathematical reasoning.

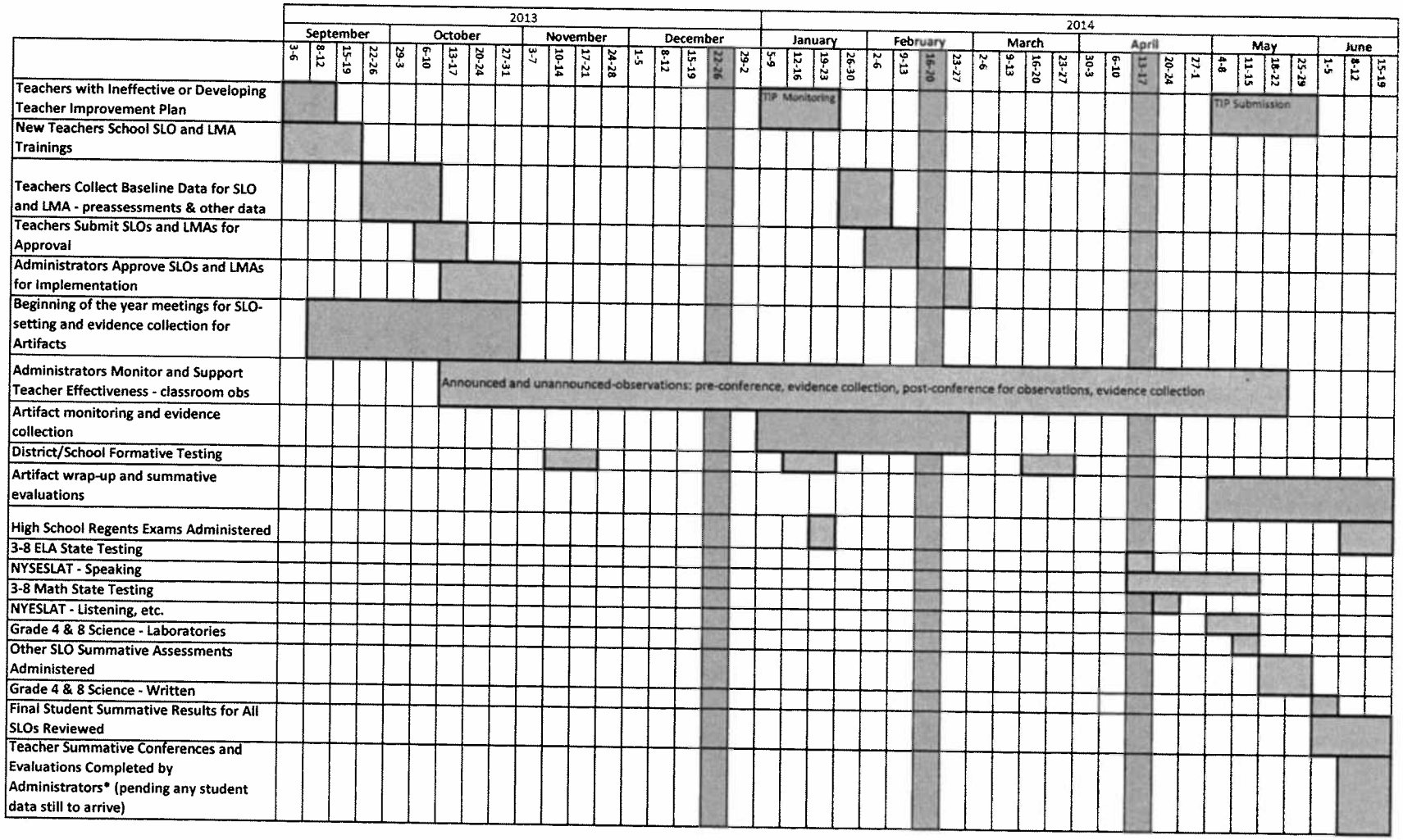
Student Success:

Freshman Seminar is taught as a full-year course in ninth grade. Students practice the note-taking, time management, study, social and human relations skills they need every day in their academic and elective subjects and in their lives outside of school. They learn more about themselves and their futures in the worlds of post-secondary education and careers as they prepare to choose a Career Academy. In-depth lessons use both innovative and traditional teaching techniques including long-range projects, cooperative learning activities, role-play, and reflective journal writing.

Access to Career and Technical Education through Erie 1 BOCES

The Buffalo City School District is partnering with Erie 1 BOCES to provide career and technical education courses to the students in grades 10-12. Students may elect to enroll in one

2014-2015 School Year
APPR Events - DRAFT Schedule*



Note: All State testing dates are tentative. For questions related to assessments, please visit http://www.p12.nysed.gov/apda/

Buffalo Public Schools

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Access to Career and Technical Education through Erie 1 BOCES

The Buffalo City School District is partnering with Erie 1 BOCES to provide career and technical education courses to the students in grades 10-12. Students may elect to enroll in one

of a variety of high quality career and technical education (CTE) courses (e.g., Auto Collision Repair, Baking & Pastry Arts, Cosmetology, and Dental Lab Technology) by attending half-day sessions at BOCES sites. Eligible sophomores, juniors and seniors who are on track to graduate with their cohort may attend an Erie 1 BOCES program where seats are available. Access to Career and Technical Education and Credit Recovery Courses at Erie I BOCES (two sites), are options for all interested students. Counselors will work with interested students to create a schedule that includes academic and CTE courses. Sophomores/juniors/seniors will be eligible for CTE courses. Additionally, students who are age-appropriate, yet credit-deficient will be considered by the district for enrollment in a one- or two-year program.

Finally, over the four years of high school, all students' schedules will include:

- At least three credit-bearing courses in mathematics that meet or exceed the Common Core Standards and can include competency at or above Algebra II;
- A sequence of four credit-bearing courses in English that meet or exceed the Common Core Standards at the proficient or advanced level;
- At least three college-preparatory science courses;
- At least four college-preparatory social science/ history courses;
- Up to three years of foreign language instruction;
- Freshman Seminar, which facilitates and lays the groundwork for students' transition to high school and college and career preparation.
- Art, music, or drama electives.

See Attachment - East High School Sample Student Schedules.

High-Quality Assessments:

Talent Development Secondary measures academic progress using multiple measures. The school will monitor academic and achievement goals using formative and summative assessments, course grades, and promotion rates. Incoming students will take the Gates-MacGinitie Reading Test (GMRT), and may take the mathematics section of the Comprehensive Test of Basic Skills (CTBS) as diagnostic measurements if other data is not available. Teachers will use these tests, along with middle school records, to determine performance levels. Students performing below grade level will enroll in double-dose reading and/or math courses, and take follow-up GMRT, and if applicable, CTBS assessments at the mid-point and end of ninth grade to determine levels of growth in academic skills. The school will use additional assessments to monitor students performing below grade level and to adjust the instructional program as necessary,

Career Academies:

While in their Freshman Seminar class, students investigate and select a career academy to enroll in for grades 10-12. Based on student population, East will be able to support one career academy. East's three health-related pathways that will become the basis for the Health Science Career Academy:

- Health Occupation and Technology Program, which allows students to follow a three-year pathway toward a New York State Certificate as a Certified Nursing Assistant (CNA).
- Differentiated Home Health Aide Program, which prepares students for entry-level careers in the expanding healthcare area.
- Personal Training Program, which offers students a unique opportunity to study personal training and exercise science over the course of three years. At the completion of Advanced Personal Training, students will be fully prepared to take the certified personal trainer exam.

NAF career academies provide academic supports similar to the Ninth Grade Success Academy, focused on teams of teachers who work collaboratively, share a common cohort of students and common planning time, and provide double-dose opportunities for sophomores and juniors performing below grade level in math and/or reading.

Students in each career academy are enrolled in a challenging college preparatory core curriculum aligned to the Common Core Learning Standards and the New York Regents exams, as well as at least three career-focused elective courses (one per year) designed to expose them to various career experiences, develop career-related skills and knowledge, and emphasize connections between career experiences and academic skills.

ii. Instruction

Instruction. **Describe instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA and Literacy. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction. (Connect with iii.)**

Talent Development Secondary (TDS) ELA and math curricula are Common-Core aligned, implemented with research-based best-practice strategies. Ever mindful of the pedagogical shifts demanded by the Common Core Standards, instructional strategies include but are not limited to the following:

ELA and Literacy	
Shift I: Balancing Informational and Literary Text	TDS ELA Facilitator will assist ELA coach and teachers in choosing materials that meet the recommended CCLS guidelines for a balance of informational and literary texts. CORE ACTION1 planning sheets from NY CCSS Instructional Practice Guides will be used to ensure that texts are carefully chosen and that tasks are text-dependent while providing all students will opportunities to engage in the work of the lesson.
Shift II: Knowledge in the Disciplines	Students are taught to view text as their main source of knowledge as teachers move from the role of lecturer to facilitator, teaching students to think critically about the text. A rich variety of reading and metacognition strategies (e.g., reflection, using reference tools, using graphic organizers) are provided, and student independence is fostered so that students become self-directing and self-assessing.

Shift III: Staircase of Complexity	ELA facilitator will guide ELA coach and teachers in scaffolding texts so that students reach targeted complexity bands by providing training in examining texts and identifying strategies for close reading when planning lessons. The Lexile Framework will be used to identify students' entry reading levels (as tested by the Gates-MacGinitie Reading Tests) in order to differentiate and scaffold toward Common Core Lexile Bands. Teachers will so be expected apply differentiation strategies in order to meet the needs of every student.
Shift IV: Text-based Answers	Across content areas, a focus on providing text-based evidence when answering questions or writing will continue to be reinforced throughout the year. The TDS facilitators and building coaches will support a school-wide literacy initiative that emphasizes the importance of using text-based evidence to support responses. TDS materials have been designed to engage students collaboratively in small learning teams around rigorous text-based conversations. After discussion, students write individual text-based answers that serve as ongoing formative assessments. This will give students frequent practice in using text-based evidence to support claims.
Shift V: Writing from Sources	Teachers are taught to require students to provide evidence from sources when supporting claims or explaining their reasoning. ELA, social studies, and other content areas will include MLA documentation and citation in research-based assignments.
Shift VI: Academic Vocabulary	Best-practice vocabulary training has been provided by TDS instructional facilitator and ELA coach, and will continue to be emphasized school-wide, across all subject areas. Special emphasis will be given to "Tier 2" academic vocabulary, teaching critical CCSLS words while keeping the cognitive verbs in mind, such as *analyze, evaluate, compare*, etc., that focus on processing skills and lead to cross-curricular academic success. A morning announcement vocabulary program will be instituted, and keeping works alive through illustrated word walls, activities, and contests.

Math	
Shift I: Focus	TDS math facilitator will work with math coach and teachers to focus on Common Core Learning Standards in all lesson planning. Planning conferences for TDS math facilitator or coach and teacher will included building practice rubrics for task selection.
Shift 11: Coherence	TDS math facilitator, math coach, administrators, and representatives from each math course meet periodically as a vertical team to align the overall curriculum with CCLS, avoiding gaps or overlaps.
Shift III: Fluency	Teachers provide opportunities for students to master core functions that contribute to speed and accuracy. TDS facilitator

	and math coach will support teachers in differentiation strategies and extra supports for students whose core skills are weak. TDS facilitator and coach will model classroom discourse supports.
Shift IV: Deep Understanding	TDS facilitator, math coach, and teachers work together to design formative assessments that go beyond the correct answers by requiring students to explain their thinking. Students are provided small learning team experiences in which they can discuss processes and insights related to math concepts. TDS facilitator, math coach and teachers design rigorous tasks and appropriate rubrics during planning sessions which support a deep understanding of the standards.
Shift V: Application	TDS facilitator, math coach and teachers will design lessons that require students to provide evidence of their ability to choose appropriate concepts and processes for problem-solving on their own rather than being directed by the teacher. Scaffolding and support will be provided as students work toward independence. This shift will be modeled and/or co-taught with TDS facilitator and/or math coach.
Shift VI: Dual Intensity	Students are presented with situations in which they can prove their ability to apply concepts independently and explain their thinking processes. TDS math facilitator and math coach will support teachers in designing instruction to accommodate this shift.

In addition to the above-mentioned strategies, the following assist in TDS and East High School's implementation of the Common Core Learning Standards:

- Embedded professional development intended to build capacity in teachers' ability to implement the CCLS shifts outlined above
- Adherence to and utilization of NYSED tools in planning, implementing, and monitoring CCLS-aligned instruction (e.g., New York CCSS Instructional Practice Guides)
- Subject-area common planning meetings around Common Core-aligned lessons and integration into existing curricula
- Grade-level planning meetings to create integrated, cross-curricular Common Core lessons to enhance student learning

In its New York State Metrics & Expectations: 2013-2014, the NYSED has provided clear guidelines for all teachers to "fully implement high quality, deeply rigorous, and fully aligned Common Core curriculum as defined by the Tristate Rubric." This document addresses what teachers, principals, local superintendents, network teams, and district superintendents must do in order for students to achieve success within the CCLS. Also, through Race to the Top Newsletters, the BCSD has provided direct links to literacy and mathematics tools to guide and support the implementation of the Common Core. Talent Development values these resources and will use them as guiding documents in monitoring curriculum and instruction. TDS

instructional facilitators will work with administrators, coaches, faculty, and support staff to interlace the supports that TD provides with the curricular goals of the Buffalo City School District and NYSED.

The TD classroom is student-focused, featuring a minimum of teacher talk and a maximum of highly engaging student-centered activities. The TD classroom is text-rich, a learning environment full of resources, colors and textures, with materials organized in orderly manner. The teacher acts as coach and facilitator while students take responsibility for their own and their team's progress.

In addition to cultural diversity, TDS instructional activities differentiate instruction for students with various learning styles and skill levels. TDS provides teachers with training and resources that allow them to assess these factors, and units and lessons that employ visual, text-based, kinesthetic, and auditory activities at the individual, small group, and class levels. TDS's blend of whole-class instruction, cooperative learning in student teams, and individual practice provides students with strong motivation for learning while enabling them to build both cognitive and social skills.

Talent Development facilitators spend a significant amount of time training both teachers and instructional coaches on strategies and activities that can be used in various courses and content areas. These instructional facilitators work with coaches and teachers to analyze current curriculum, align classroom instruction, and refine pedagogical practices. Teams' use of formative data generated in EWI meetings is supported by the coaches and TDS facilitators working with the teams at meetings and through the coaching cycle, thus reinforcing the creation of classrooms that are responsive to student needs.

A plan is in place for instructional support:

- The JHU instructional facilitators, local coaches, and content lead teachers meet weekly to identify professional development goals from current, relevant data and observation. These will be broad goals from grade-level CCLS for ELA, Instructional Shifts in ELA/Literacy and Math, Regents Exam expectations, etc.
- Once this team has agreed upon a goal (or goals), they will identify resources and appropriate PD options (e.g., common planning, PD event, etc.), using a basic "What? Why? Who? How? When? Where?" planning chart.
- Instruction and support will follow as planned, using the coaching cycle and other methods such as videos, professional articles, email links and appropriate tools to nurture effective implementation of instructional practices and strategies that are likely to lead to success in reaching the identified goal(s). Evidence collection tools and support logs will aid in the effort to reach the goal(s). Engageny.org is replete with materials to support all phases of CCLS implementation.
- At the meeting following each initiative, successes and challenges related to the identified goal(s) will be shared before identifying new goals.

iii. Use of Time

The daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities:

East High School will follow the Buffalo Public Schools calendar, providing instructional hours in accordance with the laws of New York State. Sample student schedules are attached.

Innovative Use of Time

The Talent Development Secondary model uses specialized, research-based curriculum and extended class periods. This approach has numerous benefits for students and teachers, including additional instructional time in math and/or English language arts, which allows struggling students to "catch up" to their peers. Academic acceleration in Talent Development Secondary classrooms occurs in large part due to the innovative instructional practices teachers can implement in the longer class periods. Teachers have time to model skills for students, engage students through cooperative learning activities, offer authentic assessments through project-based learning, and create individual learning centers that allow students to focus on the specific skills and content they need to succeed in a course.

The TDS extended period schedule, in which students take ELA and math approximately 80 minutes/day each semester, will be implemented using two 40-minute periods back to back, thus not requiring an exception to the BTF collective bargaining agreement. This back-to-back scheduling allows for more continuous seat time, encouraging the use of cooperative learning and project-based work, learning centers to accommodate students' individualized needs, and fewer class changes.

An independent study titled "Catching Up: Impact of the Talent Development Ninth Grade Instructional Interventions in Reading and Mathematics in High-Poverty High Schools" compared students who made large achievement gains (10 percentile points or higher) in mathematics and reading in both TDHS and control schools. These results indicate that "students at all levels of the achievement spectrum benefited from the TDHS ninth grade instructional program and that at each level of achievement, in all cases but one, a greater percentage of students in the TDHS schools obtained larger achievement gains. This is potentially a very significant finding because it indicates that a focus on teaching reading comprehension strategies and math problem-solving skills might benefit all or most students at the start of ninth grade in similar schools. As a result, it might be more appropriate to view the first-term TDHS courses as accelerated learning opportunities rather than catchup or remedial courses only appropriate for students multiple years behind grade level" (CRESPAR 2004).

Common Planning Time

Common planning time is one the most critical components of the TDS approach to building the collective capacity of a school's staff. For teacher teams to reach their full potential to help students succeed, they must have a fixed time during their professional day to engage in collective data analysis and decision-making, professional learning, and planning and preparation of student activities. TDS schools implement common planning time within teacher team schedules, and provide technical assistance and capacity-building activities that help teachers do focused work targeting improved student outcomes.

Common planning time is built into the teacher teams' schedules. Teacher teams meet multiple times per week, and each meeting has a specific focus, such as:

- Analyzing student data such as Early Warning Indicators and achievement data
- Developing individual student intervention plans based on student data
- Planning for team-wide incentives, celebrations, or interventions to promote a positive school and team culture and identity
- Utilizing Data Driven Instructional (DDI) practices to examine, discuss, and analyze student work
- Sharing best practices, and engaging in other interdisciplinary professional development activities

Extended Learning Time (ELT)

Extended Learning Time is provided through the 21st Century Learning Grant and the 21st Century Learning Program through Child & Adolescent Treatment Services, Inc. (CATS). This program runs Monday through Friday from 2:30-5:30 for a total of 15 hours per week as a continuation of the regular school day, with the same policies and procedures. The program participation goal is 70% of the student population. Subject areas are led by full-time East High School faculty members who use the time to reinforce daily instruction through other teaching methods. The program has been established with a common vision and the shared goals of providing opportunities for academic enrichment, including academic remediation, tutoring, homework and project assistance, Regents Exam preparation, credit recovery, credit accrual, and core subject support designed to meet the individual student's needs as well as the school and district's goals. Academic content is provided for one hour each program day and is aligned with Common Core Learning Standards, the Regents Reform Agenda, and the School Comprehensive Education Plan (SCEP).

All of the key features of the 21st Century program are based in the New York State Afterschool Network (NYSAN) ten indicators of high quality out-of-school time. This allows stakeholders to use a common set of standards to assess, plan, design and execute program strategies, activities and services. For students who need little or no intervention, the academic menu includes opportunities for project based-learning, leadership, and acceleration in activities such as but not limited to Science Olympiad, Digital Literacy, and Lit Club. The program utilizes the talents of program staff, but also to bring in vendors who are passionate experts in activities that the participants would like to try, but program staff are not able to lead.

Additional Extended Learning Time Options

Counselors will collaborate with students and their parents to present all of the options available after reviewing each interested student's transcript. Students may elect to enroll in such extended day programs:

- Twilight Academic Program at the Erie 1 BOCES Kenton Career and Technical Center—Students may take part of this academic program for Regents-bound students.
- Tech Plus Program at the Erie 1 BOCES Potter Career and Technical Center—Students may take part in the career and credit recovery programs offered.

- After-school Credit Accrual Program at McKinley High School- Students may take part in this program to accrue credits required for graduation.
- After-school tutoring programs at East High School—Students may take part in the tutoring assistance offered at each high school to support their academic needs.

iv. Data-Driven Instruction and Inquiry

Data-Driven Instruction/Inquiry (DDI). **Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math.**

The TDS team is acutely aware of the importance of data to the progress school, as the TDS model is itself a data-driven model. In order to provide staff with tools and techniques for Data-Driven Instruction/Inquiry (DDI), professional development was provided this fall by network team members within the Buffalo City School District. Working in collaboration with the already established Data Team, selected East staff members (administrators, coaches, lead teachers, etc.) then turn-keyed DDI instruction to the rest of the staff through common planning time meetings.

Data collection and analysis informs and will continue to inform the EPO and school leadership in prioritizing identified needs. EWI meetings include administration, TDS personnel, SST team members, grade-level teachers, and partner organizations. An essential component of the TDS model is data-driven discussion at grade-level team EWI meetings. These meetings use real-time data to ensure all students are supported academically and socio-emotionally. Resource mapping is used during this time to prescribe any necessary interventions needed for specific students.

The book *The Data Coach's Guide to Improving Learning for All Students* by Love, Stiles, Mundry, and DiRanna will serve as a guide in establishing a sustainable data-driven culture. The DDI Implementation Rubric will be used to assess the state of data-driven assessment and instruction at East H.S.

Talent Development employs a variety of methods to maintain a balanced assessment system that facilitates coherent use of student data. This systematic approach to data collection and analysis offers a comprehensive scheme for individual student assessment to occur over time under many conditions.

The overall assessment system plays a meaningful role in the delivery of education; clarifies expectations and measure progress toward them; supports schools and school districts with accountability for student outcomes; aids systematic improvement relating to professional development, resource allocation, and program effectiveness; evaluates and assist college and career readiness; strengthens team collaboration and curriculum; and informs classroom instruction on a daily basis.

The TDS assessment system uses an array of formative and summative assessments—district common formative assessments, course-specific interim assessments, and New York State Regents/Common Core Assessment—to measure student mastery of standards and progress toward instructional goals. Assessment goals and tracked progress will align to the school's indicated areas of improvement.

Curriculum and assessment, and topics related to data collection and analysis are included in faculty and/or team sessions facilitated by TDS instructional coaches and facilitators. These include but are not limited to: essential knowledge and skills, gathering data and using it thoughtfully, examining student work to drive instruction, identifying and reaching consensus on evaluation criteria, creating rubrics and other scoring tools for classroom use, and college and career readiness standards.

Results of data assessment will be communicated to students and parents regularly through: ongoing reports reviewed with students and sent home to parents; regular team meetings dedicated to conferring with students and/or parents; quarterly Report Card Conferences during which students meet one-on-one with an objective adult to review their performance and set goals.

Through the on-site STF and instructional coaches, TDS will monitor the improvement systems and ensure that they are used regularly and appropriately to keep instruction strong, dynamic, and engaging, keeping students on the graduation path. Where additional training is required, as in the use of an existing data collection system, TDS staff will facilitate that training so that all teacher teams, administrators, and other school staff are using the tools available.

Establishing and Annually Updating Assessment Targets

TDS will support school administrators and staff in setting assessment targets based on current school data in such areas as attendance, suspension rates, course passing, standardized test scores, graduation rates, and college enrollment. TDS will use a variety of metrics to help school and district leaders determine if the school is meeting short-term, mid-range, and long-term goals that align with the model's mission and education plan. A quarterly implementation review and end-of-year climate and instruction analysis is included in the TDS implementation model. During the end-of-year review, the TDS STF will assist school leadership in assessing progress toward target goals and updating targets for the following year. Short-term metrics will be available for analysis during the first year of implementation and include average daily attendance, percentage of students on track for promotion and graduation, and reductions in negative behavior incidents. Mid-range indicators will be available for analysis, including improvements on achievement test scores, changes in course-taking patterns, and exposure to career exploration activities. Long-term indicators will be available after the third year, and include graduation rates and percentage of graduates enrolled in post-secondary education and/or career pathways.

v. Student Support

School-wide framework for providing academic, social-emotional, and student support to the school population, major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues, and key interventions chosen:

The Talent Development Secondary school structure, composed of separate small, stable learning communities, with each team of teachers collectively teaching the same students, encourages students, teachers, and families to establish strong bonds and close, caring relationships. Research and experience have shown that the quality of student-teacher interactions and the quality of instruction are critical to the levels of student motivation, effort, and engagement required for sustained academic progress.

The TDS **Early Warning Indicator** system is designed to identify students early who need support and to provide the appropriate interventions as quickly as possible. School staff members who closely follow and use the Early Warning Indicators of attendance, behavior, and core course failure quickly identify students who begin to exhibit warning signs. In addition, the system helps to identify the intensity of services needed and to monitor impact.

Teams hold weekly EWI meetings in which teachers, school administrators, and support staff meet to analyze early warning indicator data, assign and assess interventions, and determine the professional development needed to strengthen the success of student-teacher interactions and support high-quality instruction in every classroom. These meetings, as well as the EWI system, are facilitated by an on-site facilitator experienced in supporting school-based implementation of early warning indicator and intervention systems. EWI meetings result in very specific supports to individual students along with follow-up from committed staff from East H.S. as well as partner organizations.

The Talent Development EWI system incorporates three distinct tiers of support:

- Tier 1 supports are provided for all students to help them raise their attendance rates, teach and reinforce expected behaviors, and ensure a high level of achievement;
- Tier 2 supports are interventions for students who need more than Tier 1 supports. These include group supports such as tutoring, anger management or after-school activities.
- Tier 3 are for students with academic issues, or challenges outside the school building requiring off-site one-on-one support such as in-house psychologist social worker, or off-site clinical personnel.

In Talent Development Secondary high schools, the Ninth Grade Success Academy supports ninth-grade students in their transition to high school while providing the academic and social foundation they need to succeed. TDS begins to prepare students for college and support them in selecting the right post-secondary pathway from the first days of high school. They begin to explore their strengths and interests and use this information to research career fields and relevant post-secondary pathways in the ninth grade *Freshman Seminar*. All ninth graders enroll in this transition-to-high-school course that emphasizes the study skills, social skills, and career and post-secondary planning skills necessary to succeed in and beyond high school. As described in *H. i. Curriculum*, double-dose courses in Strategic Reading and Transition to Advanced Mathematics during the first semester provide students with the extra help and support they need to succeed.

Throughout the sophomore and junior years, students receive academic support that prepares them to be successful post-secondary students. Career electives challenge them to apply academic skills in workplace settings and develop skills that will benefit them after high school.

The Student Support Team (SST) assists in the facilitation of a caring, structured, and nurturing environment in which each student's educational and physical needs are met. The SST is prepared to obtain needed resources or services for each student's particular needs as well as collaborate with parents, case managers, health care providers, and other service providers in the students' best interest.

vi. ***School Climate and Discipline*. Strategies to develop and sustain a safe and orderly school climate and the school's approach to student behavior management and discipline for the general student population and those with special needs:**

The Talent Development Secondary model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. School climate celebrations and interventions include quarterly Report Card Conferences and monthly and quarterly student recognition programs. Teachers also work together to design, implement, and adjust academy-level policies regarding students' academic responsibilities and behavior during planning meetings. These policies provide students with a consistent and fair set of procedures for all classes.

East High School implements the **Safe & Civil Schools** program. Data from schools and districts throughout the country show that the strategies embodied in Safe & Civil Schools increase student respectfulness, responsibility, and motivation. As a Response to Intervention (RtI) model, Safe & Civil schools complements the TDS model and the EWI tiered system of supports.

Check-in/Check-out (CICO) is another behavior intervention which requires students to check in with a faculty member in the morning and in the afternoon. Faculty members volunteer to become lead CICO Facilitators in the building, and are assigned a small group of students. Students receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. The facilitator receives updates from the student and his/her teachers and discusses daily performance with the student.

Social/Academic Instructional Groups (SAIG) are led during lunches and extended periods by members of the Student Support Team (SST). Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Interventions leading to generalization are most effective when youth are also supported by CICO.

East High School uses positive behavior certificates called **Panther Paws,** which are provided to all faculty members to give to students who perform good deeds, follow school rules, or at the discretion of the faculty member for a student who is acting as a good citizen or caring for the East Community.

Say Yes Buffalo works with TDS and other partners to provide individualized supports for students. Services currently include a student monitoring system to ensure students are on track to thrive and successfully graduate high school, scholarships to attend vocational and/or two and four year colleges, mentoring, tutoring and academic assistance, and after-school programming.

vii. Parent and Community Engagement

Formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction:

School-family-community partnerships are particularly essential because each component is a powerful sphere of influence on a student's development. The college and career emphasis of the TDS model draws on family and community resources to play a major role in students' lives.

East High School has an actively involved Parent Facilitator in the building who sits in on partnership meetings, and reaches out to other parents and community members. This Parent Facilitator represents East High School at the District Parent Coordinating Council (DPCC) Meetings. In addition, East has a large alumni foundation with an active Alumni Leader who provides community outreach for school events such as parent/community meetings, bi-monthly dinners, basketball tournaments, and cultural events held year-round for families, with opportunities to explore the school and discuss programs.

I. Training, Support, and Professional Development

i. School Involvement in Development of Plan

Process by which the school leadership/staff were involved in the development of this plan:

During the pre-implementation period, TDS staff met with East administration to gauge the school's priorities for professional development. The Principals and AP's judgment and TDS' assessment from discussions, meetings, and classroom observations were initially the most reliable sources of information in planning PD.

A Leadership Team is in place for 2013-14, and although discussions and classroom observations are still sources, data on attendance, behavior, and course performance now drives the planning of PD in all its forms.

ii. Implementation Period

Planned training, support, and professional development events scheduled during the year-one implementation period (June 1, 2014, to June 30, 2015). Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

The TDS model provides job-embedded professional development led by instructional coaches, master teachers from within the school faculty who are released from teaching duties to provide modeling and co-teaching, and engage in guided reflection with their colleagues. Instructional coaches receive professional development from TDS on developing trusting relationships with their colleagues and empowering teachers to have a voice in their own professional growth.

TDS professional development adheres to the guidelines provided by the New York State Impactful Professional Development Rubric.

For the sake of unity and ease of reading, the rationale for each planned event and the reason why it will be critical to the successful implementation of the SIG plan is provided in Column 1 of the PD chart.

See Attachment – Implementation Period Chart for Professional Development 2014-15.

iii. Schedule and Plan for Regularly Evaluation the Effects of Training

The TDS framework, by its very nature, encompasses all of the requirements outlined for this section. Data-driven collection and analysis informs the EPO and school leadership in continually prioritizing identified needs and finding solutions.

Training, support, and professional development provided by JHU, NAF, BCSD, or any other partner will be accomplished in several ways. Announced PD events are held on conference days, after school, or as special events in which teachers are paid according to the bargaining agreement, but most PD is job-embedded during the regular work week. The STF is on site each day, and the Field Manager and Instructional Facilitators are at the school two days per week. Administrators, coaches, and other support staff can also provide or turn-key professional development in the following ways: throughout the week in common planning meetings; in

classrooms through the coaching cycle; in content-area department meetings; at special luncheons or brown-bag trainings; in one-on-one conferences appropriate to particular goals; through electronic communications, including links to videos, professional articles, and tools, such as those provided by Engage NY.

The TDS Action Plan is the living document updated weekly that provides assurance that TDS/East is accomplishing, evaluating, and modifying training, support and professional development, which addresses the following: Area of Focus; How?; Who?; When?; Status (Completed or Ongoing); Evidence and Tools; Next Steps and Modifications. Updated weekly, this guiding document is in total alignment with the goals of the School Improvement Grant.

See Attachment - TDS Action Plan 11.20.13 for Plan Sample.

East High School Professional Development 2014-15

AREA OF DEVELOPMENT/ RATIONALE/ WHY IT IS CRITICAL TO SUCCESS OF SIG PLAN	GOALS/ MEASURED OUTCOMES	METHOD/ ACTIVITY/ RESOURCES	WHO IS RESPONSIBLE?	TARGET DATE	HOW OUTCOMES WILL BE ANALYZED AND REPORTED
Talent Development Secondary Program Critical for growth through professional training and collaboration with experts in the TDS model.	Training for principals, coaches, and TDS staff	Summer Institute at Johns Hopkins University or regional site	JHU Talent Development Secondary	July 2014	Participants will debrief after conference and synthesize trainings to prepare to open strong in 2014-15. Evidence of revitalization through this conference should be apparent in a strong opening for the 2014-15 school year.
National Academy Foundation Training Critical for understanding initial implementation of NAF Career Academy through professional training and collaboration with NAF experts.	Successful implementation of Career Academy at East High School	NAF Annual Conference, attended by TDS and East H.S. representatives	NAF representatives from TDS and East H.S.	July 2014	Career Academy will be up and running at the start of the 2014-15 school year. NAF guidelines will be implemented. The opportunity for training, support individualized to East, and clarification should lead to a strong opening for the Career Academy in accordance with NAF guidelines.
Talent Development Secondary Model Critical to building a foundation of practice based on the TDS Four Pillars of School Transformation; ability to effectively work through the EWI process will result in appropriate supports for individual	Train new staff on the components of the TDS model	Training on the Four Pillars of the TDS Model; Components of the TDS Model; Early Warning Indicator process	TDS Field Manager, STF, Instructional Facilitators	August & September 2014	TDS staff will assess participants' understanding of the components of the TDS model through oral feedback and post-PD surveys and will clarify/retrain as necessary. Job-embedded ongoing support will be provided by TDS Facilitators as administrators, teachers, and support staff gain comfort with the TDS model and the EWI process.

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students that will lead to improvements in attendance, behavior, and course performance.					
Curriculum & Instruction Critical because research has proven repeatedly that effective implementation of the Strategic Reading strategies will result in a rapid increase in grade-level and Lexile reading scores, strengthening reading skills that are essential to success with the Common Core Learning Standards.	Train new teachers on TDS Strategic Reading (SR)	Training PowerPoints, instructional materials, modeling, hands-on practice, one-on-one support	TDS ELA Instructional Facilitator	August & September 2014	TDS staff will assess participants' understanding of the curriculum and instructional strategies through oral feedback and post-PD surveys, and will follow up by providing ongoing classroom support through instructional facilitators and coaches. Classroom observation and teacher discussion will drive plans for additional PD if necessary. Direct IF and coach support to SR teachers is ongoing.
Curriculum & Instruction Critical because successful research has proven repeatedly that effective implementation of Transition to Advanced Math nurtures and develops the kinds of cognitive skills that are necessary to achieve success in high school math courses, especially with the implementation of the Common Core.	Training new teachers on Transition to Advanced Math (TAM) and Freshman Seminar (if there are new teachers)	Training PowerPoints, instructional materials, modeling, hands-on practice, one-on-one support	TDS Instructional Facilitators	August & September 2014	TDS staff will assess participants' understanding of the curriculum and instructional strategies through oral feedback and post-PD surveys, and will follow up by providing ongoing classroom support through instructional facilitators and coaches. Classroom observation and teacher discussion will drive plans for additional PD if necessary. IF and coach support to TAM and Freshman Seminar teachers is ongoing.

AREA OF DEVELOPMENT/ RATIONALE/ WHY IT IS CRITICAL TO SUCCESS OF SIG PLAN	GOALS/ MEASURED OUTCOMES	METHOD/ ACTIVITY/ RESOURCES	WHO IS RESPONSIBLE?	TARGET DATE	HOW OUTCOMES WILL BE ANALYZED AND REPORTED
Early Warning Indicator Process (EWI)— Data-driven discussion to improve attendance, behavior, and course performance (ABC's) Critical because the ability to effectively work through the EWI process will result in appropriate supports for individual students that lead to improvements in attendance, behavior, and course performance.	Set procedures for productive, fruitful EWI meetings	Attend meetings; set protocols; encourage adherence to the EWI rubric; lead and model data-driven dialogue; develop competence in choosing appropriate tiered supports; add to the menu of supports	STF and Team Leaders	Ongoing	By applying and following through on tiered supports chosen from the resource map for individual students, data will show improvement in attendance, behavior, and/or course performance. Data is measured and posted weekly (coded for privacy) to analyze and monitor progress toward goals.
Assessing Student Work to Drive Instruction Critical because best practice dictates that assessment drives instruction, but not all teachers are skilled in doing so.	All teachers gain competence in examining student work in order to plan instruction toward CCLS goals	Work with coaches and lead teachers; hold practice sessions with current student work; attend common planning meetings and assist in examining student work in order to make instructional decisions.	TDS Facilitators, with intent of building capacity through Coaches, Content Lead Teachers, and Common Planning Team Leaders→ all staff	Ongoing	Teachers will demonstrate competence in examining student work to drive instruction in common planning discussions and in the planning of upcoming lessons. If competence is not shown, more practice and dialogue will be scheduled.
Essential Strategies for Achieving Excellence with the Common Core Learning Strategies	Teachers gain competence in six essential strategies for implementing the Common Core	Strategies will be presented at stand-alone PD events, in common planning, through the	TDS Facilitators, with intent of building capacity through Coaches, Content Lead	Ongoing	Students' performance on CCLS tasks via 5-week interim assessments and other assessments will be scored according to rubrics and used to

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Critical because all students must achieve competence in the Common Core in order to succeed in school. Although there is very recent talk of postponing the testing of Common Core skills, teaching must continue in that direction, and students will benefit from mastering the higher expectation of the CCLS.	Learning Standards: Close Reading; Compare and Contrast; Inductive Learning; Circle of Knowledge; Writing to Learn; Effective Vocabulary Strategies	coaching cycle, and in one-on-one support opportunities through discussion, modeling, and hands-on practice. Materials often customized to content area including links will be distributed to content lead teachers, team leaders, and directly to teachers via email. Professional articles and videos will be chosen to present and discuss in common planning, with discussion questions to follow.	Teachers, and Common Planning Team Leaders→ all staff		plan instruction. Students who have not mastered particular tasks will be re-taught; instruction will be scaffolded and differentiated according to students' needs and proficiency levels. IFs and Coaches will share best-practice strategies and lessons with teachers whose students are not reaching targets according to schedule.
Engagement Strategies That Work Critical because if students are not engaged in their learning, they are not learning. High-engagement strategies	Teachers develop a repertoire of engagement strategies that keep all students on task and involved in cognitive processes that lead to excellence in the CCLS	Strategies will be presented at stand-alone PD events, in common planning, through the coaching cycle, and in one-on-one support opportunities	TDS Facilitators, with intent of building capacity through Coaches, Content Lead Teachers, and Common Planning Team Leaders→ all staff	Ongoing	Administrators, Instructional Facilitators, and Coaches will be looking for high levels of student engagement in classrooms, using a variety of evidence collection tools that teachers will also have and be encouraged to use as self-assessments. If necessary, support will be given through

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have rippling effects on achievement, such as raising retention rates and aiding in transfer of learning, teaching students to take charge of their own cognitive processes and use them appropriately, experiencing the benefits of collaboration, providing teachers with means of formative assessments to drive instruction, and more.		through discussion, modeling, and hands-on practice. Materials, including links customized to content area, will be distributed to content lead teachers, team leaders, and directly to teachers via email. Professional articles and videos will be chosen to present and discuss in common planning, with focus questions to follow.			modeling, co-teaching, and/or debriefing and discussion. If teachers need more supports in this area, IFs and Coaches will continue to work with them until the engagement strategies are effectively implemented. Coaching cycle documents will help IFs and Coaches provide support, and formal and informal observation tools and trackers will help administrators document areas for improvement and support teachers.
School-wide Integration of Freshman Seminar Content Critical because skills taught in Freshman Seminar will "stick" if students are given the chance to practice them. Teachers will benefit as well by having students who are able to demonstrate strong study	Teachers apply and support strategies taught in Freshman Seminar across grade levels and content areas	Relevant strategies and procedures taught in Freshman Seminar (e.g., Cornell note-taking) will be shared with faculty for inclusion in content area classes.	TDS Facilitators, with intent of building capacity through Coaches, Content Lead Teachers, and Common Planning Team Leaders→ all staff	October and ongoing	Teachers will share a common bank of materials from the Freshman Seminar curriculum that can be utilized in planning lessons and setting classroom expectations. Teachers should also reinforce each other and share anecdotal examples of ways in which the team or school can benefit from fostering skills and helping students to apply strategies presented in Freshman Seminar. Freshman Seminar will

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habits with an understanding of how this will help them reach career goals.					be a topic shared frequently through common planning, and evidence of applications can be collected and displayed to encourage others to utilize this program fully. Surveys will help Facilitators to gauge program use and results will be shared.
Writing Across the Curriculum Critical because the benefits of a school-wide plan for writing across the curriculum is multi-fold. Writing prepares students to succeed on tests, is an important factor in college and career readiness, and aids thinking, among other benefits.	All teachers implement Six Traits + 1 method of teaching and assessing student writing across content areas.	ELA Coach will present/discuss/ help teachers to examine student work during common planning meetings.	ELA Coach will continue this literacy initiative that was begun last year.	Ongoing	Writing in any content area can be assessed and scored by a rubric. Data from writing tasks, from formative classroom tasks to high-stakes tests required for graduation, will be analyzed to constantly improve students' writing skills. Since this is a cross-curricular initiative, teachers can share in analysis and planning of writing tasks to promote readiness for standardizing testing, college, and careers. For instance, ELA teachers can work with social studies teachers on Regents-type writing tasks for Global 9 & 10, an area in which students have historically scored poorly.
Data-Driven Instruction and Inquiry Critical because DDI cannot be just a "buzz" word or an occasional way of operating; it must	East High School will develop a data-driven culture that leads to improvement in both academic and social areas of student performance.	Strategies will be presented at stand-alone PD events, in common planning, through the coaching cycle, and in one-on-one	TDS staff, administrators, BCSD data trainers with intent of building capacity through Coaches, Content	Ongoing	As data is being analyzed and reported, administrators, TDS staff, and members of the school data team will analyze the ways in which school personnel are able to extract implications from the data they are using. Data

AREA OF DEVELOPMENT/ RATIONALE/ WHY IT IS CRITICAL TO SUCCESS OF SIG PLAN	GOALS/ MEASURED OUTCOMES	METHOD/ ACTIVITY/ RESOURCES	WHO IS RESPONSIBLE?	TARGET DATE	HOW OUTCOMES WILL BE ANALYZED AND REPORTED
be a reality present throughout every aspect of the school's decision-making processes. Data-driven methods need time and practice in order for staff to gain confidence in the process.		support opportunities through discussion, modeling, and hands-on data analysis with data leaders present to lead personnel in finding the important implications present in the data.	Lead Teachers, and Team Leaders → all staff		leaders will help others to dig deeply to improve practices and establish a true data-driven school culture. This will take place at DDI meetings scheduled weekly during common planning as well as at all other school meetings.
Classroom Management Critical because classroom management strategies are crucial in providing a learning environment that maximizes opportunities for every student to learn.	All teachers will implement successful classroom management strategies. Teachers will request immediate support for challenges related to classroom management.	Strategies will be presented at stand-alone PD events, in common planning, through the coaching cycle, and in one-on-one support opportunities through discussion, modeling, and hands-on practice. Materials will be distributed to content lead teachers, team leaders, and directly to teachers via email. Professional articles and videos	TDS Facilitators, with intent of building capacity through Coaches, Content Lead Teachers, and Common Planning Team Leaders→ all staff	Ongoing	Through informal and formal observations, administrators will address classroom management procedures with teachers through informal and formal observations and feedback. Classroom management is an identified topic for school-wide PD presentation and discussion, but TDS Facilitators and Coaches will also have a tool kit of strategies to help teachers with individual challenges upon request.

AREA OF DEVELOPMENT/ RATIONALE/ WHY IT IS CRITICAL TO SUCCESS OF SIG PLAN	GOALS/ MEASURED OUTCOMES	METHOD/ ACTIVITY/ RESOURCES	WHO IS RESPONSIBLE?	TARGET DATE	HOW OUTCOMES WILL BE ANALYZED AND REPORTED
		will be chosen to present and discuss in common planning, with discussion questions to follow. Links may also be sent to teachers via email.			
Current Needs Identified by DDI or Other Methods	Staff will use data and observation to identify areas of need that can benefit from PD. Staff will be transparent in identifying areas for improvement.	Activities and supporting materials will be identified on a case-by-case basis.	TDS and East staff in conjunction with appropriate persons from BCSD, partner organizations, or outside organizations	Ongoing	Ways in which outcomes will be reported and analyzed will depend on the identified area of development.
Buffalo City School District PD Initiatives	Staff will participate in PD events held by or recommended by the BCSD	To be identified by BCSD	BCSD appointees	Ongoing	Ways in which outcomes will be reported and analyzed will depend on the identified area of development.

J. Communication and Stakeholder Involvement/Engagement

One of the core beliefs driving the East High School restart plan is the district- and school-wide understanding that school staff, parents, and community members are partners in the change process. *The School Turnaround Field Guide*, a 2010 social impact report sponsored by the Wallace Foundation, identifies three critical gaps in parent, community, and stakeholder engagement that must be addressed to ensure successful school turnaround.

1. Building awareness of the need for change among students, parents, educators, policy makers, and communities.
2. Engaging and mobilizing stakeholders and building public demand to advocate for needed changes.
3. Establishing laws and policies that support those making difficult decisions.

The EPO and East High School are committed to implementing regular and systematic actions to address these gaps and to ensure that all parents, community members, and other stakeholders are well informed regarding implementation of the restart plan.

The EPO and East High School will utilize the following core strategies for regular and systemic communication with all stakeholders:

1. Develop a communication plan that incorporates multiple media and provides user-friendly data and information. This plan includes:
   - recording all meetings and events on a school calendar, to which all stakeholders have access;
   - using School Connect for automated phone messages to parents, and
   - establishing email data bases in order to contact groups of stakeholders (e.g., parents, partner organizations) about new or urgent matters.
2. Create a governance board to monitor progress of the SCEP.
3. Utilize the school Leadership Team to communicate with other stakeholders.
4. Provide direct outreach to families and communities through school-level parent facilitators.

A **communication plan will be developed** to clarify lines of communication between the EPO and the community and to ensure that all parents, families, and community members are kept aware of the initiatives and progress of school transformation. Multiple forms of media and user-friendly data will be used to reach all stakeholders and to build community-wide support and public will for dramatic school change.

The EPO and school leadership will create a governance board to monitor progress of the transformation plan to ensure better representation, communication, and collaboration among all key stakeholders. The board will comprise school personnel, business leaders, community organization leaders, families, and students. It will be charged with the task of implementing the governance structure and maintaining communication between the schools and the community regarding the transformation process and progress toward school improvement goals.

The School Leadership Team will meet weekly to monitor the progress of the SCEP, determine necessary course corrections, and ensure that all stakeholders are regularly informed. The school leadership team, comprised of school administrators, core department chairs, a student support team representative, and an on-site lead partner, will analyze data, examine

leading and lagging indicators, address and resolve areas of concern, and provide recommendations and feedback to the governance board. The team will communicate monthly progress to teachers, parents, and community members. The on-site lead partner will also report monthly to the district on the progress of the reform initiatives.

Direct outreach to families and communities will be provided through school-level parent facilitators. Parent facilitators will be trained to assess parent and community needs, build strong relationships that deepen parental engagement, and partner with community organizations to enhance instruction. Parent facilitators will become more effective in providing regular updates to parents and families about the school plans and implementation of the transformation plan. Several modes of communication will be used, including:

- Surveying families and students on ways the school can effectively engage with them and assess satisfaction with school services
- Conducting home visits, monthly parent education meetings, visits to community organizations, and outreach to the surrounding business community to connect with traditionally hard-to-reach families
- Publishing monthly newsletters and providing parent calendars to improve communication and strengthen links between home and school
- Hosting regularly scheduled public meetings to review school performance and school improvement plans
- Providing multiple and varied opportunities to engage parents in school and learning activities
- Using all means available to bridge the language gaps in communications, including printing materials in languages other than English, using translators, or contacting community organizations for assistance when reaching out to community members.
- Welcoming and supporting new families with support from the school's Student Support Team and school staff

K. Project Plan and Timeline

i. Key strategies for year-one implementation period (June 1, 2014, to June 30, 2015) that are aligned to the goals identified in Section II. A. School Overview:

The following are key strategies for implementation of the TDS model:

1. **Adherence to the TDS Model** to assure that proven research-based practices anchored in the Four Pillars of Transformation (described in Section A) are followed. Such practices include but are not limited to scheduling, curricula, instructional strategies, the EWI process, data-driven decision-making, and communication and stakeholder involvement.
2. **Early Warning Indicator meetings** focus on the ABC's of attendance, behavior, and course performance that need to be addressed to improve overall school performance. The process will be closely monitored by the STF as well as Field Manager and TDS Instructional Facilitators so that immediate steps are taken to remedy areas of concern, ranging from broad building-wide policies to individualized supports for specific students.
3. **Leadership Team Meetings**—The School Leadership Team meets weekly to monitor the progress of the School Comprehensive Education Plan, determine necessary mid-course corrections, and implement necessary procedures or policies for improvement.
4. **Instructional Support and Professional Development**—As evidenced in the Professional Development Plan, TDS employs job-embedded PD with the intent to build capacity as quickly as possible.

   A plan is in place for instructional support:

   - The JHU instructional facilitators, coaches, and content lead teachers meet weekly to identify professional development goals from current, relevant data and observation. These will be broad goals from grade-level CCLS for ELA, Instructional Shifts in ELA/Literacy and Math, Regents Exam expectations, etc.
   - Once this team has agreed upon a goal (or goals), they will identify resources and appropriate PD options (e.g., common planning, PD event, etc.), using a basic "What? Why? Who? How? When? Where?" planning chart.
   - Instruction and support will follow as planned, using the coaching cycle and other methods such as videos, professional articles, email links and appropriate tools to nurture effective implementation of instructional practices and strategies that are likely to lead to success in reaching the identified goal(s). Evidence collection tools and support logs will aid in the effort to reach the goal(s). Engageny.org is replete with materials to support all phases of CCLS implementation.
   - At the meeting following each initiative, successes and challenges related to the identified goal(s) will be shared before identifying new goals. Modifications and additional support may be planned for previously identified goals.
   - Collaboration with the LEA: The district staff will be included in frequent discussions and ongoing dialogue to ensure sustainability when the EPO's tenure ends.

Leadership Meetings—TDS will meet monthly with administrators to examine data, share successes and challenges, and plan solutions for improvement in all areas.

Participation in a Support Network with Common Goals—TDS benefits from collaboration with JHU Talent Development Secondary supervisors and colleagues throughout the United States; BCSD; NYSED; all members of East High School, including administrators, faculty, support staff, and students; key partner organizations; other school, parent, and community partners and stakeholders.

ii. "Early wins" include

- Implementation of TDS double-dose courses to strengthen basic skills in ELA, math, and overall high-school readiness;
- Establishment of Early Warning Indicator meetings focusing on attendance, behavior, and course performance with a tiered resource map to assist with assigning interventions
- Placement of a School Transformation Facilitator to coordinate the reporting and review of weekly Early Warning Indicator (EWI) data and to keep current data visible and available in the data room;
- Professional development focused on cooperative/collaborative learning and student engagement strategies.

iii. Identify the leading indicators of success that will be examined on no less than a monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

The leading indicators of success in the TDS model are improved attendance, behavior, and course performance.

At the school, an on-site School Transformation Facilitator supports school staff and administration in creating and implementing the Early Warning Support System including school organization, data analysis, meeting facilitation, and coordination of services.

The Early Warning Support System relies on monthly and quarterly student data. For each grade, student data profiles for attendance, suspension/discipline, and course performance are constructed. These data profiles are built from the current district data systems, Infinite Campus and Data Dashboard. This data is reported on a monthly and quarterly basis to Johns Hopkins University. The data is consolidated and returned to the school to analyze grade level success and areas of focus. Individual student data is reviewed by an interdisciplinary grade level team on a weekly basis to create, coordinate, and monitor interventions for students who are exhibiting early warning signs.

The school has created tiered intervention plans that have clear strategies to support students in Attendance, Behavior, and Course Performance. In order to maximize resources and serve all of our students, preventative whole school/classroom supports have been designed that reach most of our students and targeted and intensive services that support those still in need.

The following metrics are utilized in the Early Warning Indicator data process to determine if students are on track for graduation:

	Attendance	Behavior (Office Referrals)	Academics
Off-Track to	< 96 ADA	6+	Report Card grade

Graduation			of F
Sliding	>85 to ≥95% ADA	3-5	Report card grade of D
On-Track to Graduation	≤ 85% ADA	0-2	Report card grade of A, B, C

Indicator	Number of days absent – Year	Number of days absent – Semester
Off-Track	27 or more days	14 or more days
Sliding	13 – 27 days	7 – 13 days
On – Track	13 or fewer days	6 or fewer days

- Students who have one or more of the EWIs are at high risk of not graduating from high school. They need targeted and intensive interventions in addition to a strong whole school/classroom program.
- Students who are sliding off-track are beginning to show warning signs and need targeted interventions in order to get back on track to graduation.
- Students who are on-track are usually prepared for high school, and if they continue to be supported, they will be prepared to graduate with their peers.

State and district reporting for School-level Baseline Data and Target-Setting points are established through collaboration with the Buffalo School District, NY State Education Department, and JHU/TDS to measure 22 data points on student and academic indicators. The TDS Field Manager provides quarterly reports to the Buffalo School Board and the NY State Education Department based on data submitted by the building principal and TDS.

BUDGET NARRATIVE – East High School

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Chief of Strategic Alignment & Innovation 0.01 FTE	15	1,330	665	665	Provide overall programmatic leadership for all School Improvement activities/program and direction.	At the end of the three year grant period, the school's Chief of School Leadership will provide the programmatic leadership for all school activities and programs.
Director of School Review 0.02 FTE	15	1,912	956	956	Support the continuing development and operation of all Educational Partnership Organizations (EPOs) and all SIG schools.	At the end of the three year grant period, the school's Chief of School Leadership will provide this support.
Supervisor School Turnaround 0.03 FTE	15	2,459	1,230	1,230	Assist with the implementation and calibration of the Diagnostic Tools for School District Effectiveness tool. Will assist with the planning and implementation of the tool for all priority and focus schools. Will manage the implementation of the grant program.	At the end of the three year grant period, the school's Chief of School Leadership will provide this support.
Instructional Specialist I 0.03 FTE	15	2,594	1,297	1,297	Provide additional direction and assistance in the implementation and planning for SCEP, will understand the BCSD systems, forms, processes, and responsibilities around school-based budgeting and engage in a process to align the school budget and other resources in support of the SIG and/or SCEP. Will manage the implementation of the grant program.	At the end of the three year grant period, the school's Chief of School Leadership and the One-Stop Shop will provide this support.

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Project Administrator – Grants 0.02 FTE	15	1,414	707	707	Works with the school leadership team to complete SIG grant applications and fiscal/budgetary actions, such as amendments, etc., will submit reports through the Grants Department	Once the three-year grant period has ended, this position will not be necessary.
Supervising Principal 0.02 FTE	15	1,954	977	977	Offer administrative assistance and guidance to the Turnaround Principal(s) while working with assigned Chiefs of School Leadership and Strategic Alignment and Turnaround.	Once the three-year grant period has ended, the district's general fund will pay for this position.
Instructional Coach 0.09 FTE	15	5,445	2,723	2,723	Assigned to provide imbedded professional development	Teachers will become knowledgeable about instructional strategies which will support sustainability beyond the end of grant funding.
Senior Account Clerk Typist	16	1,969	984	984	Provide clerical assistance to the Director, Supervisor and Instructional Specialist I in the Office of Strategic Alignment and Innovation	Once the three-year grant period has ended, this clerical staff will not be necessary.
Administrative Secretary	16	444	222	222	Provide clerical assistance to the Chief of Strategic Alignment and Innovation	Once the three-year grant period has ended, this clerical staff will not be necessary.
Research Aide	16	993	497	497	Provide data research and technical assistance for the Office of Strategic Alignment and Innovation	Once the three-year grant period has ended, this position will not be necessary.
Budget Examiner	16	1,152	576	576	Will provide district wide review and analysis of each SIG to ensure timely/effective grant expenditure.	Once the three-year grant period has ended, this position will not be necessary.

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Human Resource Specialist	16	1,185	593	593	Will assist Human Resources Department to acquire and align essential personnel for the continuing success of the school improvement grants.	Once the three-year grant period has ended, this position will not be necessary because highly qualified teachers will be recruited, hired and trained.
Contract Services: Niagara IT	40	1,500	750	750	Provides support and training for the enhance data dashboard	After three years, the use of data will be part of the new school culture and district coaches will provide data support.
Contract Services: Evans Newton Inc.	40	10,000	5,000	5,000	Provide Leadership Turnaround Coaching to support the implementation of proven strategies for informed leadership and to affect positive change in the school.	This will provide a pathway toward sustainable change in the school and will become part of the new school culture.
Contract Services: EPO Contract	40					
Field Manager and Management Cost	40	124,120	101,238	103,263	The Field Manager, Dr. Tamara Branch will serve as the EPO Director and Superintendent.	At the end of the three year grant period, the school's Chief of School Leadership will provide this support.
On-site School TransformationFacilitator Costs (STF)	40	89,174	90,957	92,776	Serves as the site coordinator for all of our services including the appropriate application of instructional support and facilitation, as well as scheduling and teaming and the weekly implementation of Early Warning Indicator (EWI) meetings for the interdisciplinary teacher teams and student support service providers.	At the end of the three year grant period, the school's Chief of School Leadership will provide this support.

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Two Technical Assistance (ELA & School Support Services)	40	85,058	10,398	6,554	The school receives the support of three expert Instructional Facilitators (IFs) who work with the district assigned coaches in ELA and Math to implement the TDS acceleration courses and support labs as well as providing guidance and best practice in reflective structures and processes and facilitating professional learning communities all in the effort to increasingly meet the requirements of the Common Core State Standards. In addition to the support from ELA and Math instructional facilitators, we provide an additional IF in Student & School Support Services who helps with scheduling, teaming, data tracking and diagnostics, career academy development and management, as well as implementation of our study and life skills courses in the 9th grade.TheInstructional Facilitators(IFs) in English and Student & School Support Services live in Buffalo and are paid a salary which includes benefits and an additional 9.5% management and administration fee which supports their managers who oversee their work and the development of their skill sets.	At the end of the three year grant period, the school's Chief of School Leadership and the One-Stop Shop will provide this support.

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Technical Assistance Math Support	40	40,000	0	0	Math support at the rate of 20 Technical Assistance (TA) days is covered by a TDS instructional expert who lives on Long Island, NY and will travel to the school to interface with the local team. Each TDS TA day comes at a cost of $2,000/day as the flat standard rate that covers all costs associated including prepping, travel, lodging and following up on a day of instructional support.	At the end of the three year grant period, the school's Chief of School Leadership and the One-Stop Shop will provide this support.
Technical Assistance Support	40	30,000	0	0	15 days of executive TA per school will allow for our most experienced managers to support our team on the ground and to focus in on leadership mentorship for theprincipal. We have a principal mentor on staff who will be focusing on the assessed needs of each principal and spending both in-person time on site as well as lending virtual support to the principal. It is important to note that theprincipal has participated in a series of principal trainings with 30 other counterparts across the country and has now formed a cohesive cohort that receives regular support, materials and guidance.	At the end of the three year grant period, the school's Chief of School Leadership and the One-Stop Shop will provide this support.

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Course Materials	40	47,260	0	0	A cornerstone of the TDS approach is to provide an acceleration curriculum to students who are two or more years behind in grade level. Those that are assessed in this category which is roughly 75% of the students, will receive evidence based TDS curricula in math, English and Life & Study Skills designed to meet them where they are and use proven scaffolds, strategies and lessons that serve to bring them back up to grade level as soon as possible so they can take their on grade level course within the same year, by virtue of our block schedule and extended periods in math and English. Our team meticulously assessed which students in each grade will require our materials and will order accordingly to ensure that each student and teacher has the materials they need.	
Data Collection and Analysis	40	5,000	5,000	5,000	TDS charges each participating school $5,000 for data analysis. TDS will track performance on the Early Warning Indicators (EWI) including Attendance, Behavior Referrals and Suspensions and Core Course Performance on a monthly basis to be included in a monthly dashboard monitored by the TDS	At the end of the three year grant period, the school's Chief of School Leadership and the One-Stop Shop will provide this support.

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
					school-based team in partnership with the school leadership team and individual teacher teams.	
National Academy Foundation	40	4,000	0	0	NAF, the premiere career academy organization in the country has already provided each school with a year of planning: one career academy will be established and supported by NAF at East. Since the year of planning fee has already been paid, the ongoing support fee from NAF will be $1K to support the academy plus another $3K to support three staff members to attend the summer institute.	The ongoing support fee will be paid for from the district's Perkins funding.
JHU Indirect Costs - 8%	40	24,588	16,607	16,607	Will support legal, financial and human resources functions that support and facilitate all operations.	At the end of the three year funding period, this will not be necessary.
PLO/Conference Travel: Turnaround Leadership Meeting in Albany, NY	46	800	400	400	One administrator will attend the Turnaround Leadership meeting in Albany, NY.	The administrator will return to the district with new leadership skills and turnaround information. This will become part of the new school culture.
PLO/Conference Travel: Council of Great City Schools Conference	46	1,653	826	826	One administrator will attend the Council of Great City Schools Fall or Spring Conference.	The administrator will return to the district with new skills and turnaround information. This will become part of the new school culture.

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Employee Benefits	80	11,646	5,822	5,822	Employee benefits include: Social Security, Retirement, Worker's Compensation Insurance, Unemployment Benefits, Health Insurance, Supplemental Benefits, and Life Insurance.	Same as salaries.
Indirect	90	2,350	1,575	1,575	Indirect Cost was calculated at the Approved Restricted Indirect Cost Rate of 3.2%.	Once the three-year grant period has ended, Indirect will not be necessary.
TOTAL		$500,000	$250,000	$250,000		

Attachment D - (1003g) Budget Summary Chart

Agency Code	1	4	0	6	0	0	0	1	0	0	0	0
Agency Name	Buffalo City School District											

Year 1 Implementation Period
(June 1, 2014 - June 30, 2015)

Categories	Code	Costs
Professional Salaries	15	17,108
Support Staff Salaries	16	5,743
Purchased Services	40	460,700
Supplies and Materials	45	
Travel Expenses	46	2,453
Employee Benefits	80	11,646
Indirect Cost (IC)	90	2,350
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	500,000

Year 2 Implementation Period
(July 1, 2015 - June 30, 2016)

Categories	Code	Costs
Professional Salaries	15	8,555
Support Staff Salaries	16	2,872
Purchased Services	40	229,950
Supplies and Materials	45	0
Travel Expenses	46	1,226
Employee Benefits	80	5,822
Indirect Cost (IC)	90	1,575
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	250,000

Year 3 Implementation Period
(July 1, 2016 - June 30, 2017)

Categories	Code	Costs
Professional Salaries	15	8,555
Support Staff Salaries	16	2,872
Purchased Services	40	229,950
Supplies and Materials	45	0
Travel Expenses	46	1,226
Employee Benefits	80	5,822
Indirect Cost (IC)	90	1,575
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	250,000

Total Project Period
(June 1, 2014 - June 30, 2017)

Categories	Code	Costs
Professional Salaries	15	34,218
Support Staff Salaries	16	11,487
Purchased Services	40	920,600
Supplies and Materials	45	0
Travel Expenses	46	4,905
Employee Benefits	80	23,290
Indirect Cost (IC)	90	5,500
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total Project Budget	1,000,000

D1- BPS Strategic Plan Working Draft

Buffalo Public Schools

2013 - 2018 Strategic Plan

A WORLD - CLASS EDUCATION FOR EVERY CHILD

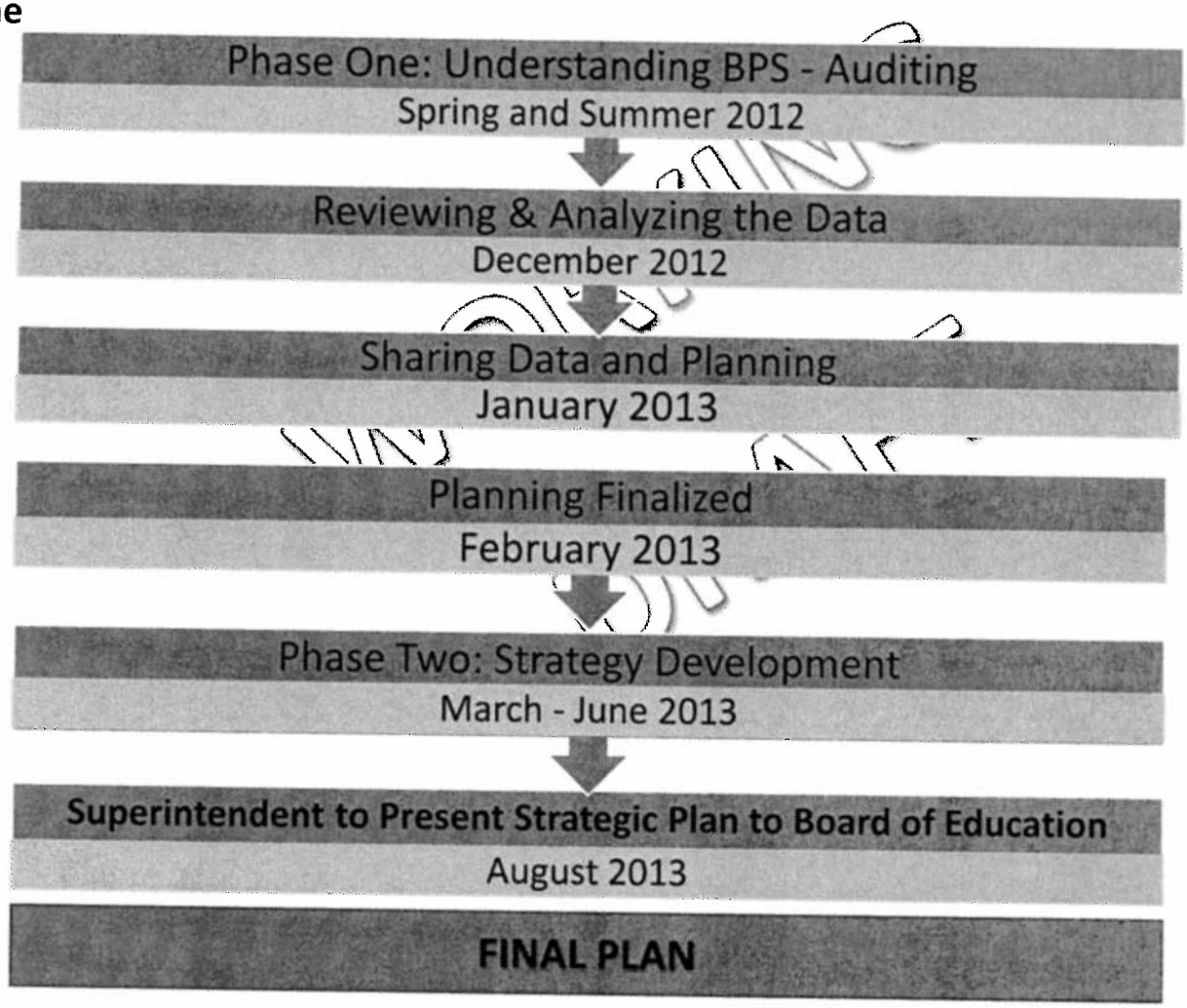
Ensuring Every Child is College and Career Ready

Dr. Pamela C. Brown

Superintendent of Schools

Overview of Process

The Timeline



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Operations	
Financial Planning	
Acknowledgements	
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WORKING DRAFT

A World Class Education for Every Child

Ensuring Every Child is College and Career Ready

VISION

A World-Class Education for Every Child

Ensuring Every Child is College and Career Ready

WORKING DRAFT

MISSION

- To ensure that every student will have the knowledge, confidence, analytical thinking skills, character and hope to assume responsibility for her/his life and contribute to the lives of others; and
- We will champion excellence and innovative learning experiences in partnership with family and community; and
- We will hold ourselves accountable for educating our students and for working to motivate all members of the community to actively participate in the accomplishment of our mission.

CORE BELIEFS

- All children can succeed and must have a world-class education.
- Great leaders and teachers create environments that ensure schools thrive.
- Families and community members are our partners.
- Caring and effective staff have the knowledge and skills necessary to support students' learning and positive development and they possess a "whatever it takes" attitude.
- Victory is won in the classroom.
- Student needs will be met using evidenced-based comprehensive academic, social, and health strategies.

BPS THEORY OF CHANGE

- Culture that all students can succeed and of Excellence: Priority #1 – Student Achievement (?)
- Organizational, financial, instruction, professional development, and personnel alignment exists
- Recruiting, developing and equipping caring and effective staff
- Use of a rigorous instructional improvement system
- Data-driven planning
- Partnership with parents and the community is essential for meeting the BPS vision
- Accountability for results
- Cross government and sector planning and action

WORKING DRAFT

BPS PRIORITY AREAS

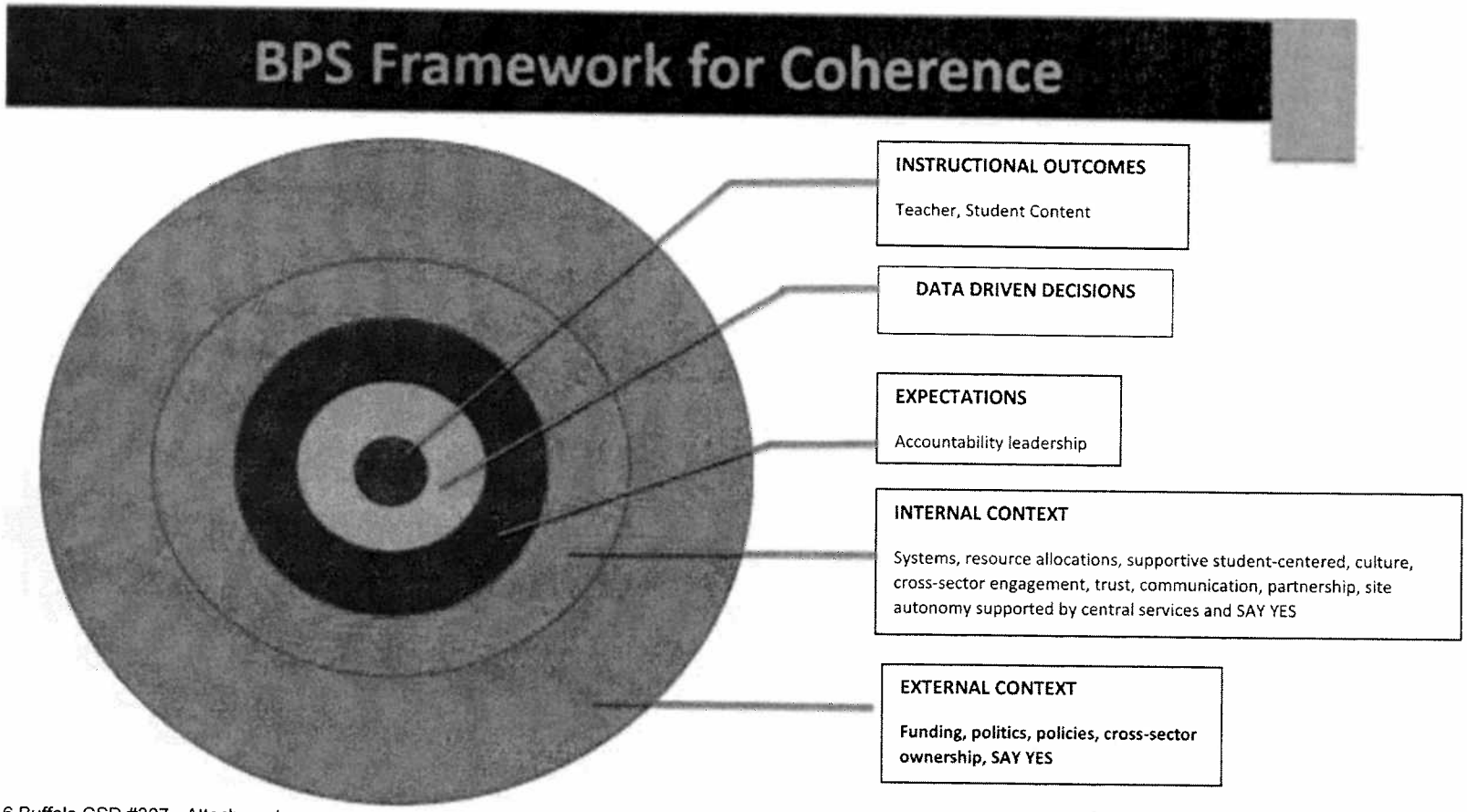
- World-class education: Academics, character, arts, athletics, world languages/cultures, and technology
- Rigorous and relevant curriculum, instruction and assessments, and professional development
- Recruiting, developing and equipping caring and effective staff – a "whatever it takes" attitude
- Central office and schools organized to support student success
- Family and community engagement
- Alignment of resources to the vision, goals and plan
- Use of data for planning, accountability, and recognition
    - Students – Progress monitoring / Common assessments
    - Employees – Performance management
    - Schools – Continuous improvement systems and capacity
- Intensive tutoring and acceleration
- Extended learning time

The Plan: Overview

To align Board of Education and District priorities, policies and procedures ensuring internal and external resources are coherent, thereby making certain that every child is successful. A data management system leading to a clear plan of action that will support excellence and high-quality educational practices that prepare students for success in college and careers.

Ultimate Goal:

An educational community that graduates every student as responsible, active citizens prepared for success in college, careers, and the global economy and as responsible, active citizens.



Buffalo Public Schools Strategic Plan Goals

WORKING DRAFT

STUDENT ACHIEVEMENT
Academic / Health & Wellness

Buffalo Public School District will ensure all students will be an integral part of a healthy school community and graduate from high school prepared for success in college, careers, and citizenship.

FAMILY & COMMUNITY ENGAGEMENT

FAMILY GOAL: Engage and empower parents and families to increase meaningful involvement in their child's education and in decision making at the school and district levels.
COMMUNITY GOAL: Establish, nurture and maintain purposeful community partnerships to support student success.

TALENT MANAGEMENT

Recruit, develop and retain highly engaged and competent professionals who inspire students to achieve, and support excellence throughout Buffalo Public Schools.

OPERATIONS

All systems are designed, aligned, and work in concert to address individual student needs and to promote and ensure excellence.

FINANCIAL PLANNING

Ensure fiscal resources are utilized to efficiently and effectively support student achievement and district priorities.

The Challenge

Buffalo Public Schools does not have a systemic approach to or plan for preparing all students for college and careers. Its most recent strategic plan did not successfully align resources, accountability structures, school and student supports, or district systems to advance student achievement goals. Without a plan or appropriate supports in place, district departments and schools operate as islands. District operations are scattered; systems and staff work together infrequently and do not leverage their work for greater gain. District staff members are hesitant to take on new assignments as they await direction. While some programs and departments can and have made incremental improvements in specific areas, promising practices go unidentified. Decisions are not made in the context of a larger strategy. Critical data systems are not linked, nor are data effectively maintained or used to inform decisions about district strategy, operation, or instructional programming. Professional development is arbitrary and not prioritized based on identified student needs.

WORKING DRAFT

Student achievement results provide ample evidence that the BPS curriculum does not meet the needs of its students. Rigorous and relevant Advanced Placement and Career and Technical Education Programs are showing success but are not equitably available to BPS students. Some screening tools are used to identify and provide modified instruction to struggling students, but data show that those modifications have minimal impact on student success rates. While a few best practices were regularly observed in classrooms, data indicate that the instructional rigor in BPS needs to be ratcheted up. Teachers need more training on and support for high-impact strategies to improve the effectiveness of their instruction. The district's current Common Core implementation work offers an opportunity to develop instructional skill at scale.

Nearly 60 percent of a school's impact on student achievement can be attributed to teacher and principal effectiveness[1], making a robust and aligned talent management strategy a critical lever for improving BPS student outcomes. Processes need to be streamlined and the responsibility for talent management functions, now dispersed across district departments, will be held by Human Resources staff. Decisions about how to best prepare, recruit, select, support, evaluate, compensate, promote, and retain the best and brightest educators in BPS schools need to be grounded in data.

[1] Marzano, R. J.; Waters, T.; & B. McNulty (2005). School Leadership that Works: From Research to Results. Alexandria, VA: Association for Supervision and Curriculum Development.

The Opportunity

Transformational change will require that BPS stakeholders invest in a systemic approach to reform that includes an assurance to take programs to scale and fund them sustainably. The strength of Buffalo Public Schools is the number of caring, committed stakeholders, including staff, parents and community partnerships that are working to meet Buffalo students' academic, social, and emotional needs. Focusing this commitment in a collaborative, coherent manner promises greater prosperity for Buffalo Public Schools students, as well as its staff, families, and community. The Buffalo Public Schools District, with governmental and community partners, must organize to address the predictable academic, social and health barriers to college and career success. The District should commit to evidenced-based programs and professional development that will meet the needs of students, families and staff. Stakeholders should champion:

- Commitment to postsecondary completion for every child.
- Commitment to aligned programming "cradle to career".
- Partnerships with all levels of government, parents, higher education, philanthropy, business, and community and faith-based organizational leaders.
- Accountability for measurable results through transparent and accurate data systems.
- Effective and ongoing two-way communication to drive continuous improvement.

WORKING DRAFT

Developing the Plan

In January 2013, representatives of multiple stakeholder groups were asked to participate on Strategic Planning Task Force groups to develop recommendations for a five-year Strategic Plan. Members of the Task Force included parents, representatives from higher education, teacher and administrators, unions, the district central office, community-based organizations, and the religious, political and business communities. In addition, a Steering Committee that also was representative of all stakeholders was formed to serve as a critical friend and partner to the process. Task Force groups met regularly to develop and write goals, objectives, strategies and measurable outcomes with achievable timelines that will bring about transformational change for Buffalo Public Schools in the areas of Student Achievement, Health & Wellness, Family & Community Engagement, Talent Management, Operations and Financial Planning.

Executing the Plan

The BPS Strategic Plan will guide the actions and decisions of the schools and district for the next five years. Following the plan provides opportunity to not only change, but transform the District with an organized framework offering measurable goals and

strategies within achievable timeline. The plan also strengthens the resources and support from community partnerships with a focus on student achievement. The District Comprehensive Improvement Plan (DCIP) is strongly aligned to the BPS Strategic Plan and will further assist schools in realizing the transformational change necessary to ensure:

A World-Class Education for Every Child – Where Every Child is College and Career Ready.

Targeted Outcomes **Target** *What are we aiming for?*	**Measure** *How will we measure it?*	**Current data** *Where are we now?*	**BCSD Target for 2017-18** *Where do we want to be in five years?*
Prepared for fourth grade after Elementary School	% of students proficient in both ELA and Mathematics on the annual state test	ELA: 11.9% Math: 13.5%	Meet or exceed the State average of all students who score "Proficient" and increase the number of students in BCSD scoring "Advanced" on state tests as determined by NYSED.
Prepared for High School at the end of eighth grade	% of students who proficient in both ELA and Mathematics on the annual state test	ELA: 13.5% Math: 6.7%	Meet or exceed the State average of all students who score "Proficient" and increase the number of students in BCSD scoring "Advanced" on state tests as determined by NYSED.
Graduation Rate	% of students entering the 9th grade cohort who graduate 4 years later	53.1%	Meet or exceed a sustainable graduation rate and reach 80% graduation rate as determined by NYSED policies and guidelines.
Prepared for college and career success at the end of 11th grade	% of 11th grade students who have • Scored ≥75% on Comprehensive English Regents exam • Scored >80% on Integrated Algebra Regents exam	ELA: 34.6% Math: 14.2%	Achieve the percentage of all students who are career and college ready as determined by NYSED College and Career Readiness Goals.

WORKING DRAFT

Goals, Objectives, and Strategies

STUDENT ACHIEVEMENT

WORKING DRAFT

GOAL 1: Buffalo Public School District will ensure all students will be an integral part of a healthy school community and graduate from high school prepared for success in college, careers and citizenship.

Objective 1.1

By June 30, 2018, 80% of all BPS students enrolled for a minimum of three consecutive years will achieve academic performance at or above grade level by the end of third grade and/or eighth grade in the core content areas of Reading and Math as determined by the New York State Education Department's (NYSED) learning standards and guidelines.

Objective 1.2

By June 30, 2018, 50% of BPS students will achieve 75% or higher on ELA Regents Exam and 80% or higher on Math Regents Exam as determined by NYSED College and Career Readiness Goals.

Objective 1.3

By June 30, 2018, BPS will achieve a sustainable graduation rate of 80% or higher as determined by New York State Education Department's (NYSED) policies and guidelines.

Objective 1.4

By June 30, 2018, BPS will support a strong Career Pathways initiative that will build a talented workforce to improve the region's economic competitiveness.

FOCUSED OUTCOMES:

1. All staff create a shared sense of urgency that reflects the District Vision, Mission and Core Beliefs by providing opportunities for collaboration with constituent groups.
2. Adopt scientifically based research core curricula that are aligned with the Common Core State Standards in Reading, Math, and Science for all grade levels.
3. Annually administer norm-referenced growth-based assessments in Reading, Math and Science for all grade levels that are aligned with the Common Core State Standards and reflect diagnostic, progress monitoring, benchmark, and summative student achievement data.
4. Provide professional development and ongoing training opportunities for District and building level instructional staff in teaching scientifically based strategies across the all content areas; and as driven by data and nationally recognized best practices.
5. Provide evidenced-based research interventions that are aligned with the core curricula adoptions for all students at-risk for meeting state mandated grade level expectations in Reading, Math. And Science.

6. Equip all classrooms with grade level culturally and linguistically appropriate materials, resources, media, and technology that support students' mastery of skills in Reading, Writing, Math, Science, and Social Studies; and that will effectively assist with the implementation of the core curricula adoption.

PRE KINDERGARTEN

Objective 1.1 **By June 30, 2018, 80% of all BPS students enrolled for a minimum of three consecutive years will achieve academic performance at or above grade level by the end of third grade and/or eighth grade in the core content areas of Reading and Math as determined by the New York State Education Department's (NYSED) learning standards and guidelines.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
Create high quality learning environments that are child centered, culturally reflective, engaging, print and literacy rich; and arranged to include the following learning centers: ▪ Social Living (Pretend Play) ▪ Math Manipulative ▪ Art (Creative Expression) ▪ Science / Health ▪ Music and Movement ▪ Blocks ▪ Listening/Library ▪ Technology	X	→	→	→	→	Teachers Instructional Coaches
Include print rich and linguistically appropriate materials in ALL learning centers (Equip centers with developmentally appropriate books, magazines, newspapers, alphabet and number puzzles, calendars, number charts, culturally relevant pictures...)	X	→	→	→	→	
Promote writing development in ALL learning centers (Equip centers with age appropriate writing pencils, markers, crayon, picture paper, lined paper, graph paper, alphabet and number stencils...)	X	→	→	→	→	Teachers Instructional Coaches
Create and maintain student accessible "Word Walls" displaying vocabulary learned throughout the school year	X	→	→	→	→	Teachers Instructional Coaches
Facilitate teaching and learning using the Professional Learning Communities model (*This approach requires Classroom Teachers to coordinate learning with Intervention Teachers/Services*) using formative assessment data	X	→	→	→	→	Superintendent, Curriculum/Assessment/Instruction, Principals, Teachers, Accountability
Facilitate with fidelity a Scientific Based Research ("SBR") balanced early literacy program that focuses on five essential elements: ▪ Phonemic Awareness ▪ Alphabetic Principles (Phonics) ▪ Fluency	X	→	→	→	→	Teachers Principals

▪ Vocabulary (Expressive/Receptive) ▪ Comprehension			
Facilitate with fidelity the district approved core literacy adoption for Pre-Kindergarten during a daily protected and uninterrupted 60 minutes early literacy block	X	→	Teachers Instructional Coaches
Purposefully plan and facilitate three core learning blocks using the Whole Group-Differentiated-Whole Group ("W-D-W") teaching and learning paradigm ▪ Whole Group Instruction ("WGI"): *Teacher directed modeling and demonstrating skills and concepts* ▪ Differentiated Group Instruction("DGI"): *Teacher facilitated intervention, student facilitated practice within learning centers, cooperative groups, peer learning, minimal independent study* ▪ [WGI] Whole Group Instruction: *Teacher directed recall time, performance-based assessment, lesson closure*	X	→	Teachers, Principals, Instructional Coaches, Teacher Assistants, Instructional Support Staff
Provide differentiated and linguistically appropriate instruction through a flexible grouping process that is guided and informed by the BPS Assessment Calendar	X	→	Teachers, Principals, Instructional Coaches, Teacher Assistants
Provide early literacy and numeracy intervention by: ▪ Provide, within the schedule, additional time for protected and uninterrupted explicit and systematic intervention instruction, outside of core learning blocks, for all children identified as "High Risk" and "Some Risk" for not meeting learning expectations (*Guided and informed by BPS Assessment Framework and Calendar*) ▪ Using push-in/pull-out small groups and one-on-one instructional models (*Including Special Education, Gifted Education, and ESL services*)	X	→	Teachers, Principals, Instructional Coaches, Teacher Assistants
Facilitate extended classroom experiences (field/virtual trips) per year that are curricular focused for all PK children.	X	→	Finance, Principals, Teachers, Transportation, Instructional Technology
Facilitate classroom management best practices that reflect: ▪ Respect for every child as an individual, compared only to themselves and not to other children or whole groups ▪ Respect for culture, ethnicity, and family background ▪ Active teaching by moving throughout the classroom, facilitating learning, and taking advantage of teachable moments ▪ Purposefully prepared learning environments that are safe, organized, attractive, and appealing to children; displaying lots of original "student work" ▪ Developmentally appropriate room arrangement ▪ Appropriate teacher speak and voice tone that is explicit, systematic, encouraging, coaching, and supportive	X	→	PBIS Team, Student Support Team, Teachers, Principal

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▪ Rules and limits that are displayed as "Classroom Decisions" using positive language explaining what children <u>can</u> do and prohibiting language that emphasizes what children cannot do.						
All Professional Development throughout the District will: ▪ Be research-based. ▪ Include job embedded components that will enhance teaching and learning. ▪ Provide follow up supports for PD will include: content-specific embedded supports at the school and classroom level. ▪ Result in improved practice and student achievement. ▪ Allow building administrators and teacher input to align PD with specific needs of each building/teacher.	X	→	→	→	→	Superintendent, Principals, Finance, Board of Education, Director of Early Childhood

GRADES K – 8

Objective 1.1 **By June 30, 2018, 80% of all BPS students enrolled for a minimum of three consecutive years will achieve academic performance at or above grade level by the end of third grade and/or eighth grade in the core content areas of Reading and Math as determined by the New York State Education Department's (NYSED) learning standards and guidelines.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
LEARNING CENTERS: KINDERGARTEN Create high quality learning environments that are child centered, culturally reflective, engaging, print and literate rich; and arranged to include the following learning centers: ▪ Social Living (Pretend Play) ▪ Math Manipulative ▪ Art (Creative Expression) ▪ Science ▪ Music and Movement ▪ Blocks ▪ Listening/Library ▪ Technology	X	→	→	→	→	Principal, Teachers, Chief of Curriculum/ Assessment/ Instruction, School Leadership
LEARNING CENTERS: Grades 1 - 3 Create high quality learning environments that are child centered, culturally reflective, engaging, print and literate rich; and arranged to include the following learning centers: ▪ Math Manipulative ▪ Science	X	→	→	→	→	Principal, Teachers Chief of Curriculum / Assessment/ Instruction, School Leadership

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▪ Listening/Library ▪ Technology ▪ Art (Creative Expression)						Instructional Technology
LEARNING CENTERS: Grades 4-8 Create high quality learning environments that are child centered, culturally reflective, engaging, print and literate rich; and arranged to include the following learning centers: ▪ Math Manipulative ▪ Science ▪ Listening/Library ▪ Technology	X	→	→	→	→	Principal Teachers, Chief of Curriculum / Instruction, School Leadership Instructional Technology
LEARNING CENTERS: ▪ Include print rich materials in ALL learning centers (*Equip centers with books, magazines, newspapers, alphabet and number manipulatives, calendars, number charts, culturally relevant pictures…*) ▪ Promote writing development in ALL learning centers (*Equip centers with writing utensils, markers, crayon, picture paper, ruled paper, graph paper …*)	X	→	→	→	→	Principal, Teachers, Chief of Curriculum / Instruction, School Leadership
CLASSROOM DISPLAY: ▪ Create and maintain student accessible "Word Walls" displaying vocabulary learned throughout the school year ▪ Regularly display students' original work ▪ Display multicultural experiences that reflect students' heritage and citizenship	X	→	→	→	→	Principal, Teachers, Chief of Curriculum / Instruction, School Leadership
PROFESSIONAL LEARNING COMMUNITIES: Facilitate teaching and learning using the Professional Learning Communities collaboration model ▪ Classroom Teacher coordinating learning with grade level teachers, Intervention Teachers, and support services using formative assessment data ▪ Intervention teachers providing the following support services: *Special Education, Gifted Education, and ESL* ▪ Provide differentiated instruction through a flexible grouping process that is guided and informed by BPS Assessment Framework and Calendar.	X	→	→	→	→	Principal, Teachers, Chief of Curriculum / Instruction, School Leadership Accountability
SPECIAL POPULATIONS CLASSROOMS: • Operate a combination of Consultant, Co-Teacher, Resource Room and self-contained classrooms that provide services to special education students • Commission a special education audit of programs and services to students with disabilities ▪ Push-in and pull-out English as a Second Language services are provided to English	X	→	→	→	→	Principal, Teachers Chief of Curriculum / Instruction, School Leadership

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Language Learners						
INSTRUCTIONAL BLOCKS: Purposefully plan and facilitate core learning blocks using the W-D-W teaching and learning paradigm ▪ [WGI] Whole Group Instruction: *Teacher directed modeling and demonstrating skills and concepts* ▪ [DGI] Differentiated Group Instruction: *Teacher facilitated intervention, student facilitated practice within learning centers, cooperative groups, peer learning, minimal independent study* ▪ [WGI] Whole Group Instruction: *Teacher directed recall time, performance-based assessment, lesson closure*	X	→				Principal, Teachers, Chief of Curriculum / Instruction, School Leadership
CURRICULA ADOPTIONS: Facilitate with fidelity core curricula adoptions for *Reading, English Language Arts, Math, Science,* and *Social Studies.*	X	→				Principal, Teachers, Chief of Curriculum / Instruction, School Leadership
READING: ▪ Provide a minimum of 90 minutes per day of protected and uninterrupted, explicit and systematic SBR instruction focusing on five core Reading essentials: *Phonemic Awareness, Alphabetic Principles (Phonics), Fluency, Vocabulary Development, and Comprehension* READING INTERVENTION: ▪ Provide additional protected and uninterrupted, explicit and systematic SBR intervention instruction in Reading, for all students performing in the "Some Risk" and "High Risk" categories on EEAC benchmark assessments	X	→				Principal, Teachers, Chief of Curriculum / Instruction, School Leadership
LANGUAGE ARTS/WRITING: ▪ Provide embedded, protected and uninterrupted SBR "Process Writing" instruction focusing on five stages of writing: *Prewriting, Drafting, Revising, Editing, and Publishing;* and two core genres of text: *Narrative and Expository* ▪ Provide an integrated Process Writing instruction (*writing across the curricula*) within core content areas: *Math, Social Studies, and Science*	X	→				Principal, Teachers, Chief of Curriculum / Instruction, School Leadership
MATH: ▪ Provide a minimum of 60 minutes per day of protected and uninterrupted SBR instruction focusing on three core Math essentials: *Math Vocabulary* (concepts and communication), *Math Comprehension* (operations and computation), and *Math Fluency* (process and application). MATH INTERVENTION: ▪ Provide additional protected and uninterrupted, explicit and systematic SBR intervention instruction in Math, for all students performing in the "Some Risk" and "High Risk" categories on EEAC benchmark assessments	X	→				Principal, Teachers, Chief of Curriculum / Instruction, School Leadership

SCIENCE: ▪ Provide a minimum of 90 minutes per week of SBR Science instruction that is scope and sequenced to include elements of *Life Science, Earth Science, Physical Science, Biology,* and *Chemistry* ▪ Facilitate recommended cross curricula linkages outlined in core curricula adoptions for Reading and Math	X	→					Principal, Teachers, Chief of Curriculum / Instruction, School Leadership
SOCIAL STUDIES: ▪ Provide a minimum of 90 minutes per week of SBR Social Studies instruction that is scope and sequenced to include elements of *History (New York, US, and World), Civics, Geography, and Economics* ▪ Facilitate recommended cross curricula linkages outlined in core curricula adoptions for Reading and Math	X	→					Principal, Teachers, Chief of Curriculum / Instruction, School Leadership
ANCILLARY INSTRUCTION Grades 7-8: ▪ Provide instruction in three or more Ancillary courses: *Physical Education, Comprehensive Health, Art, General Music, Career Awareness, and/or Computer Science*	X	→					Principal, Teachers, Chief of Curriculum / Instruction, School Leadership
TECHNOLOGY: ▪ Use a progressive implementation schedule to continue to equip all classrooms with an interactive white board to be used as a regular part of the daily teaching and learning experiences ▪ Use a progressive implementation schedule to equip all classrooms with digital devices, one for each student, to be used as a regular part of the daily teaching and learning experiences.	X	→	X	X	X	X	Principal, Teachers, Chief of Curriculum / Instruction, School Leadership Instructional Technology
HOMEWORK: ▪ Provide purposeful homework daily for all students (PreK-12) to enhance the Home-School connection ▪ Weekly homework projects are encouraged; that include: ○ Learning activities that require parent and child participation and should consider the diversity of resources and capacity available to students at home. ○ Multi-layered learning throughout the four core content areas ○ Makes use of relevant literature and encourages additional study in the five core Reading essentials ○ Technology based learning in conjunction with the BPS new data center ○ The level and amount of homework should be research-based and appropriate to the student's age. ○ Homework should consider individual learning styles.	X	→					Principal, Teachers, Chief of Curriculum / Instruction, School Leadership Instructional Technology
FIELD TRIPS: Three extended classroom experiences (field virtual trips) that are curricular focused for K-8	X	→					Principal, Teachers, Chief of Curriculum /

students are encouraged per year.						Instruction, School Leadership, Instructional Technology
CLASSROOM MANAGEMENT: Facilitate classroom management best practices that reflect: ▪ Respect for every child as an individual, compared only to themselves and not to other children or whole groups ▪ Respect for culture, ethnicity, and family background ▪ Active teaching by moving throughout the classroom, facilitating learning, and taking advantage of teachable moments ▪ Purposefully prepared learning environments that are safe, organized, attractive, and appealing to children; displaying grade appropriate original "student work" ▪ Developmentally appropriate room arrangement ▪ Appropriate teacher speak and voice tone that is explicit, systematic, encouraging, coaching, and supportive ▪ Rules and limits that are displayed as "Classroom Decisions" using positive language explaining what children can do and prohibiting language that emphasizes what children cannot do.	X	→	→	→	→	Principal, Teachers, Chief of Curriculum / Instruction, School Leadership
All Professional Development throughout the District will: ▪ Be research-based. ▪ Include job embedded components that will enhance teaching and learning. ▪ Provide follow up supports for PD will include: content-specific embedded supports at the school and classroom level. ▪ Result in improved practice and student achievement. ▪ Allow building administrators and teacher input to align PD with specific needs of each building/teacher.	X	→	→	→	→	Superintendent, Central Office Administrators, Principals, Finance Department, BOE Chief of Curriculum, Assessment & Instruction

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GRADES 9 – 12

Objective 1.2 **By June 30, 2018, 50% of BPS students will achieve 75% or higher on ELA Regents Exam and 80% or higher on Math Regents Exam as determined by NYSED College and Career Readiness**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**

Goals.			
Objective 1.3 **By June 30, 2018, BPS will achieve a sustainable graduation rate of 80% or higher as determined by New York State Education Department's (NYSED) policies and guidelines.**			
Objective 1.4 **By June 30, 2018, BPS will support a strong Career Pathways initiative that will build a talented workforce to improve the region's economic competitiveness.**			
Follow with fidelity the NYSED policies and minimum guidelines for conferring a diploma and concurrently striving to meet the College and Career Readiness Goals.	X	→	Principals, Assistant Principals, Instructional Coaches, Finance Department, Teachers,
BPS and business partners help frame the curriculum needed to build a talented workforce by: ▪ Creating internships and externships ▪ Providing summer jobs for students ▪ Frame curriculum offerings to enhance careers beyond high school	X	→	BPS, Community Partners, Business Partners, Finance Department
Facilitate Professional Learning Communities to focus on teaching and learning. ▪ Establish inter-disciplinary teams of teachers who are designated to work with a specific cohort of students and/or establish subject specific common planning time to focus on content level instruction. ▪ Use formative and summative data to drive planning and instruction. ▪ Special Education, AIS and ESL support teachers are included in the team meetings. ▪ Provide differentiated instruction through a flexible grouping process that is guided and informed by BPS Assessment Framework and Calendar. ▪ The District will work with schools to properly align existing resources to provide time for teacher teams to meet.	X	→	Principals, Instructional Coaches, Finance Department, Teachers, Community Partners Accountability
Facilitate with fidelity core curricula adoptions for *Reading, English Language Arts, Math, Science,* and *Social Studies.*	X	→	Chief of Curriculum, Assessment and Instruction, Chief of School Leadership, Principals, Central Office Administrators, Finance Department
In addition to instructional time in the four core academic subjects (ELA, Math, Social Studies, and Science), provide ancillary courses in: *Physical Education, Health, Arts, Music, Theater, Dance, Foreign Languages, Career and Technical Education, Computer Technology, AP, Honors, International Baccalaureate and Electives* as per NYSED as required for conferring a diploma.	X	→	Chief of Curriculum, Assessment and Instruction, Chief of School

			Leadership, Principals, Central Office Administrators, Finance Department, School Librarians, Teachers
Create high quality print and literacy rich classrooms with libraries that include leveled and non-leveled books, literature covering diverse genres, topics of high interests for students, culturally/linguistically relevant and responsive materials that are connected and aligned with core curricula, and available daily to students.	X	→	Chief of Curriculum, Assessment and Instruction, Chief of School Leadership, Principals, Central Office Administrators, Finance Department, School Librarians, Teachers
Provide Extended Learning Time (after-school and summer programs) that include opportunities for credit recovery.	X	→	Chief of Curriculum, Assessment and Instruction, Chief of School Leadership, Principals, Central Office Administrators, Finance Department, School Librarians, Teachers
CLASSROOM MANAGEMENT: Facilitate classroom management best practices that reflect: ▪ Respect for every child as an individual, compared only to themselves and not to other children or whole groups ▪ Respect for culture, ethnicity, and family background ▪ Active teaching by moving throughout the classroom, facilitating learning, and taking advantage of teachable moments ▪ Purposefully prepared learning environments that are safe, organized, attractive, and appealing to children; displaying grade appropriate original "student work" ▪ Developmentally appropriate room arrangement ▪ Appropriate teacher speak and voice tone that is explicit, systematic, encouraging, coaching, and supportive ▪ Rules and limits that are displayed as "Classroom Decisions" using positive language explaining what children <u>can</u> do and prohibiting language that emphasizes what children cannot do.	X	→	Chief of Curriculum, Assessment and Instruction, Chief of School Leadership, Principals, Central Office Administrators, Finance Department, School Librarians, Teachers

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All Professional Development throughout the District will: ▪ Be research-based. ▪ Include job embedded components that will enhance teaching and learning. ▪ Provide follow up supports for PD will include: content-specific embedded supports at the school and classroom level. ▪ Result in improved practice and student achievement. ▪ Allow building administrators and teacher input to align PD with specific needs of each building/teacher.	X			Superintendent, Central Office Administrators, Principals, Finance Department BOE

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HEALTH & WELLNESS

GOAL: 2

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Buffalo Public School District will ensure all students will be an integral part of a healthy school community and graduate from high school prepared for success in college and careers.

Objective 2.1:
Beginning in 2013-14 school year, the number of students absent more than 18 days per year will decrease 5% annually.

Objective 2.2
Beginning in the 2013-2014 school year, the number of students identified as 'On Track" for social emotional, health and wellness items will increase 5% from the previous school year as evidenced by the Student Management System and the Youth Behavior Risk Survey. (Corresponding decreases in Office Discipline Referrals and suspension rates will be tracked)

Objective 2.3
Beginning in the 2013-2014 school year, BPS will begin implementing the District's Wellness policy.

FOCUSED OUTCOMES:

1. A system is established that cultivates, supports and sustains social and emotional developmental health.
2. The District uses data to identify areas of needs and leverages resources and develops partnerships that impact the health of students.
3. Students are able to express feelings of a safe and supported environment in their social and emotional growth.
4. School communities understand that social and emotional development directly relates to academic success.

HEALTH & WELLNESS

Objective 2.1 **Beginning in 2013-14 school year, the number of students absent more than 18 days per year will decrease 5% annually.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
Determine underlying health and behavior issues using Student Management System (SMS Lite) to create an intervention strategy.	X	→	→	→	→	Principals, Chief of Student Support Services, SST, Chief of School Leadership
Fully implement Positive Behavior Intervention Systems (PBIS), Safe & Civil Schools.	X	→	→	→	→	Principals, Chief of Student Support Services, SST, Chief of School Leadership
Ensure there is a universal attendance plan in every school aligned with best practices and schedule report findings and recommendations.	X	X	→	→	→	Principals, Chief of Student Support Services, SST, Attendance supervisor, attendance teachers, Chief of School Leadership

Provide support to schools with intensive attendance concerns defined as students being absent more than 18 days.	X	X	→	→	→	Principals, Chief of Student Support Services, SST, Attendance supervisor, attendance teachers, Chief of School Leadership
Research the root causes of current student attendance rates to determine any relevant health and wellness issues.						Board Members
Expand Ready Freddy Initiative to all schools with Pre-Kindergarten and Kindergarten students.	X	X	→	→	→	Principals, Chief of Student Support Services, SST, Attendance supervisor, attendance teachers, Chief of School Leadership
Continue committee efforts to intensely review attendance issues.	X	X	→	→	→	Principals, Chief of Student Support Services, SST, Attendance supervisor, Chief of School Leadership
Implement recommendations made by the universal attendance plan.	X	X	X	→	→	Principals, Chief of Student Support Services, SST, Attendance supervisor, attendance teachers, Chief of School Leadership

SOCIAL EMOTIONAL

Objective: 2.2 **Beginning in the 2013-2014 school year, the number of students identified as 'On Track" for social emotional, health and wellness items will increase 5% from the previous school year as evidenced by the Student Management System and the Youth Behavior Risk Survey. (Corresponding decreases in Office Discipline Referrals and suspension rates will be tracked)**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
Expand opportunities for students to access Extended Learning Time to include after-school and summer programs.	X	→	→	→	→	Principals, Director of Title 1 services, Chief of School Leadership
Review and assess the Student Support Team plan annually and align appropriately based on SBR and data.	X	X	X	→	→	Principals, Chief of Student Support Services, Deputy Superintendent

All classroom teachers will utilize the system's protocol for referring to the Student Support Team ("SST") to support students across the spectrum of needs.	X	X	X			Principals, , SST, Teachers
Use Student Management System results to make appropriate referrals to school and community support systems and/or implement at each school site.	X	X	→	→	→	Principals, , SST, Teachers
Use Youth Risk Behavior Survey to guide decisions regarding which preventive services will be implemented at each school.	X	→	→	→	→	Principals, Chief of Student Support Services, Chief of School Leadership, Deputy Superintendent
Provide professional development to school personnel to integrate social emotional and wellness content, including but not limited to: conflict resolution, goal setting and reflection, and positive character traits, study skills/organizational skills into curriculum maps and daily routines for grades PK-12.		X	X	→	→	Chief of Student Support Services
Provide Student Individual Growth Plans for high-risk students to families and school staff to monitor progress in all areas.		X	X	→	→	Principals, , SST, Chief of Student Support Services
Referring school staff will develop a Basic Behavior Support Plan prior to a student entering Academy schools using the data from the Student Individual Growth Plan.		X	→	→	→	Principals, , SST, Chief of Student Support Services, Chief of School Leadership
Review, amend and distribute code of conduct to stakeholders.	X	→	→	→	→	Chief of Student Support Services
Decisions regarding Professional Development opportunities will be informed by relevant data from SMS and Youth Risk Behavior Survey.		X	→	→	→	Chief of Student Support Services
Review and assess the Alternative Education instructional plan annually and align appropriately.	X	→	→	→	→	Chief of Student Support Services, Chief of Curriculum, Assessment and Instruction, Chief of School Leadership

HEALTH & WELLNESS

Objective: 2.3 **Beginning in the 2013-2014 school year, BPS will begin implementing the District's Wellness policy.**	**2013-14** X	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
Expand comprehensive health services within BPS buildings.		X	→	→	→	

By the start of the 2013 school year, the Food Service Department will be in compliance with USDA regulations.	X	→				Director of Food Service, Finance Director, Nutrition Committee

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FAMILY & COMMUNITY ENGAGEMENT

FAMILY GOAL 3A:
Engage and empower parents and families to increase meaningful involvement in their child's education and in decision making at the school and district levels.
COMMUNITY GOAL 3B:
Establish, nurture and maintain purposeful community partnerships to support student success.

Objective 3.1
By 2015-16 school year, Buffalo Public Schools will implement in each school within the district, a continuum of effective family engagement strategies.

Objective 3.2
By 2016-17, Buffalo Public Schools will close the language barrier gap to effectively engage ELL families by committing to providing a continuum of interpretation and translation resources district-wide and with each school.

Objective 3.3
Buffalo Public Schools will increase effective partnerships with parents and families.

Objective 3.4
The Buffalo Public School District will increase effective partnerships with community—based organizations (including higher education).

FOCUSED OUTCOMES:

1. The District and schools are welcoming and responsive to families and community members in order to increase meaningful involvement.
2. Reciprocal communication with family and community stakeholders is developed and supported.
3. The District builds partnerships between families and community members to support student achievement.
4. Families are empowered and encouraged to increase involvement and decision-making concerning student achievement.
5. The entire community shares data in a way that supports the needs and successes of students and their families.

Objective 3.1 **By 2015-16 school year, Buffalo Public Schools will implement in each school within the district, a continuum of effective family engagement strategies.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
In 2013-14, BPS will adopt a district-wide set of family engagement best practice standards in all schools.	X	→	→	→	→	Office of Parent & Family Engagement

In 2014-15, BPS Parent and Family Engagement Director will lead a group of stakeholders to develop an assessment tool that monitors the family engagement standards.		X	→	→	→	Office of Parent & Family Engagement
In 2014-15, Parent and Family Engagement Director will develop a fully accessible electronic clearinghouse of national and local best practices.		X	→	→	→	Office of Parent & Family Engagement
In 2013-14, all School Based Management Team members from all schools will have skills and expertise, through competency based training, to determine their roles and responsibilities in the local governance of the school.	X	→	→	→	→	Office of School Performance
In 2013-14, a study will be completed to examine the feasibility of a school in every quadrant of the district that will be open outside of normal school hours to provide family / student access to building amenities such as gyms, pools, libraries and meeting space.	X	→	→	→	→	District Plant & Facilities Department, External Parties

Objective: 3.2 **By 2016-17, Buffalo Public Schools will narrow the language barrier gap to effectively engage ELL families by committing to providing a continuum of interpretation and translation resources for district-wide and school use.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
In 2013-14, schools will offer appropriate ESL / Bilingual programs as needed for the ELL families. The Superintendent and/or designee will collaborate with the Multi-Lingual Education Advisory Committee to plan such programs and make any appropriate recommendations to the Board of Education.	X	→	→	→	→	Multi - lingual Education Dept.
By 2014-15, translation services provided by the district will ensure that appropriate forms and communication will be translated into (at least) the top six languages spoken in the district.		X	→	→	→	(Human Resources, Public Relations, and Multilingual Education Dept.)
By 2014-15, the district will provide interpretation services for district-wide events, when appropriate, targeted school needs, and to help with testing.		X	→	→	→	(Human Resources, Communication Dept. and Multilingual Education Dept.)
In 2013-14, the Office of Parent and Family Engagement, along with school administrators, will assist schools in identifying multilingual parents within the district to work as parent facilitators. The BPS will seek the assistance of community partners to train these parents to serve as translators and	X	→	→	→	→	Office of Parent and Family Engagement, Principals

/ or interpreters.						
At the beginning of every school year, Central Registration will host "Know Your Schools" fairs in each sub-district to ensure that all families in Buffalo will be able to make well informed decisions about which school their student(s) will attend.		X	→	→	→	(BPS, BOE, school admin), Assistant Superintendent for Central Registration

Objective: 3.3 **Buffalo Public Schools will increase effective partnerships with parents and families.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
By the 2013-14 school year, school administrators will provide an annual review of the Epstein Model of Parental Involvement at each opening faculty meeting.	X	→	→	→	→	Principals, Office of Parent and Family Engagement
In 2013-14, BPS will implement the approved "Maximizing Parent Engagement" Plan collaboratively developed with the District Parent Coordinating Council (DPCC) and the Office of Parent & Family Engagement.	X	→	→	→	→	Principal, Parent Facilitators, Office of Parent and Family Engagement
Beginning in the 2013-14 school year, workshops will be provided for parents and families to build their capacity as effective partners in all school and district decision-making including (but not limited to) Asset-Mapping and Asset Mobilization, as described in the "Maximizing Parent Engagement" Plan developed in collaboration with the DPCC and the Office of Parent & Family Engagement.)	X	→	→	→	→	Office of Parent and Family Engagement
By October of each year, the School Based Management Team of each school will monitor the implementation of best practices for parental involvement per the Epstein Model.	X	→	→	→	→	Principals, Office of School Performance

Objective: 3.4 **The Buffalo Public School District will increase effective partnerships with community—based organizations (including higher education).**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
In 2013-14, Buffalo Public Schools will identify roles and responsibilities for appropriate cabinet members that is focused on building and strengthening community partnerships for the District and across schools.	X	→	→	→	→	

In 2013-14,the District Leadership and Operations manual will provide guidance, which includes food services, transportation, building usage, memorandum of understanding, etc. for community-based organizations.	X		Office of School Performance
In 2013-14, data from the Student Monitoring System and Infinite Campus will be shared with "out of school time" providers to guide a needs assessment for services if parents sign a Release of Information Form.	X		
By the 2013-14 school year, out of school time providers and community—based organizations will be included in governance decision / meetings (e.g., PBIS, SBMT, etc.) at the school buildings where their services are located.	X		
By 2013-14 the District will facilitate and coordinate collaborative funding applications for out of school time programs	X		
By 2015-16 a peer – to – peer professional development training for school and district leaders will be established on developing, managing and sustaining community partnerships with emphasis on the importance of aligning day—school and out of school time.		X	
All Professional Development throughout the District will: ▪ Be research-based. ▪ Include job embedded components that will enhance teaching and learning. ▪ Provide follow up supports for PD will include: content-specific embedded supports at the school and classroom level. ▪ Result in improved practice and student achievement. ▪ Allow building administrators and teacher input to align PD with specific needs of each building/teacher.	X		Superintendent, Central Office Administrators, Principals, Finance Department, BOE

WORKING

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TALENT MANAGEMENT

GOAL 4:

Recruit, develop and retain highly engaged and competent professionals who inspire students to achieve, and support excellence throughout Buffalo Public Schools.

Objective 4.1

By June 30, 2016, all BPS central administrative offices will have identified, created and introduced a consistent process to help school communities navigate through each respective department in a simple efficient manner.

Objective 4.2

By June 30, 2017, BPS District will develop and implement a recruitment and hiring plan whereby candidates are sourced, screened, interviewed and assessed against a set of competencies that align with District objectives.

Objective 4.3

By June 30, 2016, the District (BPS) will create and implement a professional development plan/process that provides support and coaching to foster professional growth.

Objective 4.4

By June 30, 2015, BPS will have a professional development system that clearly defines a process for determining which professional development will be delivered by the district, the school/department and individual teachers / staff.

FOCUSED OUTCOMES

1. Develop an organizational chart, for Board of Education approval, that shows the staffing structure and reporting responsibilities for the BOE, administration, and staff.
2. Develop a personnel monitoring and accountability system that includes, but is not limited to: 1) an annual process for evaluation, 2) clear employment expectations, 3) several measurement pathways, 4) ample and timely feedback, 5) leveled demarcation of success, and 6) performance merits and consequences.
3. Develop and facilitate a professional development program that reflects the District's staffing needs and includes continued skill growth and talent capacity development in: 1) highly effective PK-12 learning environments, 2) educational systems management, and 3) culturally relevant teaching and learning.
4. The District has a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel to ensure success of students.

Objective 4.1 **By June 30, 2016, all BPS central administrative offices will have identified, created and introduced a consistent process to help school communities navigate through each respective department in a simple efficient manner.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability** School Leadership, Departmental Chiefs
Develop an exemplary template for department duties and responsibilities: • Roles and responsibilities including the interactions of cross-functional teams • Procedures for responding to the needs of school communities	X	→	→	→	→	
Develop and implement a software system to enable prompt, accurate / knowledgeable support services in an efficient manner.		X	X			School Leadership, Chief of Technology
Collect and analyze the data gathered to make informed decisions about support processes.	X	→	→	→	→	Talent Management, Department Heads

Objective 4.2 **By June 30, 2017, BPS District will develop and implement a recruitment and hiring plan whereby candidates are sourced, screened, interviewed and assessed against a set of competencies that align with District objectives.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
Develop a process to forecast staffing needs throughout the district.		X	→	→	→	Department Heads
Develop a process to recruit and screen a pool of candidates in a timely manner.		X	X	→	→	Talent Management, Department Heads
Develop a process for selecting and onboarding candidates		X	X	→	→	Talent Management Department Heads
Develop and implement a software system to support effective forecasting, recruitment and screening.		X	X	X		School Leadership, Chief of Technology

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Objective 4.3 **By June 30, 2016, the District (BPS) will create and implement a professional development plan/process that provides support and coaching to foster professional growth.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
Utilize data and evaluations to set appropriate professional development goals and identify support needed for each individual. ▪ Use the evaluation process to provide an opportunity for principals and teachers to engage in open and candid conversation about current performance, strengths and opportunities for personal growth development.	X	X	X	X	X	Talent Management, Department Directors / Supervisors, School Leadership, Principals

Objective 4.4 **By June 30, 2015, BPS will have a professional development system that clearly defines a process for determining which professional development will be delivered by the district, the school/department and individual teachers /staff.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability** Talent Management, Departmental Directors / Supervisors, Principals
By the start of SY14/15, a professional development calendar will be published that defines all professional development days and topics/add days for logistics (mandatory trainings should not count towards PD) • Build time into the calendar for Professional Development in order for school leaders to have autonomy to choose the most relevant PD for their respective buildings.	X	X				
Newly hired teachers and principals will receive high quality support, feedback and coaching to support the transition into their new role. • New hire orientation / standards of conduct	X	X				
A process will be identified and implemented to support and mentor emerging leaders within the district as evidenced by: ▪ Leadership Academy developed (16/17)	X	X	→	→	→	
Buffalo Public Schools will have a Professional Development program based on teacher evaluation data, teacher self- reported data, student achievement data, and teacher lesson plans as evidenced by: ▪ Identifying professional development opportunities based on APPR results. ▪ Administer a Teacher Professional Development Survey to all BPS teachers and develop	X	X	→	→	→	

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opportunities on PGS to address these needs ▪ Identifying professional development based on student performance/needs. ▪ Utilize the results from the outside school reviews and "Walkthroughs" to identify school, district, and content area needs for PD						
All Professional Development throughout the District will: ▪ Be research-based. ▪ Include job embedded components that will enhance teaching and learning. ▪ Provide follow up supports for PD will include: content-specific embedded supports at the school and classroom level. ▪ Result in improved practice and student achievement. ▪ Allow building administrators and teacher input to align PD with specific needs of each building/teacher.	X	→	→	→	→	Superintendent, Central Office Administrators, Principals, Finance Department, BOE

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OPERATIONS

GOAL 5:
All systems are designed, aligned, and work in concert to address individual student needs and to promote and ensure excellence.

Objective 5.1
By June 2014, the district will initiate a plan to develop a cohesive and dynamic culture that ensures district-wide equity.

Objective 5.2
By January 2014, each and every person in the district will embrace a shared responsibility and commitment to the success and well-being of every child.

Objective 5.3
By June 2016, the Buffalo Public School District will foster a learning culture by developing and implementing a uniform Pre- K-12 curriculum which integrates the arts, technology and citizenship.

Objective 5.4
By June 2015, the District will develop and maintain implementation practices across the Buffalo Public School system with consistency and fidelity utilizing data tracking system.

FOCUSED OUTCOMES:

1. The District has an organized approach and developed structure for accessing and deploying resources to meet the needs of all stakeholders.
2. Systems work in tandem in order to ensure an environment that is responsive to the needs of the entire school community.
3. All systems support student achievement.

Objective: 5.1 **By June 2014, the district will initiate a plan to develop a cohesive and dynamic culture that ensures district-wide equity.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability** Organizational charts, Departmental Directory, District Website, District Calendar
Ensure a common understanding that operations consists of all systems and components at every level, and that their interactions support one another.	X	→	→	→	→	Human Resources, Public Relations

• Information will be provided on the District's website, in the appendix of the Strategic Plan and other documents and other District operations from transportation, facilities and education about health and wellness from Pre K- 12. ▪ Develop organization charts and updated electronic directory so that everyone can see how the district is organized and know who to/who is responsible						
A District-wide calendar will be updated and published by opening school day each year. ▪ Create a timeline for district events		X	→	→	→	District Office Staff

Objective: 5.2 **By January 2014, each and every person in the district will embrace a shared responsibility and commitment to the success and well-being of every child.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
All district personnel will provide prompt and effective internal and external communications. ▪ Top six languages applicable to parents ▪ Multiple formats (e.g. recorded messages, letters, email, text messages, translators, translation devices, and computer-based programs) to reach diverse stakeholders. ▪ Communications in a timely manner.	X	→	→	→	→	Central Office Staff, Principals
Annual mandatory orientation of all district personnel, families and students to ensure stakeholders have a clear understanding of the school's culture and individual responsibilities.	X	→	→	→	→	Principals (Open House/Faculty Meetings), District Staff, Superintendent, Round Tables
Increase morale by recognizing, respecting and celebrating expertise and skill sets and that individuals and departments are interdependent ▪ Build in support system for principals and central office staff	X	→	→	→	→	Presentation / Sharing: Principal meetings Central Office Staff
Use Student Growth Plan (Student Management System) to communicate student success and well-being with stakeholders	X	→	→	→	→	Principals, Teachers, Parents, Community Partners, Central Office

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Objective: 5.3 **By June 2016, the Buffalo Public School District will foster a learning culture by developing and implementing a uniform Pre- K-12 curriculum which integrates the arts, technology and citizenship.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability** Assistant Superintendent of Curriculum / Assessment, Parents, Community partnerships, Technology, Other resources
Align the PreK-8 curriculum with Common Core standards. Align the 9-12 curriculum with Common Core standards.	X	→	→	→	→	Principals
Make transparent the academic expectations and supports that are relevant for the individual students. such as: ESL, MTSS (Multi-tiered System for Support), Spec. Ed, Gifted / Talented – PBIS,	X	→	→	→	→	

Objective: 5.4 **By June 2015, the District will develop and maintain implementation practices across the Buffalo Public School system with consistency and fidelity utilizing data tracking system.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
Utilize school based budgeting.	X	→	→	→	→	Finance Department
Utilize quality assurance checks to make monthly visits. ▪ Quality control teams composed of parents, teachers and community members examine the culture of schools, departments and central offices.			X	→	→	Family & Community Task Force
Utilize School Based Management Team meetings and SCEP.	X	→	→	→	→	School sites, District Office, Parent Facilitators
Utilize District departmental meetings and work plans.						Customer Service Surveys
Build a data driven system that assesses learning and informs adaptive instruction and tiered systems of student support throughout the district by: ▪ Developing and implementing a system of district wide interim assessments aligned to the core						Data dashboard, MTTS

curriculum and District pacing guides. ▪ Build and implement support systems and practices to improve the performance of high need student populations.	X		
All Professional Development throughout the District will: ▪ Be research-based. ▪ Include job embedded components that will enhance teaching and learning. ▪ Provide follow up supports for PD will include: content-specific embedded supports at the school and classroom level. ▪ Result in improved practice and student achievement. ▪ Allow building administrators and teacher input to align PD with specific needs of each building/teacher.	X		Superintendent, Central Office Administrators, Principals, Finance Department, BOE

See Appendix for specific plans for:

PUBLIC RELATIONS
SAFETY
TRANSPORTATION
TECHNOLOGY

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FINANCIAL PLANNING

GOAL 6:
Ensure fiscal resources are utilized to efficiently and effectively support student achievement and district priorities.

Objective 6.1
For the next five school terms, 2013-2018, the District shall have a balanced budget with all departments by annually reviewing fiscal and program performance for reductions, savings and reallocation for submission and approval to the Superintendent and Board of Education.

Objective 6.2
For the next five school terms, 2013-2018, the Finance Department will implement a financial plan that is aligned with the District's Strategic Plan.

Objective 6.3
By December 2013 and every year thereafter, the Finance Department will present financial data in a transparent and understandable manner.

Objective 6.4
By November 2013, the District will right-size classes (and schools) as recommended by the audit.

Objective 6.5
By June 2015, the District will right-size direct reports per manager, phased in as recommended by the audit.

Objective 6.6
By September 2014, the District will develop an incentive program for participation in quality professional development that directly impacts student learning, achievement and efficiency.

Objective 6.7
By December 2013, the District shall implement the recommendation from the audit to automate processes in the Talent Management Department.

Objective 6.8
By June 2014, the District will implement the use of quality, external benchmarks starting with a gap analysis.

Objective 6.9
By February 2014 (for the 2014-15 Budget), BPS will pursue potential savings in several transportation areas as well as related student to school placement processes and policies.

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Objective 6.10

Between September 2013 and December 2015 resources and services of the City, County and School District shall be aligned as recommended by pro-forma currently being developed by the audit.

Objective 6.11

Beginning in May 2013 and going forward, the District will petition legislative bodies for flexibility on the use of funds and ability to repurpose savings.

Objective 6.12

Beginning in May 2013 and going forward, the District to pursue additional competitive government funds as they become available.

Objective 6.13

Beginning in October 2013, phasing in 28 schools year one and 14 schools the next two years the District to provide quality after school/extended day programming (and transportation as needed) to children district wide.

FOCUSED OUTCOMES:

1. The District is organized and allocates resources in a way that leads to appropriate support of school communities.
2. Align resources and services of the City, County and BPS District as recommended by the audit.
3. Data is used to assess support resources and allocations to meet needs of school communities.

Objective: 6.1 **For the next five school terms, 2013-2018, the District shall have a balanced budget with all departments by annually reviewing fiscal and program performance for reductions, savings and reallocation for submission and approval to the Superintendent and Board of Education.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability** Board of Education, Superintendent, Finance, New York State Education Department, US Department of Education
Develop a four year financial plan that is aligned with DCIP.	X	→	→	→	→	Finance
Provide every student with equal baseline funding, and provide supplemental funding to students with additional instructional needs.	X	→	→	→	→	Finance
- Guidelines to include an instructional manual and set ratios of staff per school and training to Principals.	X	→	→	→	→	
- Provide training to School Based Management Teams.		X →	→	→	→	

The District will commission an external evaluation of all specialized programs to determine efficacy and impact on student achievement.		X	→	→	→	AIR Review Year 1: All Schools After Year 1: Every 2 years
Right-size classes and schools according to the recommended method in the audit.	X	→	→	→	→	Chiefs of School Leadership
Align resources and services of the City, County, and School District as recommended by the audit.	X	→	→	→	→	External Partners, Board of Education, Superintendent
Objective: 6.2 **For the next five school terms, 2013-2018, the Finance Department will implement a financial plan that is aligned with the District's Strategic Plan.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
Utilize the plans submitted to financial control board and Governmental Accounting Standards Board (GASB) guidelines	X	→	→	→	→	Finance

Objective: 6.3 **By December 2013 and every year thereafter, the Finance Department will present financial data in a transparent and understandable manner.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
Buffalo Public School District to release annual report (complete) and budget including resources and expenditures.		X	→	→	→	Finance
Encourage all key stakeholders to participate through simple, public processes		X	→	→	→	Finance
Provide every Parent Room with a Budget Analysis Book.		X	→	→	→	Finance
Post presentations and reports on the Districts website.		X	→	→	→	Finance

Objective: 6.4 **By November 2013, the District will right-size classes (and schools) as recommended by the audit.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability** Board of Education, Superintendent,

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						Chiefs of School Leadership
Provide training to school based staff that builds student schedules.	X	→	→	→	→	Chiefs of School Leadership Principals Talent Management
Objective: 6.5 **By June 2015, the District will right-size direct reports per manager, phased in as recommended by the audit.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability** Board of Education, Superintendent, Finance
Continue to consider recommendations of the central office reorganization plan to move towards a ratio of 8.0 direct reports per manager.		X	→	→	→	
	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
Objective: 6.6 **By September 2014, the District will develop an incentive program for participation in quality professional development that directly impacts student learning, achievement and efficiency.**		X	→	→	→	Board of Education, Superintendent
All Professional Development throughout the District will: ▪ Be research-based. ▪ Include job embedded components that will enhance teaching and learning. ▪ Provide follow up supports for PD will include: content-specific embedded supports at the school and classroom level. ▪ Result in improved practice and student achievement. ▪ Allow building administrators and teacher input to align PD with specific needs of each building/teacher.	X	→	→	→	→	Superintendent, Central Office Administrators, Principals, Finance Department, BOE
Objective: 6.7 **By December 2013, the District shall implement the recommendation from the audit to automate processes in the Talent Management Department.**	X	→	→	→	→	Board of Education, Superintendent, Talent Management Department
Objective: 6.8	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**

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By June 2014, the District will implement the use of quality, external benchmarks starting with a gap analysis.						Finance Department

Objective: 6.9	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
Council of Great City Schools, Council of Urban Boards of Education, other comparable districts (regional and national) and BPS annual comparisons will be utilized.		X	→	→	→	Finance Department
Fiscal and programmatic benchmarks will be established in 2014.		X	→	→	→	Finance Department

By February 2014 (for the 2014-15 Budget), BPS will pursue potential savings in several transportation areas as well as related student to school placement processes and policies.						
District to support external study/financial analysis on attendance and student placement philosophy. ▪ Studies to occur in 2013-14 for 2014-2015 budget formulation.	X	→	→	→	→	Transportation Department, Board of Education, Superintendent, Unions, Finance
District to support external study/financial analysis on transportation changes ▪ Bell time/transportation study to occur in 2013-13 for 2014-15 budget formation. ▪ Savings should be targeted for 2014-2015 budget. ▪ Utilize studies to focus on school start times, including child brain research and sleep/wake cycles, related to student achievement.		X	→	→	→	Transportation Department, Board of Education, Superintendent, Unions, Finance
District to utilize any potential savings towards identified priorities starting with 2014-2015 budget and grows with future budgets.		X	→	→	→	Transportation Department, Board of Education, Superintendent, Unions, Finance
District to phase out non-IEP mandated bus aides as recommended by the audit.		X	→	→	→	Transportation Department, Board of Education, Superintendent, Unions, Finance

Objective: 6.10 **Between September 2013 and December 2015 resources and services of the City, County and School District shall be aligned as recommended by pro-forma currently being developed by the audit.**	2013-14	2014-15	2015-16	2016-17	2017-18	Accountability
School buildings will serve as hub for delivery of social, emotional, and health supports.	X	→	→	→	→	Board, Superintendent, Facilities, Finance, External Partners

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Objective: 6.11 **Beginning in May 2013 and going forward, the District will petition legislative bodies for flexibility on the use of funds and ability to repurpose savings.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
Policy changes will be implemented annually	X	→	→	→	→	Finance, Big 5, WNY Delegation, Superintendent, Board of Education
Revisit submission of efficiency grant when guidance becomes available.	X	→	→	→	→	Grants
Objective: 6.12 **Beginning in May 2013 and going forward, the District to pursue additional competitive government funds as they become available.**	**2013-14** X	**2014-15** →	**2015-16** →	**2016-17** →	**2017-18** →	**Accountability:** Grants
Objective: 6.13 **Beginning in October 2013, phasing in 28 schools year one and 14 schools the next two years the District to provide quality after school/extended day programming (and transportation as needed) to children district wide.**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Accountability**
After school programming to be phased in over 3 years, in collaboration with Say Yes Buffalo implementation.			X			Community Partners, Superintendent, Finance
Key data points to ensure improved student outcomes for participants to be developed by October 2013.			X			Community Partners, Superintendent, Finance

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Acknowledgements

THANK YOU...

TO EVERYONE THAT PARTICIPATED IN THE 2013 BPS STRATEGIC PLANNING PROCESS.

Warmest thanks for all of your hard work and outstanding contributions as members of the Steering Committee and/or Task Force groups. Your time and energy is recognized as this demanding assignment unfolded over the last several months. You went the "extra mile" and the students of Buffalo Public Schools will benefit from your expertise and dedication.

Dr. Pamela C. Brown, Ed.D
Superintendent Buffalo Public Schools

Mr. Gene Chasin
Chief Operating Officer, Say Yes to Education, Inc.

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Appendix

Security Department

1. The Security Department's main objective is to provide a safe environment for the students and the staff members in the Buffalo Public Schools. Besides safety for the students and staff, security also makes sure District property is not vandalized and school buildings in and outside are not destroyed.

2. Security Officers are trained to assist in maintaining control for a variety of situations which can range from conflict resolutions, defusing potentially dangerous situations, to having to physically restrain anyone who is a danger to themselves and/or to others.

3. Security Officers are assigned to all the high schools but are often pulled out of their high school during the day to assist with problems in the elementary schools. The security department also maintains three district vehicles which assist with problems that arise throughout the day in the district.

4. With all the different issues and situations that students face each day, security officers are often looked upon to be mentors, counselors, rule enforcers and trusted adults so that students can talk with them about any problems they may be having.

5. Since 2005, the Security Department, led by Lorraine Conroy, has been closely associated with the Buffalo Police Department. Chief Kevin Brinkworth has been assigned to the Buffalo Public Schools for the last eight years, and he has led the coordination between the Police Department and the School District, which has been excellent. Since 2005, the security staff has changed in the following manner:

2005		**Current**
33	**School District Security Staff**	56
	• Chief of Policy – Kevin Brinkworth	1
	• Officers working daily in Buffalo	4
	Schools to enhance our staff – off duty	
	• On duty officers assigned to Chief Brinkworth and BPS	10
	• Security systems with cameras throughout the District	All schools
Few	**Cameras**	5,067

6. Finally, besides providing security during the day, Security Officers also assist in maintaining a safe environment for a variety of after school and nighttime functions such as, but not limited to, sporting events, suspension programs, open houses, and other school sponsored events.

Transportation Department

The function of the Transportation Department is to help students access their educational opportunities. The department works to provide safe and cost efficient transportation services to all 30,000+ Buffalo City School District (BCSD), Agency, Non-Public and Charter School students at 112 sites within the City of Buffalo.

The scope of work includes downloading student data from Infinite Campus, determining transportation eligibility based on home to school distance; New York State Education Department (NYSED) regulations and District policy, developing safe and efficient bus routes via computerized routing software and notifying parents and school personnel via United States Postal Service. The department is constantly updating student data and adjusting route sets as we receive information from parents and school personnel. Transportation also supports school staff with scheduling and providing field trip busses and afterschool program transportation. Transportation staff track and monitor all accidents/incidents respond while also responding to all that involve possible injury.

Within the Transportation umbrella there are four separate support areas. These include the Transportation Routing Department, the Bus Aide Department, the Dispatch Department and the District Garage.

The District provides student bussing through Public and Private Contract carriers. Public transportation is provided through the Niagara Frontier Transportation Authority bus and rail systems. Private bussing is provided by First Student, Inc. The District Transportation Department is tasked with ensuring that these carriers are in compliance with NYSED and Department of Transportation (DOT) regulations, contractual matters both in customer service areas, and in accurate billing practices.

The Bus Aide Department employs approximately 500 part time bus aides that monitor and protect students on board our yellow busses. Bus Aides provide adult supervision to students that require an aide per their Individualized Education Plans and to non-special needs students in order to provide safer transportation in general. The BCSD transports students as young as Nursery school age and these 2 and 3 year old students ride in child safety seats. Bus Aides assist these young children with safe street crossings and ensure that they are safely secured in the seats. The scope of work includes Human Resources and payroll support functions such as interviewing prospective candidates and verifying payroll to providing NYSED mandated training.

The Dispatch Department is tasked with handling all inter-District mail delivery (Pony), school relocations, furniture and supply delivery. Dispatch personnel handle most of the Joint School Construction Board school relocations and work closely with the Plant department and school personnel to ensure that students receive the supplies and adequate learning environments needed to encourage academic success.

The District Garage maintains and repairs all District on-road and off-road vehicles and equipment. It is responsible for all non-warranty related parts ordering and repair. District mechanics inspect and monitor fuel delivery tanks and are responsible to ensure that all equipment meets Department of Environmental Conservation standards. The Transportation Department/Garage handles all fuel orders and tracks compliance for all DOT, 19-A, Department of Motor Vehicles, certifications.

The Buffalo Public Schools Information Technology Department

Synopsis

The mission of the Buffalo Public Schools Information Technology Department (IT) is to enable the systematic success of the district. The IT department seeks to be continuously agile, flexible and responsive to district plans and initiatives. This agility is based upon district and school needs, federal and state requirements, developing and changing technology, cost-effectiveness, and re-usability with the goal of always supporting and empowering teaching and learning.

Successful implementation of these services begins with effective technology planning (using Outcome Based Planning/Evaluation (OBPE) methodologies), which ensure that IT operations and initiatives are methodically managed and aligned with strategic goals.

Technology Vision

BPS integrates technology into all aspects of our organization to support an effective, collaborative teaching, learning and an efficient administrative environment.

- Technology is uniquely positioned to support a broad spectrum of learning needs and styles and is essential to targeted teaching and learning. For our students, this means that BPS must provide equitable access to technology that supports the development of 21st Century skills.
- For our teachers, integrated technology has provided tools for visual learning, collaboration and acceleration, while unobtrusively collecting formative assessment data. This data is essential to identify the learning and acceleration needs of individual students.
- For our administrators, integrated technology creates more efficient operation methods that reduce effort, lower cost, and improve decision making.
- *For our schools, Instructional Technology Coaches will foster an awareness of technology resources and facilitate the integration of technology in the classroom in ways that create interactive authentic learning experiences for our students. Our goal is to help develop learners who can locate, evaluate and synthesize information, using it to develop and support an idea or to create something new. It is our expectation that students will graduate as technology literate individuals possessing transferable skills that ensure that they are prepared to be active participants and lifelong learners in a global community.*
- For our stakeholders, integrated technology affords improved communications for all.

Technology Goals

The objective of the BPS IT department is to deliver a continuous, high-quality, technology enhanced education that provides the skills and knowledge that staff and students need for success in the 21st century. IT also utilizes technology that supports the administrative goals and objectives of BPS. BPS's seven Technology Goals are as follows:

- Utilize current and emerging technology to improve student performance in all academic areas.
- Continue the implementation of core web-based applications for student information and management in all academic areas.
- Provide visual learning modality education in the classroom, media centers, and computer labs.
- Utilize technology systems to improve staff recruitment, retention, and professional development.
- Build management capacity in data analysis and data-based action to improve instructional practices.
- Utilize existing & new technology to improve communication with parents and community.

- Provide assistive technology for students with disabilities.

Active Projects

Following is the list of initiatives Information Technology is currently working on in collaboration with various departments to support operation and instructional division
:

- **BPS EdVantage / VersiFit Data Warehouse**
  BPS EdVantage is the primary point of contact for decision support access to data from NYSED Assessments, Wireless Generation Assessments, MUNIS, Infinite Campus, eSIS, Primero, VersaTrans, IEP Direct, True North Logic, AESOP, Acuity, SchoolCity and SayYes.
- **Assessment Management System (Implementation and Maintenance)**
  The Acuity implementation started in August 2012 and currently provides pre-test, post-test and formative benchmark test solutions for the district. Project resources are provided from CTB McGraw-Hill, BPS IT Department, BPS Office of Shared Accountability and BPS Teaching and Learning.
- **E-Rate Filing Coordination and Document Management**
  This project encompasses the daily maintenance of the E-Rate hard copy and electronic files, coordination of e-Rate activities with BPS's E-Rate consultants, Educational Funding Group (EFG), and the annual filing and process control the support BPS receipt of Federal SLD/e-Rate reimbursement. The current project scope includes E-Rate year 10,11,12,13,14,15,16 filings (FY 2007 – 2014).
- **VoIP Phone System**
  The district is currently in the process of converting all school buildings from the old Nortel phone system to the new Alcatel-Lucent VOIP phone system.
- **Microsoft Exchange Email Project Implementation**
  This project will migrate all BPS E-Mail users from Lotus Notes to the Microsoft Exchange environment using Outlook Web Access (OWA) as the district's email provider. The cut-over is scheduled during the last week of June and the first week of July.
- **Data Center in Schools 94 and 97**
  Buffalo Public Schools is implementing a broad-based virtualized computing infrastructure from Hewlett-Packard and VMware in order to transform how they supply a technology infrastructure for instruction and operations to all of its 58 schools. A key objective for the acquisition was to ensure a more flexible and secure desktop experience for BPS's 34,000 students and 6,000 faculty and staff by virtualizing the server and storage infrastructure that supports BPS. This effort will also achieve cost savings in the mid- and long-term, as well as help Buffalo's information technology staff streamline their efforts and better maintain the entire computer system. BPS recognizes that maintaining modern computing technology in the hands of students and faculty has never been more important for providing the level of skills and learning required for students to achieve college and career readiness in the 21" century.
- **System Configuration Manager**
  Microsoft System Center 2012 Configuration Manager will help BPS deliver user experiences across a wide range of devices, while also ensuring that the district meets corporate control and compliance requirements.
  System Center Configuration Manager will eliminate several other vendor products for:
  - *Implement Microsoft virus protection*
  - *Implement Microsoft Identity Manager*
  - *Implement Office 365 for all students*

- *Implement latest version of Office products to District employees*

- **Implementation of (Write Clicks) New York State Funded Programs**
  Through a competitively-procured New York State Learning Technology Grant, Buffalo Schools has undertaken a project of Instructional Technology Coaching. Instructional Technology Coaches are teamed with classroom teachers to introduce cutting-edge technology into classroom environments to respond to the increasing demands of the Common Core Learning Standards.

  The Common core Learning Standards (CCLS) have fundamentally changed teaching and learning as we know it by adding greater rigor and expectations for students to graduate college and career ready, but everyone may not be aware that the CCLS also place a greater emphasis on technology. A close examination of the CCLS reveals numerous embedded technology proficiencies throughout the curriculum. The CCLS weave and spiral basic technology skills throughout content areas and demand students use technology to facilitate learning. Further reading of the CCLS shows that students at all grade levels are expected to produce and publish documents, interact and collaborate, communicate using web tools, and evaluate information presented in different media formats. Therefore, in practical terms, instructional technology should not be considered a separate discipline, but part of the overall instructional solution through assessment, skill building, and learning.
- **School Computer Refresh**
  The Buffalo Public Schools uses a 5-year refresh cycle for school computers and teacher laptops. So each year approximately 20% of the District's outdated school technology is being replaced with school technology that meets new technical requirements for District software resources. In addition, the IT Department coordinates the installation of new computers and peripheral devices in schools as part of the Joint Schools Construction Board (JSCB) school reconstruction project.
- **NYS Computer Based Testing (CBT) – BPS Preparations**
  *The Partnership for the Assessment of Readiness for College and Careers (PARCC) has recently provided technology guidelines to inform schools and districts as they make technology decisions to best meet the instructional needs of their students. The information from PARCC is intended to answer questions about whether existing computer inventories and new instructional hardware that schools may purchase, as they implement the Common Core States Standards, will also meet **PARCC's 2014-15 requirements for the online test**. Areas of IT consideration and supervision surrounding 2014-2015 CBT include (but are not limited to):*
  - *District Bandwidth*
  - *Computer and Network Security Requirements*
  - *Testing Software and Web Browser Requirements*
  - *Testing Device Specifications*
- **Learning Object Repository (LOR)**
  The Learning Objects Repository project is an online learning management system that is useful for enhancing the teaching and learning process. It can be used to deliver fully online courses but also can be used to facilitate hybrid courses or to supplement regular classroom learning. The intent is for teachers to use this online platform to create their own courses or to use and adapt one of the courses already available.
- **Stakeholder Communication**
  The BPS IT department will develop and disseminate scheduled newsletters "Bits and Bytes" (Bi-Annual) and host an annual Technology Fair to showcase the technology that exists in BPS classrooms.
- **HR Scanning and Document Management / Student Transcript Scanning**

The BPS IT department will support the Human Resources department to acquire and implement an automated records scanning and information management tool to automate the HR records management process. Additionally, the BPS IT department will support the district to acquire and implement an automated student transcript scanning and information management tool to automate the student transcript management process.

- **Transcript Scanning**
  The BPS IT department will support the district to acquire and implement an automated student transcript scanning and information management tool to automate the student transcript management process.
- **Registration System Replacement**
  The BPS IT department will support Central Registration in the acquisition, customization and implementation of a replacement on-line registration system integrated to the district's current student management system.
- **APPR / PGS Support**
  The BPS IT department will support Teaching and Learning to continue to implement an automated tool to assist with the APPR / PGS recordkeeping and reporting.

- **BPS Internal IT Audit**
  On a rotating cycle, BPS conducts internal audits for policy compliance and based on this audit created an action list to address any items found to be non-compliant.

- **Information Technology System Support and Maintenance**
  The BPS IT department is currently maintaining a number of systems that require resources to 1) maintain peak operational performance, 2) install systems patched and updates, 3) maintain district wide and application specific security and access, 4) maintain a hardware environment to support the district's computing, processing and reporting needs. These projects include:

  - Active Directory and Desktop Computer Imaging
  - AESOP Support
  - AV Support
  - Charter School Enrollment Verification
  - Current Phone System Support
  - Data Systems Connectivity (SIF)
  - ERate 14, 15 and 16 Monitoring
  - Food Service Point of Sale (POS)(Primero)
  - Interactive White Boards
  - Inventory (School Dude)
  - ITC – Technical and Operational
  - IT Help Desk
  - IT Operations - Data Center (Payroll, Accounts Payable, Printing)

- Infinite Campus
- Library System Support (Alexandria)
- Lotus Notes Maintenance
- MUNIS Maintenance (Financial, HR, Payroll, Personnel)
- Network Support (Wired and Wireless)
- Questica Budget System
- SynerVoice (Community Notification System)
- Professional Growth System Support
- Xerox Post Implementation Support and Ongoing Maintenance

Public Relations

Elena Cala
Special Assistant to the Superintendent for Public Relations
Public Relations Department Scope and Objectives
June 20, 2013

The Public Relations Office gathers and utilizes District topics and news items in order to promote goodwill and build a rapport between the District and its students and employees, the public, and the community. The department manages all aspects of communication internally, and externally between the District and the public, including coordinating media, crisis communications, electronic communications and social media.

The Special Assistant prepares the superintendent and members of the Buffalo Board of Education for public events including school-based events, community roundtables, community partner meetings, and board meeting by providing any combination of mediums such as PowerPoint, speeches, and talking points and awards.

Additionally, the Special Assistant maintains content on the District Website through text generated by herself and/or others, along with providing district photographs, informing the public at-large of the new programs and innovations taking place at the building level and in Central Office. The Special Assistant is also instrumental in the planning and implantation of District events such as the grand reopening of schools and events that are planned in conjunction with our community partners.

This office makes arrangement for translations and interpretation services at public meetings hosted and co-hosted by the superintendent. In addition, the Office of Public Relations helps to form and facilitate outgoing messages through the District's automated calling system, as well as assisting building administrators in formulating written correspondence to their school communities. The office also gathers data for and produces the superintendent's Weekly Central Office Update.

The Public Relations Office works closely with the IT department and outside vendors in the production and broadcast of visual communications to staff and the general public.

The Public Relations Clerk maintains the district calendar (web and hard copy), processes Freedom of Information requests from the public, and coordinated public notices in local publications in addition to helping to coordinate Say Yes meetings and events. In addition, the PR Clerk manages the department budget and provides secretarial backup to the superintendent's secretaries.

D2- School Based Budget Development Guide

Buffalo Public Schools

School Based Budget Development Guide

2013-14 Budget

March 2013

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1. INTRODUCTION

Welcome to the 2013-14 Fiscal Year Budget Development Guide. This guide is intended to provide school administrators with useful information about how resources are allocated to their schools' and explains the development of school budgets, outlines central office program requirements, provides instructions on the use of fund types, and describes the process for completing the budget template during the budget process.

The 2013-14 Budget Process will be the first year of a three year phase in of site based budgeting. Year 1 is intended to bring transparency and equity to the budget process with greater central office support. School autonomy will be earned in later phases and in higher performing tiers as capacity and data systems are built to facilitate the process.

The Guide will explain how allotments of positions and dollars are determined for each school, and what latitude schools have to make decisions about how these resources are used. This document distinguishes between two major school budget categories: resources that are provided to schools, which they then make decisions about how to budget and use; and resources whose use and allocation is budgeted centrally, even though the resources are deployed in schools.

The major budget components in each of these categories are explained in more detail in subsequent sections of this document.

2. FUNDING SOURCES

The District has two major funds that support school operations:

1. The General Fund, often referred to as "Operations and Maintenance" or "O&M" is the primary fund of the District and supports the general day to day operations of the District. 80% of the revenues in the General Fund come in the form of state aid. It is intended to provide basic and mandated services to schools.

   Within the General Fund are set-aside funds such as Contract for Excellence ("C4E") and Magnet ("Mag"). Set-aside funds are included in the overall General Fund budget but may have restrictions on what they can be spent on.

2. The Special Projects Fund is more commonly known as the Grants Fund and includes several grants from state, federal and local sources that are intended to be supplemental in nature and are provided for specific types of expenditures. The grants allocated to most schools include Title I, Title III and School Improvement Grants.

Funding sources and relevant spending restrictions are discussed in the specific budget sections later in the Guide.

3. BASELINE STAFFING

Baseline staff will be allocated to schools based on state mandates and contractual obligations according to the following table. Departments, in collaboration with Principals and Community Superintendents will allocate staff for Occupational and Vocational programs, English Language Learners and Related Services for Special Education students as outlined in section Four. Depending on available funding, schools will be allocated additional "flexible" general fund dollars to staff and support their schools based on plans approved by the Community Superintendents. The process for submission and approval of school budgets are discussed in section Five.

Assistant Principals		**Minimum 0.5**
School Configuration	**Enrollment**	**Base-Line Allocation**
Pre-K – 4th grade	1-449	0.5
	450-749	1.0
	750-1,050	2.0
	1,051 and above	3.0
Pre-K – 8th grade	1-299	0.5
	300-749	1.0
	750-1,050	2.0
	1,051 and above	3.0
5 - 12th grade	1-299	0.5
	300-600	1.0
	601-950	2.0
	951 and above	3.0

Guidance Counselors	**Minimum 0.5**
School Configuration	
K – 8th grade	0.5
9 – 12th grade	0.5 for every 150 students

Class Size	
School Configuration	**Teacher : Student Ratio**
Pre-K	1:18 and 1.0 Pre-K Assistant
K – 6th grade	1:30
7 – 8th grade	1:30
9 – 12th grade	1:30

Library Media Specialist		Minimum 0.5
School Configuration	Enrollment	Base-Line Allocation
All Schools		0.5
7 – 12th grade	501-700	0.8
	701 and above	1.0

School Clerical		Minimum 1.0	
	Enrollment	Clerk	Typist
All Schools	1-499	1.0	0.0
	500-699	1.0	0.5
	700-999	1.0	1.0
	1,000 and above	1.0	2.0

Special Area Requirements			
Grade	Subject	Classes Per Cycle	% of School Year
K – 3rd grade	Art	1.0	All Year
	Music	1.0	All Year
	Physical Education	1.0	All Year
4 – 6th grade	Art	2.0	All Year
	Music	2.0	All Year
	Physical Education	2.0	All Year
7th grade	Art	3.0	Half Year
	Music	3.0	Half Year
	Physical Education	3.0	All Year
	Health	3.0	All Year
	Home & Careers	3.0	All Year
	Technology	3.0	All Year
8th grade	Art	3.0	Half Year
	Music	3.0	Half Year
	Physical Education	3.0	All Year
	LOTE	6.0	All Year
	Home & Careers	3.0	All Year
	Technology	3.0	All Year

FTE Equivalents		
FTE	Periods Per Day	Days Per Cycle
0.17		1.0
0.2	1.0	
0.33		2.0
0.4	2.0	
0.5		3.0
0.6	3.0	
0.67		4.0
0.8	4.0	
0.84		5.0
1.0	5.0	6.0
Typically a 0.6 FTE is sent in the mornings and a 0.4 is sent in the afternoons.		

Secondary FTE Calculation (Grades 7 – 12)			
1	# Secondary Students		96
2	Class Size		30
3	# Classes per Period	#1 divided by #2	4
4	Periods per Day (Excluding Lunch)		8
5	# Classes per Day	#3 multiplied by #4	32
6	Teaching Period Load		5
7	Secondary FTEs	#5 divided by #6	6.4
8	# of Secondary Self Contained Classes		1
9	0.5 FTE per Self Contained Class	#8 multiplied by 0.5	0.5
10	**Total FTEs Needed**	**#7 added to #9**	**6.9**

Special education classroom teachers will be assigned by the Special Education Department based on students Individual Education Plans (IEP's) in the baseline staffing process.

3A. EXPLAINING THE INPUTS IN THE BASELINE STAFFING

There are a number of central factors that are accounted for when BCSD calculates initial school budget allocations. These include:

- Projected Student Enrollment
- Special Education Student Population

- English Language Learner (ELL) Student Population
- School Configuration (Elementary School, K-8 Model School, Middle School, or High School)
- Teacher-to-Student Ratios by Grade Configurations
- Specialty School/Program Status

Each one of these factors determines the initial budget allocation for your school. These different factors are highlighted below. Explanations for each factor can be found later in the guide.

Enrollment Projections

The primary driver for your school's initial budget allocation is projected student enrollment. Projected student enrollment is determined by analyzing the current year's enrollment data by school to estimate enrollment for the upcoming school year. 2012-13 BEDS enrollment data was provided by the Office of Shared Accountability as of January 25, 2013. Principals provided updated enrollment data for the current fiscal year as of February 8, 2013.

2013-14 projections also take into account more nontraditional factors that can significantly affect enrollment, such as school closures, school reconstruction, grade expansions or reductions. Individual school enrollments are totaled and compared to the Districts overall trend over the past three years.
Principals will be asked to validate the projected enrollments during the Staffing Meetings held with the Community Superintendents. Should a Principal believe the projected enrollments provided by the Director of Staffing for Budget differ significantly from their projections, they should discuss the variances with their Community Superintendent and bring supporting data to the Staffing/Budget Meetings. It should be understood that the total of individual school enrollments should not be significantly different than the District's overall enrollment trend – ie – significant enrollment growth should not be projected without documentation and indication of where the students are transferring/enrolling from. Staffing adjustments will be made based on actual enrollment as of 2013-14 BEDS day.

4. CENTRALLY ASSIGNED INSTRUCTIONAL STAFF

Departments, in collaboration with Principals and Community Superintendents will allocate staff for Occupational and Vocational programs, English Language Learners, Related Services for Special Education students and Student Support Teams in accordance with the procedures described below.

4A. OCCUPATIONAL AND VOCATIONAL PROGRAMS

The programs will be staffed using different staffing ratios for: Trades, Business and Differentiated programs.

Certified Programs of Study require that the students take a minimum of 6 courses and the required NYSED Career & Financial Management (CFM) Course. These programs of study lead to Industry certification and Regents with advance designation. Once a student' cohort starts a program the district is obligated to allow for that cohort to complete the course of study before the program can be eliminated. All levels of instruction no matter the number of students cannot be combined due to the discreet curriculum and safety concerns at each level. For CTE program to be added an industry advisory committee is required to review the curriculum, facilities and equipment to ensure that they meet industry standards and that the Career pathways has a positive employment outcome for students. If the district decides to eliminate a program an advisory committee review is required as well; and the last enrolled cohort must have the ability to complete the program of study.

4B. ENGLISH LANGUAGE LEARNERS

Teachers for ELL will be assigned based on the units of service required under Commissioner's Regulations Part 154 and in consideration of best practices for English language development programs.

English Proficiency Levels Based on LAB-R or NYSESLAT	Grades: Kindergarten to 8			Grades: Grades 9 - 12		
	Units of ESL	Units of ELA	Units of NLA	Units of ESL	Units of ELA	Units of NLA
Beginning	2	0	1	3	0	1
Intermediate	2	0	1	2	0	1
Advance	1	1	1	1	1	1

4C. RELATED SERVICES FOR SPECIAL EDUCATION

Related Service personnel for students with disabilities include teachers of the Speech and Hearing Handicapped or Teachers of the Speech and Language Delayed, Occupational Therapists, Physical Therapists, Teachers of the Hearing Impaired/Deaf, and Teachers of the Visually Impaired/Blind. Individualized Education Plans (IEPs) mandated counseling is the responsibility of the Social Worker assigned to the building Student Support Team. Staff is assigned to schools based on services mandated on the students IEP. FTE count is adjusted throughout the year as mandated services increase or decrease.

4D. STUDENT SUPPORT TEAMS

Student Support Teams (SST's) generally consist of a Chairperson, a Psychologist, a Social Worker, a School Counselor and a clerk. Since 2007, the department has articulated the district goal of providing a full time SST in every school. At the point that this is accomplished, addition of staff beyond a full time team will be considered based upon the unique needs of a particular building.

4E. EXPLAINING THE INPUTS IN THE CENTRALLY ASSIGNED STAFF

Occupational and Vocational Education Population

Business:
Certified Programs of Study – minimum 6 classes taken over 4 years w/ CFM

Electives: individual courses taught for credit but not leading to Industry certification

Trades:
All Trade programs are Certified Programs of Study – minimum 6 classes taken over 4 years w/ CFM

Differentiated: 12:1:1 or 15:1:1 co-taught with a CTE teacher and Special Education teacher

CTE teacher	Number of students	Period Taught	Max. students
Trade	24	6 (2 period Block scheduled)	72
Business	30	5	150
Differentiated	12 to 15	6 – trade or 5- business	72/90 or 60/75
CFM A & B	24-trade or 30- business	6 – trade or 5- business	150

*If a trade teacher has a 3 period block max load could be 72 to 96

Special Circumstances:

Work experience Coordinators: Each school should allow for a minimum of 1 period a day for a CTE teacher with a Work based Coordinator Extension on their license to place students in work related experience as required by NYSED and NYSDOL.

Programs with special focus or community involvement will require additional staff. For example: Emerson – Restaurant, McKinley – House project requires 2 senior carpentry teachers & McKinley Horticulture due to the size of the facility requires 2 teachers and others as needed.

English Language Learner Student Population

Similarly to Special Education student population, English Language Learner (ELL) student population support needs are determined by a review of the number of ELL students currently enrolled and their level of English proficiency (Beginner, Intermediate, Advanced). Staffing for ELL students is guided by the Department of Multilingual Education (DME) staffing ratios, program design, and best practices. The student-teacher ratio is approximately 40:1. Base funds are allocated according to the given ratio, then adjustments are made based on program design and grade span. Other adjustments are made to accommodate for co-teaching, the most effective model of service delivery.

For example, if a school has 40 students across grades kindergarten through grade 1, the school will receive funds for one full-time ESL teacher. A school with 40 students across grades K-8 may require more teachers due to scheduling capacity. Schools with larger ELL populations generally have one teacher across one or two grade levels, while schools with under 10 students may have a part-time daily teacher or itinerant teacher who provides services on alternating days in the six-day cycle.

Adjustments to ESL services may be necessary during the year as students populations change.
Schools are not permitted to repurpose funds designed to support ELL needs.

Special Education Student Population

Staffing for the Special Education student population is determined by a review of all current IEPs. Staffing to meet IEP needs is mandated by the Regulations of the Commissioner of Education, Part 200 staffing ratios and teacher caseload requirements as well as current best practices.

The department annually audits teacher caseloads assuring that FTE are assigned in the most efficient, cost effective way possible. If necessary, the department will make recommendations to principals which result in revisions to the school master schedule. In this way, the maximum number of students can be assigned to a teacher caseload.

Staffing adjustments may occur during the year as student needs increase/decrease. **Schools are not able to repurpose funds designed to support Special Education needs.**

5. STAFFING AND SCHOOL BUDGET PROCESS

Staff for grades 7 through 12 schools will be allocated as a total number of FTE's to cover their student enrollment for every period of the day. Staffing requests and scheduling must comply with subject area courses mandated by the State Education Department (SED) first. The remaining allocated FTE's can be chosen by the Principal in consultation with and approval by their Community Superintendent. Principals should complete their School Budget Worksheet (a sample is at Appendix B) and submit it electronically to the Office of School Performance (Attention Lori Repman) and Keith Robertson, Director of Staffing for Budget by April 15th.

The process for submission and approval is as follows:

- Principals will work with their School Based Management Team (SBMT) to make decisions on the use of their school-based budgets.
    - Principals will lead the process of completing the School-Based Budget Form.
    - Each budget expenditure request must include a correlating SCEP citation, supporting data and a rationale for the request written into the free write box on the form.
- Each principal and their select team members of no more than four (4) individuals will present their budget requests at a meeting with the community superintendents, Director of Staffing for Budget and subject area directors.
- The community superintendents will make a decision on the budget requests:
    - Approve the Full Budget Request
    - More Information Required for Approval
    - Disapprove select Items – Principal must select another expenditure for consideration

NOTE:
High School courses shall be closed if enrollment is less than 20 for grades 11 and 12 and 25 for grades 9 through 12.

PROGRAM ADDITION AND REMOVAL:
To add or remove a program from their school (e.g., CTE program), a principal must complete the following steps:

- Principals will work with their School Based Management Team (SBMT) to make recommendations to remove or add a program.
    - Principals will lead the process of completing the Program Addition or Removal Form (see Appendices C and D)
    - The form will be emailed to their community superintendent
- Each principal and their select team members of no more than four (4) individuals will present their request at a meeting with the community superintendents and relevant subject area director.
- The community superintendents will confer with the Chief Academic Officer to make a decision and communicate with the principal.

NON-NEGOTIABLE STAFFING LEVELS:

Based on state mandates and the collective bargaining agreement, certain staffing levels must be adhered to. The table on the subsequent two pages outlines the non-negotiable staffing levels.

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	8th 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

Allowable programs and activities:

a. Student time on task
    i. Guidance counselors
    ii. Attendance teacher
    iii. Academic Intervention Services – Science or Social Studies Teacher
    iv. Building Math or Reading Teacher

b. Teacher and principal quality initiatives
    i. Instructional coaches shall provide teachers with support in content areas and may provide professional development to teachers in pedagogy and/or classroom management, to improve student attainment of State learning standards

c. Expansion or replication of effective model programs for students with limited English proficiency, in accordance with the following:
    i. English as a Second Lanquage Teacher
    ii. English as Second Language Coach for Teachers
    iii. Materials in native language
    iv. Translation services
    v. Translation equipment/supplies

Public process

Each school shall develop their plan for their portion of the C4E funds in consultation with their School Based Management Team.

7. SUPPLEMENTAL FUND BUDGETS

7A. TITLE I ALLOCATIONS AND SPENDING (STAFFING AND SUPPLIES)

Title I schools choose how to use their Title I school allocations based on the following guidelines.

Supplement Not Supplant
Title I funds may be used for a variety of services and programs, with a special focus on instruction in reading and mathematics. Title I funds must be used to ***supplement*** funds that are made available from non-federal sources and not to ***supplant*** funds from the O&M budget. This is true of all federal funds. Most schools will use Title I allocations largely to choose supplemental school staff. Staff supplanting is most evident when federal funds are used to support a position that a district is legally mandated to provide, or to support a position that was funded by O&M in the prior year.

Targeted Assistance v. Schoolwide Programming

A Title I school runs either a Targeted Assistance program or a Schoolwide program. In a Targeted Assistance program, funding is targeted for students who show evidence of the greatest academic need. Title I school allocation funds for a Targeted Assistance school should be spent on servicing only the targeted population. Schools determined to have a population that is at least 40% economically disadvantaged and that have completed a prescribed planning process can run a Schoolwide program, in which the use of Title I funds is not so restricted. A school does not simply have the option to choose which type of program it will run; the Schoolwide planning process must be completed for a school to run a Schoolwide program. In 2012-13, 40 of the 55 Title I schools ran a Schoolwide program. Each Title I school should know which type of program it runs and consider how selected staff will interact with the school population.

Title I Allocations – School Allocations and Parent Involvement Allocations

The count of economically disadvantaged students in a school has a direct impact on the amount of "Title funds" that the school receives in its school budget allocation. This count is determined through the use of "direct certification" information collected by the government, including Temporary Assistance to Needy Families (TANF)/Food Stamps and other data that indicate student need for free meals. The district's overall 2013-14 Title I allocation is first reduced by set-aside amounts, including totals for Title I Administration, Focus District School Improvement, and other efforts. The remaining amount is then divided by the total number of economically disadvantaged students to generate a Per Pupil Allocation (PPA). The PPA is multiplied by the number of such students in a school to determine that school's allocation.

A school can use its school allocation to select supplemental full-time staff and instructional supplies. The following staff titles are available: Title I Teacher Assistant, Guidance Counselor, Reading/Math Support Teacher (elementary), and AIS ELA/Math Teacher (secondary). Each title is assigned a dollar value, regardless of the employee filling the title. Using the School Budget Worksheet, a school may budget any number of such titles that fit within its allocation. The Principal will work with the Director of Staffing and the Office of School Performance as needed to ensure that partial FTEs are matched to create whole positions. The school should devote the remainder of its allocation to instructional supplies, which should align with programming to improve academic achievement of all students in Schoolwide programs and identified students in Targeted Assistance programs. The Office of School Performance will review school plans for the use of Title I allocations." This will allow OSP to check the reasonableness of e.g. a school request to devote a large portion of its resources to supplies

Some staff are not part of school allocations. Pre-K staff and Instructional Coaches are part of set-asides that are allocated by the district.

Again, Title I is supplemental school programming. Any Title I budgeted staff are in addition to a school's baseline staff, as determined by Finance and Human Resources. To avoid supplanting, Title I staff are also in addition to a school's prior year O&M staff: if School A has 1.0 O&M Guidance Counselors in 12-13 and has a baseline of 0.5 in 13-14, that school may not budget any Title I Guidance Counselors without first budgeting another 0.5 from O&M to match the prior year's O&M staff. Staff must strictly adhere to their posted job duties and the additional guidance that subject area directors provide regarding positions that are funded by Title I. All supplies must be used in programming to improve the academic achievement of students at risk of failure to meet academic standards.

In addition to Title I School Allocations, schools receive Title I Parent Involvement allocations. Parent Involvement is a set-aside portion of the Title I budget that is divided among schools based on each school's portion of the total district count of economically disadvantaged students. A school may use these funds to afford a variety of resources, including training, meeting, and supply items, that explicitly align with its parent involvement planning.

7B. TITLE III ALLOCATIONS AND SPENDING (ENGLISH LANGUAGE LEARNER PROGRAMS)

There are two Title III grants: Title III Limited English Proficient and Title III Immigrant. Schools choose how they will most effectively serve their English Language Learner and Newcomer Immigrant populations based on the following guidelines.

As with Title I, each Title III grant has a total allocation that is partially budgeted for off-the-top, district-wide expenses, in these cases for Multilingual Department efforts, notably Jumpstart programming. The remaining budget amounts are divided among schools, again through the use of PPA calculations. The Title III LEP total allocation is based on ELLs enrolled in the previous year; Title III Immigrant, on Newcomer Immigrants – ELLs who have arrived in the last 3 years. School allocations are based on 2012 BEDS Day ELL and current active Newcomer enrollments.

Title III LEP School Allocations

- Schools with 30+ ELLs receive a Per Pupil Allocation
- Schools with fewer ELLs are part of a pool that receives services through remaining funds

Title III Immigrant School Allocations

- Schools with 25+ active Immigrant students receive a Per Pupil Allocation
- Schools with fewer are part of a pool that receives services through remaining funds

Title III funds can only be used to provide ***supplementary*** services to ELLs and Immigrant students.
Priority areas for the use of Title III funds are as follows:

- Developing new and/or enhancing programs for newcomers
- Developing new and/or enhancing transitional bilingual education programs
- Developing new and/or enhancing dual language programs
- Developing new and/or enhancing programs for students with interrupted formal education (SIFE) and long-term ELLs
- Improving teaching and learning in core subject areas
- Improving native language and English teaching and learning
- Enriching parent engagement activities and securing appropriate translation and interpretation services
- Providing students with supplemental guidance
- Implementing strong student supports to increase graduation rates
- Integrating ELLs in secondary school reforms

ALL Title III supplemental services must include ***all*** of the following three components:

1. **Direct Instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or core academic areas.
    - The Title III supplemental instructional services must be based on student need
    - These supplemental services should complement core bilingual and ESL services required under CR Part 154
    - Direct supplemental services should be provided for before school, after school, and/or Saturday programs
    - Teachers providing the services must be certified bilingual education and/or ESL teachers
2. **High quality professional development** that is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms

- Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
    - These are in addition to mandated activities, such as parent orientation during ELL identification process

Examples of Allowable Services:

Direct Instruction:

- After School Program
- Saturday Academy
- Instructional Supplies to support extended learning opportunities
- Technology solutions

Professional Development:

- Professional learning opportunities (teacher as student, discussion leader, etc.)
- Teacher Aide/ Assistant Training
- SIOP Training
- Step Up to Writing
- Contract services
- Instructional Supplies to support professional learning
- Teacher resource materials

Parent Engagement:

- Parent workshops
- PTO materials in multiple languages
- Instructional supplies (e.g. take-home learning materials)
- Translation/interpreting services

Examples of services that are NOT allowable:

- Travel
- Office supplies
- Food supplies
- Awards, prizes
- Any materials and services provided to all students through the O & M budget, or to other students through Title I or other funding.

Please be advised that each program budget must account for the following ancillary costs:

- Instructional supplies
- Teacher/ administrator pay as student
- Discussion leader pay
- Custodial/ engineer costs
- Substitute costs
- Administrative costs

All programs and supplemental services are contingent upon the approval of the Community Superintendents in collaboration with the Director of Multilingual Education.

8. SPECIALTY SCHOOLS AND PROGRAMS

There are currently seven schools within BPS that require specialty funds to support their programs. Non-formula funds are included in the initial school budget allocations for these programs.

School No.	School Name	Program Name	Expenditures Related To	Amount
32	Montessori	Montessori	Montessori Training & Supplies	$40,000
64	Olmsted	Gifted & Talented	Ancillary time for psychologist admission testing, testing supplies	$40,000
99	Makowski	Early Years IB	IB Dues, Training, Supplies, Coordinator	$150,000
187	Performing Arts	Visual and Performing Arts	Ancillary time, contracts, equipment and supplies for performances, Coordinator	$130,000
195	City Honors	Middle Years and Diploma IB	IB Dues, Training, Supplies, Tests, Coordinator	$250,000
212	DaVinci	College Partnership	College Tuition	$160,000
335	Middle College	Early Middle College	College Textbooks and Tuition, student interviews	$560,000

9. SUPPLY ENHANCEMENT ALLOCATION INFORMATION

Instructional supplies and materials are allocated to the schools in a number of different ways; by number of teachers in a particular subject area, by number of students assigned to a school building, type of school and by the number of new classrooms or courses. For the purposes of this section, Elementary students are in grades K through 8; High School students are in grades 9 through 12; Vocational Schools provide programming for high school students which integrate rigorous academics with relevant career and technical skills, as well as, workplace attitudes and behaviors and Specialty Schools include Occupational Training Center, School #84 and Western New York Day Treatment Center.

9A. SCHOOL ALLOCATIONS

1. **Instructional Material Allocations based on Number of Students in a School Building**

Each school is allocated funds based on the BEDS number of the prior year. The allocation for postage and petty cash is adjusted in January and reflects the new October BEDS information. Each school will receive an allocation for petty cash, postage, subscriptions, library, supplies and textbooks.

A. Petty Cash and Postage

Petty cash and postage will be allocated in two installments; the first installment in July and the second in January, after the adjusted BEDS information has been entered.

	Petty Cash		Postage	
	Teacher	Principal	Elementary	Secondary
Total Allocation	$5.00	$1.00	$1.25	$2.00
1st Installment	$3.00	.75	.75	$1.50
2nd Installment	$2.00	.25	.50	.50

B. Subscriptions, Library Materials, Supplies, Textbooks

Subscription, library, supply and textbook allocations are entered in MUNIS and available as of July 1st of the current school year.

	Subscriptions		Library	Supplies			Textbooks
	Elementary	Secondary	All Schools	Elementary	Secondary	Special School	All Schools
Allocation	.50	$1.00	$6.25	$20.00	$33.00	$60.00	$15.00

2. **Ordering procedures and deadlines**

A. **Ordering Procedures**

ALL REQUISITIONS must be prepared online; if you do not have access to MUNIS, please contact the Purchase Department as soon as possible. When preparing requisitions to purchase supplies and materials, please use the following account information:

ACCOUNT KEY EXAMPLE: **A3074D21** **481** **EXMPT**

Org **Object** **Project**

A3074D21 481 EXMPT	**A**	FUND (A = General Fund)
A**307**4D21 481 EXMPT	**307**	LOCATION (307 = East High School)
A3074**D**21 481 EXMPT	**4D**	COST CENTER/DEPARTMENT (4D = Regular Instruction)
A3074D**21** 481 EXMPT	**21**	1st two figures of FUNCTION, (e.g. 2110)
A3074D21 **481** EXMPT	**481**	OBJECT (481 = Textbooks - Secondary)
A3074D21 481 **EXMPT**	**EXMPT**	PROJECT (EXMPT = General Fund Exempt Expense)

B. **Textbook Requisitions**

Schools should use the following account information with their three digit school location filled into the blanks:

Elementary Schools	A___4D21 480 EXMPT
Secondary Schools	A___4D21 481 EXMPT
Vocational High Schools	A___4D21 482 EXMPT

C. **Other Requisitions**

Schools should use the following account information with their three digit school location filled into the blanks:

Instructional Supplies	A___4D21 500
Instructional Equipment	A___4D21 200
Office Equipment	A___4D21 208
Library Materials	A___7H26 525
Subscriptions	A___7H26 523

Requisitions with incorrect Fund numbers will be rejected. You can check your available balance in MUNIS at any time by running a GL Inquiry or Year to Date Budget Report. If you have problems checking your balances, please contact the

Budget Department. If you have questions or concerns regarding the status of your requisitions, please contact the Purchase Department.

If you need to place an equipment order (object code in the 200 range), please submit a budget transfer request to move funds from your 500 account prior to submitting the requisition.

Math Investigation materials will be ordered by the Math Department as in the past, however, the cost of these materials will not come from your schools allocation.

D. Deadlines

Requisition Deadlines	
Textbooks	1st Monday in February
All other materials	April 15th

Sometimes it's not always clear what a textbook is and what's considered a supply. Hopefully the following information will help you make that determination.

E. Guidance on Textbooks versus Supplies

The District must follow guidelines established by the New York State Education Department when charging textbooks and supplies to accounts. A textbook is any book or book substitute which a pupil is required to use as a text or a text substitute in a particular class or program as a primary source of study material intended to implement a major part of a State or local curriculum.

Specific types of Textbooks are:

- Hard-covered
- Paperback books
- Manuals
- Courseware or other content-based instructional materials in electronic format
- Workbooks designed to be written in and used up
- Newspapers or news magazines (which have a general circulation, are printed and distributed at least biweekly, have a paid circulation within the school district, are entered with the U.S. Postal Service as second-class matter, are available to schools on the date of publication at a discount of not less than 33 1/3 percent from the regular price, and are accompanied by study guides on a regular basis from the publisher at no extra charge to the school district.)

Specific types of Supplies are:

- Teachers' editions of textbooks
- Review books
- Tests & testing materials
- Reference materials (such as encyclopedias, almanacs, atlases and general or special

dictionaries (except the dictionaries individually assigned to all pupils in a particular class or program as a textbook substitute are considered as textbooks)

- Supplementary textbooks, fiction, novels, magazines, newspapers (except as provided above, and audiovisual materials normally housed in the school library or instructional materials center for short-term use by pupils)
- Materials in kit/set form
- Internet on-line service
- Books or materials advocating or supporting a religious belief

Additional information can be found at – http://stateaid.nysed.gov/tsl/html_docs/txtbk03.htm

9B. CENTRAL ALLOCATIONS

The following types of allocations are handled by subject area Supervisors and Directors:

1. Teacher Supply Allocations

Teachers in the areas of Art, Music, Home & Careers, Technology, Science Labs, Physical Education and Special Education are allocated supplies appropriate to their program. Please contact the subject area director or supervisor for the procedures on how to use this appropriation. The allocations are as follows:

Type of Teacher	Allocation/Teacher
Art	$300
Music	$200
Science Lab	$200
Physical Education	$200
Home & Careers	$1,350
Technology	$1,350
Special Education	$150

2. New classroom or course

A new classroom is any elementary classroom (K-6), special education classroom or any new course in a core area that was approved during the staffing process for the current school year. (Art, Music and Physical Education are not considered new classrooms)

Department Directors and Supervisors are responsible for ordering new classroom textbooks and supplies. Please contact the appropriate departments during the month of June with your textbook and supply requests.

APPENDIX A –CONTACT NAMES AND NUMBERS

ISSUE	CONTACT NAME	CONTACT NUMBER	CONTACT EMAIL
Student Projections, Staffing Ratios, School Budget Worksheet	Keith Robertson	816-3614	krobertson@buffaloschools.org
Title I and III Allocations	Richard Thompson	816-3966	rathompson@buffaloschools.org
Supply Enhancement Allocations, Specialty Schools and Programs	Deborah L. Washington	816-3680	dlwashington@buffaloschools.org
Specific questions on school programs, allowable menu items, and budget approval	School's individual Community Superintendent	816-3703	mboorady@buffaloschools.org charrington@buffaloschools.org dmauricio@buffaloschools.org
Centrally Assigned Staff:			
Occupational/Vocational Education	Kathy Heinle	816-3700	kheinle@buffaloschools.org
English Language Learners	Dr. Tamara Alsace	816-3048 x8760	toalsace@buffaloschools.org
Related Services and Student Support Teams	Kim Curtin	816-4746	kcurtin@buffaloschools.org

APPENDIX B – SCHOOL BUDGET WORKSHEET TEMPLATE

TEMPLATE SCHOOL - 0
SCHOOL BUDGET WORKSHEET - SCHOOL YEAR 2013-2014

Priority	Grade Level	Elementary	Total Allocations: Per Pupil & For School	$ 3,978	$ 2,617,640

Baseline Staffing

	NON-SELF CONTAINED STUDENTS				SELF CONTAINED STUDENTS		
Assumes lowest grade level at school is enrolled at maximum	12/13 BEDS	Actual as of 2/8/13	13/14 Students	# of Teachers Needed	Actual as of 2/8/13	13/14 Students	# of SC Teachers Needed
PRE K	35	36	36	2		-	-
KINDERGARTEN	72	70	36	3	Assumes self contained classes are enrolled at maximum	-	-
1	78	76	70	3		-	-
2	82	79	76	3	-	-	-
3	72	71	79	3	-	-	-
4	72	76	71	3	-	-	-
5	77	78	76	3	-	-	-
6	65	65	78	3	-	-	-
7	69	65	65		3	-	-
8	55	54	65		-	6	1
9	-	-	-		-	-	-
10	-	-	-		-	-	-
11	-	-	-		-	-	-
12	-	-	-		-	-	-
Ungraded	-						
	677	670	652	23	3	6	1

Secondary FTE Formula	
# Secondary Students	130
Class Size	30
# Classes per Period	5
Periods per Day	8
# Classes per Day	40
Teaching Period Load	5
Secondary FTEs	8.00
Self Cont Adjustment	0.50
7th -12 grade FTEs Needed	8.50

This number is Baseline FTE Budget for 7th - 12th grades

# of Class Periods	
# of Lunch Periods	

Total Projected Students				
658	MIN	PK-8		
Asst. Principal(s)	0.50	1.00		
Guidance Counselor(s	0.50	0.50		
Librarian	0.50	0.50	3.50	School Wide
Clerk	1.00	1.00		
Typists		0.50		
Prep Teacher Asst.		1.20		
Art	K-6	1.00		
Music (Vocal)	K-6	1.00	3.00	K-6
Physical Ed	K-6	1.00		

This number is Baseline FTE Budget for School Wide

This number is Baseline FTE Budget for K - 6

			Salary
Asst. Principal	1.00	$ 85,500	$ 85,500
Clerical	1.50	$ 57,600	$ 38,400
Aide/Assistant	1.20	$ 24,000	$ 20,000
Teachers	35.50	$ 1,996,875	$ 56,250
Self Cont Teachers	1.00	$ 56,250	$ 56,250
		$ 2,220,225	

Baseline Staff for O&M Staff

CLASSROOMS	16.00	BILINGUAL	7.00	SELF CONTAINED	1.00	BILINGUAL	-
PRE-KINDERGARTEN TEACHER	2.00	PK	-	6:1:1 TCHR	1.00	6:1:1 TCHR	-
KINDERGARTEN TEACHER	2.00	K	1.00	6:1:2 TCHR	-		
GRADE 1 TEACHER	2.00	1	1.00	6:1+3:1 TCHR	-		
GRADE 2 TEACHER	2.00	2	1.00	8:1:1 TCHR	-	8:1:1 TCHR	-
GRADE 3 TEACHER	2.00	3	1.00	12:1:1 TCHR	-	12:1:1 TCHR	-
GRADE 4 TEACHER	2.00	4	1.00	12:1:2 TCHR	-		
GRADE 5 TEACHER	2.00	5	1.00	12:1+3:1 TCHR	-		
GRADE 6 TEACHER	2.00	6	1.00	15:1 TCHR	-	15:1 TCHR	-

Baseline FTEs from O&M	School Wide	K - 6	7th - 12th	Principal Allocated	Baseline Total FTEs	Other Funds	FTE Grand Total
Baseline FTE Budget	3.50	3.00	8.50	2.55	15.00		
Baseline Allocated FTEs	3.50	3.00	5.95	-	12.45		
Unallocated Baseline FTEs	-	-	2.55	2.55	2.55		
Baseline School Wide Staff							
Assistant Principal	1.00				1.00	-	1.00
Guidance Counselor	0.50				0.50	-	0.50
Library Media Specialist	0.50				0.50		0.50
School Clerk	1.00				1.00		1.00
Typist	0.50				0.50		0.50
Basline Staff					-		
Art Teacher		1.00	0.13		1.13		1.13
English Teacher			1.20		1.20		1.20
English Teacher Bilingual					-		-
Home & Careers Teacher			0.70		0.70		0.70
Math Teacher			0.80		0.80		0.80
Math Teacher Bilingual					-		-
Music Teacher (Instrumental)					-		-
Music Teacher (Vocal)		1.00	0.13		1.13		1.13
Health Teacher			0.20		0.20		0.20
Physical Ed Teacher		1.00	0.50		1.50		1.50
Science Teacher			0.80		0.80		0.80
Science Teacher Bilingual					-		-
Social Studies Teacher					-		-
Social Studies Teacher Bilingual			0.80		0.80		0.80
Spanish Native Language Arts					-		-
Technology Teacher			0.70		0.70		0.70
Foreign Language			0.60		0.60		
Chinese Teacher					-		-
French Teacher					-		-
Italian Teacher					-		-
Latin Teacher					-		-
Spanish Teacher					-		-
				2.55	**Remaining FTEs to be Allocated**		

FTEs for Principals to allocate in yellow section

Flexible C4E Allocation			ELA Level I	69	ELA Level II	160
$ 87,200.00			$ Allocation Per	$ 200	$ Allocation Per	$ 100
(Includes ELL Students)			Math Level I	79	Math Level II	167
			$ Allocation Per	$ 200	$ Allocation Per	$ 100
			K - Grade 3	304	Grade 10 - 12	-
			$ Allocation Per	$ 50	$ Allocation Per	$ 50

Justification for Requests: (Principals complete)
SCEP Reference (Identify Details from SCEP):

Time on Task:	FTE or $	(Salary Only)
Guidance Counselor		$ 56,500.00
Attendance Teacher		$ 62,275.00
AIS Teacher - Science		$ 55,620.00
AIS Teacher - Social Studies		$ 54,800.00
Building Math Teacher		$ 55,000.00
Building Reading Teacher		$ 55,000.00
Instructional Coach		$ 56,500.00

Supporting Data:

Model programs for ELL students:

			ELL Students	194	$ 9,700.00
			$ Allocation Per	$ 50	
ESL Teacher		$ 78,410.00			
ESL Coach		$ 80,487.00			
Materials in native language					
Translation services					
Translation equipment/supplies					
		$ 87,200.00	Amount remaining		

Rationale for Request:

SIG Transition		
$ -		
Assistant Principal-SAM Only		$ 86,500.00
Instructional Coach		$ 56,500.00
Contract - Hillside		
		$ -

Rationale for Request:

Amount remaining

Was the C4E request prepared in consultation with the SBMT and Parents as required?

Student, Teacher and Principal Allocations

	Per Pupil	Allocation	Elementary	Secondary	Special
Textbooks	$ 15.00	$ 9,630			
Supplies	→	$ 12,840	$20.00	$33.00	$60.00
Postage	→	$ 803	$1.25	$2.00	
Library Materials	$ 6.25	$ 4,013			
Subscriptions	→	$ 321	$0.50	$1.00	
Teacher Petty Cash	$ 5.00	$ 3,210			
Principal Petty Cash	$ 1.00	$ 642			

TITLE I ALLOCATION (Calculation)

$ 176,755.00

Free & Reduced 667

$ Allocation Per $ 265

	FTE or $	(Salary w Benefits)	Rationale for Request:
Teacher Assistant		$ 34,124.00	
Reading Teacher (Building for ES, AIS for HS)		$ 77,782.00	
Math Teacher (Building for ES, AIS for HS)		$ 78,410.00	
Guidance Counselor		$ 80,487.00	
Instructional Coach-additional		$ 80,657.00	
Instructional Supplies			
Approved Contract (e.g. Hillside)			
		$ [illegible]	Amount remaining

Central Title I Allocation

Instructional Coach	1.00	$ 80,657.00

Parent Involvement Allocation

$ 5,243.00

			Rationale for Request:
Discussion Leader - Teacher		$ -	
Discussion Leader - Administrator		$ -	
Parent Stipends	$40/day	$ -	
Meeting Expense		$ -	
Postage		$ -	
Incentives		$ -	
Instructional Supplies		$ -	
Contract Services - specify		$ -	
		$ [illegible]	Amount remaining

TITLE III LEP ALLOCATION (Calculation)

$ 16,102.00

ELL Students 194

$ Allocation Per $ 83

		Rationale for Request:
Teacher/Student - Teacher	$ -	
Discussion Leader - Teacher	$ -	
Curriculum Committee Member - Teacher	$ -	
Curriculum Committee Chair - Administrator	$ -	
Administrator Afterschool	$ -	
Teacher Afterschool	$ -	
Custodian Afterschool	$ -	
Instructional Supplies (Bilingual Glossaries)	$ -	
Translation Contract	$ -	
	$ [illegible]	Amount remaining

TITLE III IMMIGRANT ALLOCATION (Calculation)

$ -

SIFE Students 0

$ Allocation Per $ 93

		Rationale for Request:
Teacher/Student - Teacher	$ -	
Discussion Leader - Teacher	$ -	
Curriculum Committee Member - Teacher	$ -	
Curriculum Committee Chair - Administrator	$ -	
Administrator Afterschool	$ -	
Teacher Afterschool	$ -	
Custodian Afterschool	$ -	
Instructional Supplies (Bilingual Glossaries)	$ -	
Translation Contract	$ -	
	$ [illegible]	Amount remaining

APPENDIX C – PROGRAM/COURSE ADDITION REQUEST FORM

BUFFALO PUBLIC SCHOOLS

Program/Course Addition Request Form

School _____ Date _____

Person Completing Form_____ Title_____

Title of program/course being requested for consideration_____

Timeline:

- **Proposals for the upcoming school year must be submitted to Community Superintendent by April 8**
- **Community Superintendent reviews the proposal with CAO and content director or supervisor with recommendations**

Description of the proposal:

- School or department will submit a 5-10 page summary of the program aligned to the SCEP and include the following:
  - **Section 1: Purpose** of the program
  - **Section 2:** Relevant **data** the including the SCEP targets that were used to determine the need for the program
  - **Section 3: Identify 3-5 *S.M.A.R.T. Goals** for the program
    - Specific, Measureable, Attainable, Realistic and Timely

  *For more information search **SMART Goals** on the internet
  - **Section 4: Identify students** who will be enrolled in the program (include number of students, academic achievement levels, sub-groups, pre-requisites needed, etc.)
  - **Section 5: Identify staffing** required to implement the program
  - **Section 6: Expected Outcomes** of the program that will be used to evaluate the effectiveness of the program
    - Must be aligned to the SMART Goals above, CCLS, District initiatives
    - Must include information as to how the following variables will be evaluated (Academic Achievement, Attendance, Suspension, parent involvement, etc.)
  - **Section 7- Other** relevant information (if available)

Program Review and Decision: IF APPROVED, BOARD RECOMMENDATION MUST BE PREPARED ???

Reviewed By:	Title	Date	Supporting Evidence Attached (Must include data)	Decision
	Community Superintendent			__Approved __Not Approved
	Department Head			__Approved __Not Approved
	Chief Academic Officer			__Approved __Not Approved

CFO_____ Date_____ Superintendent _____ Date_____

APPENDIX D – PROGRAM/COURSE DELTION REQUEST FORM

BUFFALO PUBLIC SCHOOLS

Program/Course Deletion Request Form

School _____ Date _____

Person Completing Form_____ Title_____

Title of program/course being requested for Deletion_____

Timeline:

- **Proposals for the upcoming school year must be submitted to Community Superintendent by February 1st**
- **Community Superintendent reviews proposal with CAO and content director or supervisor with recommendations**

Description of the proposal

- School or department will submit a 2 - 5 page summary of the program aligned to the SCEP and include the following:
  - **Section 1: Purpose** of the program
  - **Section 2:** Identify whether the **goals and expected outcomes based on SCEP targets** were met
  - **Section 3:** Relevant **data** that was used to determine the rationale for deletion
    - (Academic Achievement, Attendance, Suspension, parent involvement, etc.)
  - **Section 4: Identify students** who were enrolled in the program (include number of students, academic achievement levels, sub-groups, etc.) and the **impact of the deletion on their course work and graduation requirements**
  - **Section 5:** Identify **Staffing** that was connected to the program.
    - Note: FTEs will be eliminated if the deletion of the program is approved.
  - **Section 6: Other** relevant information (if available)

Program Review and Decision:

Reviewed By:	Title	Date	Supporting Evidence Attached (Must include data)	Decision
	Community Superintendent			__Approved __Not Approved
	Content Director or Supervisor			__Approved __Not Approved
	Chief Academic Officer			__Approved __Not Approved

CFO_____ Date_____ Superintendent _____ Date_____

D3- Job Posting for Director of Extended Learning Time

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

RECRUITMENT BULLETIN
OCTOBER 7, 2013

DIRECTOR OF EXTENDED LEARNING

NOTICE OF POSITION

POSITION: The Superintendent of Schools, Pamela C. Brown, Ed.D., is interested in receiving applications from qualified candidates for the position of:

DIRECTOR OF EXTENDED LEARNING

APPLICATION: Candidates interested in applying must complete an online application on the district web site at: www.buffaloschools.org

QUALIFICATIONS: Candidates must have a Master's degree, and a New York State School District Administrator (SDA), or School District Leader (SDL) certificate by the time of appointment.

Candidates must have a minimum of five (5) years combined certificated teaching and supervisory experience, with a minimum of one (1) year at the Supervisory level. Candidates with prior experience in an urban school district with a large racially and ethnically diverse population are preferred.

DUTIES: Directs all general education summer and extended day programming, including:

- The incumbent is responsible for the development and implementation of the District's Extended Learning program for students in elementary, middle and high school.
- She/he is responsible for overseeing the delivery of high quality, curriculum-based, after-school educational activities that are aligned with the Common Core learning standards and support college and career ready students.
- The successful candidate will design extended-day learning opportunities to assist struggling schools. She/he is also responsible for supervising and providing strategic leadership to Site Managers in the implementation and daily operation of the Extended Learning Time program (ELT), developing strategies to ensure ELT program staff are well-qualified to provide engaging and innovative learning opportunities that improve the performance of students district-wide.
- The Director is a strong leader and team-builder, working collaboratively with principals, teachers, parents, along with all internal departments impacting the Extended Learning programs. The Director will also be the district liaison with

several Community Based Organizations and SAY YES Buffalo to ensure high quality after-school programs are in all Buffalo Public Schools.

- She/he should be knowledgeable and committed to the role of extended learning in helping students stay on track to graduate from high school and succeed in college.
- She/he has overall accountability for the quality and success of Extended Learning Programs and their alignment with the mission of the Buffalo Public Schools.
- Provides professional development to principals and teachers on Federal mandates.
- Monitors and assists in the evaluation of programs that provide intervention to students District-wide.
- Prepares reports based on data analysis of the District's Extended Learning Time programs.
- Other duties and responsibilities assigned by the Division Chief.

APPOINTMENT: Appointment will be made by the Superintendent following assessment of training, experience, credentials and evaluation of service. Personal interviews shall be scheduled where appropriate.

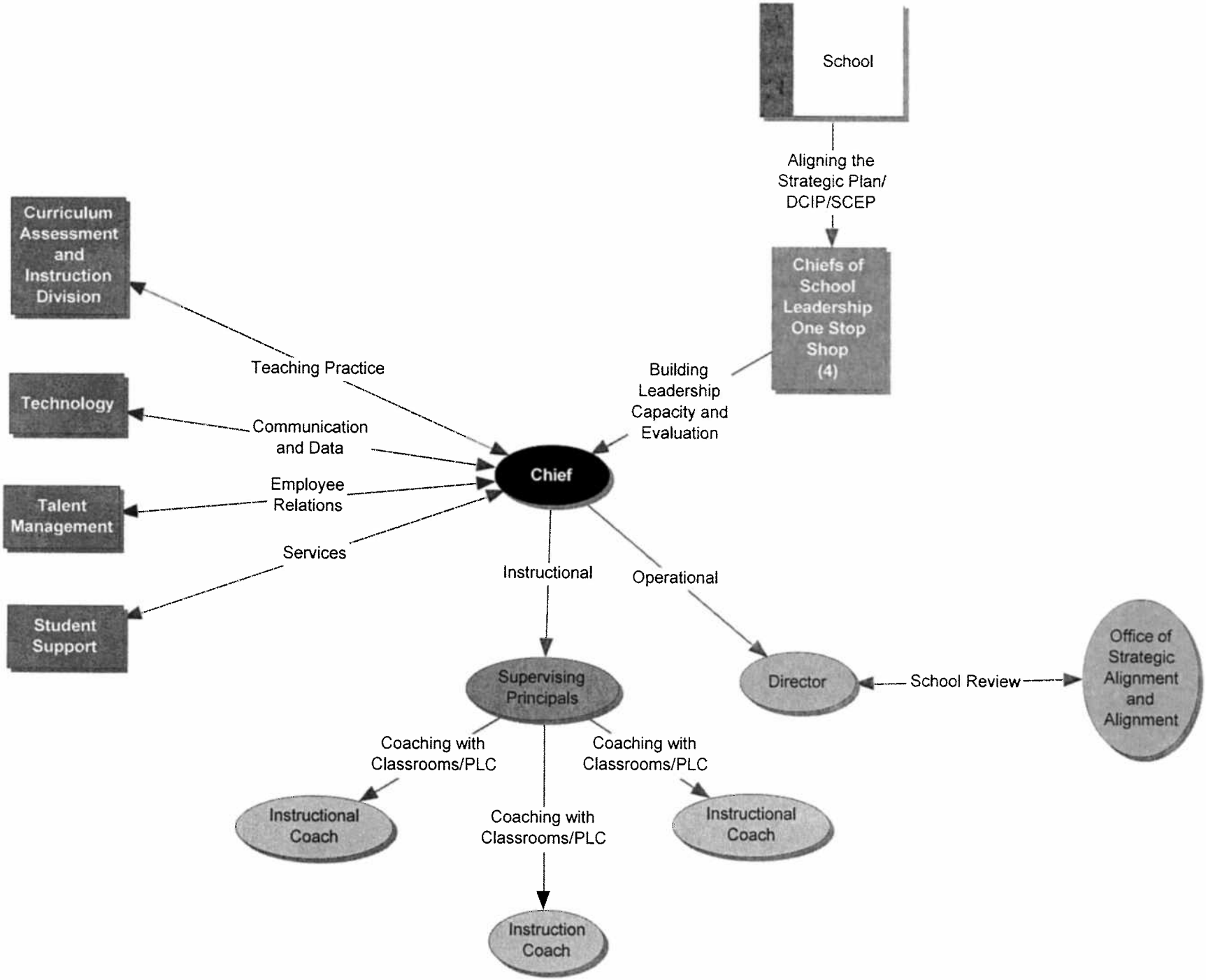
SALARY: Administrator's schedule based on BCSA contract.

FUNDING: Pending funding

FINAL DATE FOR FILING: **OCTOBER XX, 2013**

PAMELA C. BROWN, ED.D
SUPERINTENDENT OF SCHOOLS

D4- Chiefs of School Leadership One Stop Shop Chart


School
Aligning the Strategic Plan/ DCIP/SCEP
Chiefs of School Leadership One Stop Shop (4)
Curriculum Assessment and Instruction Division
Technology
Talent Management
Student Support
Teaching Practice
Communication and Data
Employee Relations
Services
Building Leadership Capacity and Evaluation
Chief
Instructional
Operational
Supervising Principals
Director
School Review
Office of Strategic Alignment and Alignment
Coaching with Classrooms/PLC
Coaching with Classrooms/PLC
Coaching with Classrooms/PLC
Instructional Coach
Instructional Coach
Instruction Coach

D5-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"

District's "Three Big Rocks" of Instructional Leadership

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

Leadership High Leverage Areas	Principal Action Steps
Administrators conduct daily instructional class visits / observations and provides descriptive feedback to the teachers	• 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.
School Instructional Leadership Teams meet weekly to focus on instruction	• 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.
Leading Common Planning Time (CPT) & Grade Level Meetings	• 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

(GLM)	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
School-based Inquiry Team (SBIT) **Research for Better Teaching (RBT) DDI Process** **Additional Resource:** **<u>Driven by Data</u> book, Paul Bambrick-Santoyo**	**Data-Driven Instruction (DDI) Process:** • 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.).

Instructional Supports/ Professional Development	• **Instructional coaches** are assigned to support teachers (coaching, class visits, co-leading GLM/CPT, DDI, providing professional development, team teaching, etc.) and serve on the School Instructional Leadership Teams. • Develop and implement a school-wide professional development plan based on the needs and including PD outlined in the SCEP, district and State level trainings. (Evidence/artifacts: calendar, binder, agendas, power points, handouts, etc.).

References:

- Kim Marshall- September 2013 Principals' Meeting
- Breaking Ranks II: Strategies for Leading High School Reform. National Association of Secondary School Principals (2004)
- Educational Leadership Policy Standards: ISLLC 2008- http://engageny.org/wp-content/uploads/2012/02/ISLLC-Standards_2008.pdf
- "It's Being Done" – Academic Success in Unexpected Schools. Karin Chenoweth (2007)
- http://www.massinsight.org/publications/turnaround/50/file/1/pubs/2010/04/15/TheTurnaroundChallenge_ExecSumm.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

D6-Progress Monitoring

Progress Monitoring

The Quarterly and Monthly review processes will utilize the available and current district data and reporting processes, and will include collaborative planning, training, and guided implementation, beginning with 11 SIG Priority schools (Phase I). This will extend to include remaining Priority schools in March 2014 (Phase II). Transition planning for 2014-15 is a priority work for May-June, when AIR will gradually release responsibility for the monitoring system to the Office of School Leadership (OSL)

The Chiefs of School Leadership will implement and sustain the quarterly review process with training from the American Institutes for Research. Chiefs and their selected team members will review the data that was gathered during the DTSDE interview. Quarterly visits will include data related to the actions, strategies, recommendations in a schools SIG plan or School Comprehensive Educational Plan (SCEP) gathered through classroom observations, observations of teacher team meetings, Student Support Team meetings, School Leadership Team meetings, and/or a review of relevant qualitative (lesson plans, guiding curriculum documents, team meeting protocols, etc.) and quantitative data (CFA and other achievement, attendance, discipline incidents, etc.).

[illegible]	[illegible]	[illegible]
Site Based Monitoring	On-going	All Priority and Focus schools receive a comprehensive review conducted by the Chiefs of School Leadership using the DTSDE protocol and tools to aid the in: • Identifying strengths & weaknesses • Creating recommendations for improvement Schools use this information to develop strategies, objectives, and performance measures for improvement.
Quarterly Monitoring	Rolling basis – school monitoring occurs four times a year starting with Cohorts 3 and 4 and eventually extending to all schools	Teams from the Office of School Leadership (OSL) visit Priority School, beginning with the eleven Priority Schools in Cohorts 3 and 4, to assess the implementation of recommendations from the annual visit. OSL Teams will meet with principal and school leadership teams to review "charting the course-type" data: CFA and other student proficiency and performance data by grade level content, teacher, and reporting sub groups, attendance and discipline by grade, and other performance measures to determine progress toward proficiency targets. Interventions will be reported by school teams, adjustments and new interventions recommended; action plan for next steps will be created and monitored by the school team with progress reported at next monthly review.

D7- Chart of Accountability and Supports

Attachment D7. Support and Accountability for Priority Schools

Preimplementation			
Type of Activity	**Frequency/Timing**	**Purpose/Description**	**Personnel**
Planning meetings	April–July	These organizational meetings with the school's restructuring team provide an opportunity to identify roles and responsibilities, map out a timeline for updating the school plan, and finalize the plan.	District staff; SIG principals and leadership teams
Partner Kickoff Meeting	Summer	This meeting led by the school principal with support from their leadership coach will bring all partners of respective school to the table to establish program coherence between all parties to ensure lines of communication and expectations are clear.	SIG Principal, Superintendent, Chiefs of School Leadership, Chief of Curriculum Assessment and Instruction, Office of Shared Accountability
Cohort 5 TLLN kickoff (planning)	Summer	This team will build competencies in school turnaround.	Chiefs of School Leadership and assistant superintendent of curriculum, assessment and instruction; SIG principals and leadership teams, turnaround specialist partner

Year 1 Implementation - Support and Accountability for Priority Schools			
Type of Activity	**Frequency/Timing**	**Purpose/Description**	**Personnel**
On-site school visits	Weekly	A liaison will attend the school's leadership team meeting and tour the school with the principal, using an observation tool 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 identify feedback.	Office of School Leadership staff
Data coach meetings	Weekly	Teachers and administrators will continue to receive support for DDI practices.	Office of Strategic Alignment and Innovation
Instructional Coach PLC and Practicums	Weekly	Praticums occurs after weekly PLC sessions focused on Curriculum, Instruction and Data to ensure that new learning is operationalized in SIG School PLC and classrooms.	Curriculum Assessment and Instruction Staff, District Instructional Specialist, Instructional Technology, Office of Strategic Alignment and Innovation
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
Priority school principals meetings	Monthly, 2014–15	These will provide support and a forum for Priority school principals.	Office of School Leadership; Office of Curriculum, Assessment and Instruction; Office of Strategic Alignment and Innovation

Year 1 Implementation - Support and Accountability for Priority Schools			
Type of Activity	Frequency/Timing	Purpose/Description	Personnel
Leadership workshops	Quarterly, 2014–15	These full-day workshops are for leadership teams.	BCSD staff; SIG principals and leadership teams
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.	BCSD central office; school teams
DTSDE training	Ongoing	The district will provide professional development on all aspects of the DTSDE process.	Office of Strategic Alignment and Innovation
Reality check	January 2015	This midyear meeting is an opportunity to assess progress and readjust.	BCSD staff; SIG principals and leadership teams
End-of-year check	June 2015	At the end-of-year meeting, schools will assess progress and finalize a Year 2 plan.	District and school team

D8- Evaluations of Transformation Leadership Learning Network Meetings

A. TLLN Administrators' Conference Evaluation Report

B. TLLN First Quarterly Training Workshop Summary

C. TLLN January Reality Check Summary of Evaluations

Buffalo Public Schools' Transformation Leadership Training Network:

AIR Summary of Participant Evaluations: June 26–27 and August 27–28, 2013

October 2013

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Executive Summary of Transformation Leadership Training Network Summer Session

Purpose of the Summer Sessions

American Institutes for Research (AIR) launched the Transformation Leadership Learning Network (TLLN) in summer 2013. The attendees of the first session held in June were the leadership teams from each invited school. Administrators from all Buffalo Public Schools and central office staff attended the second session held in August in conjunction with the Administrator's Leadership Conference.

The objective of TLLN is to enhance the turnaround competencies of building leaders and leadership teams as they work to transform their respective schools. The June and August sessions focused on the building blocks for success: a 30-60-90 day implementation plan with quick wins, the crucial elements for successfully implementing a school's plan, and school leadership team structure and operations. In addition to training workshops for school leaders, AIR also provided training for district staff focused on the New York State Diagnostic Tool for School and District Effectiveness (DTSDE). This session was delivered in conjunction with the August Administrators' Leadership Conference.

Evaluation Method

All participants in each session were asked to complete evaluation forms. Each evaluation form contained common scaled and open-ended questions related to the overarching objectives as well as unique scaled questions related to specific session objectives. When common scaled questions were posed in multiple sessions, the responses were calculated first for each separate session and then averaged across sessions. Any response greater than 75 percent favorable was deemed as "met." Any response less than 75 percent favorable was deemed as "partially met." Responses with less than 50 percent favorable ratings were deemed as "not met"; however, there are no results meeting this criterion. Overall, the AIR workshops have met the intended objectives. Table 1 provides the percentages of favorable ratings on selected objectives from each training session. Table 2 describes and summarizes the open-ended responses for each workshop.

Snapshot of the Responses

The response rates for each workshop ranged from 53 percent to 74 percent, as shown in Table 1. The response ratings from participants regarding sessions that focused on building school plans and leadership teams and implementing the work were consistently well received by the participants, with favorable ratings in the upper 80 to 90 percentiles. Although not an official TLLN component, the DTSDE training was included during the conference. Critical feedback related to the district DTSDE training session indicates that more work with district staff is necessary to build understanding of this new monitoring and reporting system.

Table 1. Training Session Attendance and Response Rates

Session Title	Number of Sessions Provided	Total Attendees	Response Rate
Transformation Leadership Learning Network Kick-off (*June*)	1 (2-day session)	65	74%
Increasing District Effectiveness: A Learning Session on the New York State Diagnostic Tool for School and District Effectiveness (*August*)	1	54	68%
Discover the Stages of Implementation (*August*)	5	177	71%
Build an Effective School Leadership Team (*August*)	5	142	73%
Understand the Role of the Building Leader in Instructional Coaching (*August*)	5	163	53%
Unpack Your Improvement Plan: Moving from Compliance to Quality Implementation (*August; TLLN cohort schools only*)	1	28	64%

Summary of Responses and Analysis

Table 2. Feedback on Selected Objectives for the June and August Training Sessions

Objective	Progress	Data
AIR seeks to help Buffalo Public Schools create an effective professional community for school leaders. (*All sessions*)	Met	An average of 93% of the participants agreed or strongly agreed that—through the conference—they felt part of a professional community.
AIR seeks to develop trainings that support school and district reform initiatives. (*All sessions*)	Met	An average of 90% of the participants agreed or strongly agreed that the training related directly to their reform initiatives.
AIR seeks to build skills that principals and school leaders need to be effective. (*All sessions*)	Met	An average of 90% of the participants agreed or strongly agreed that the training was helping them build their skills.
AIR seeks to help school leaders establish a clear vision, roles, and responsibilities of leadership teams. (*June session*)	Met	Most of the participants (88%) agreed or strongly agreed that their team has a clear vision and understands their roles and responsibilities.
AIR seeks to help school leaders better under the DTSDE tenets. (*Increasing District Effectiveness*)	Partially met	Most of the participants (65%) agreed or strongly agreed that the training helped them better understand the DTSDE tenets.
AIR seeks to help school leaders identify action steps to move higher on the DTSDE scoring rubric. (*Increasing District Effectiveness*)	Met	Most of the participants (84%) agreed or strongly agreed that the training helped them develop action steps to score higher on the DTSDE rubric.
AIR seeks to help school leaders identify specific steps that support the high-quality implementation of improvement plans. (*Discover the Stages of Implementation*)	Met	An average of 93% of the participants agreed or strongly agreed that they are able to identify specific steps that support the high-quality implementation of improvement plans.
AIR seeks to help principals identify actions they can take to build effective leadership teams. (*Build an Effective School Leadership Team*)	Met	An average of 91% of the participants agreed or strongly agreed that they were able to identify two steps they could take to build effective leadership teams.
AIR seeks to help principals identify the strengths of their leadership teams. (*Build an Effective School Leadership Team*)	Met	An average of 87% of the participants agreed or strongly agreed that the training helped them identify the strengths of their leadership team.
AIR seeks to help principals understand the elements of instructional coaching and the coaching process. (*Understand the Role of the Building Leader in Instructional Coaching*)	Met	Most of the participants (95%) agreed or strongly agreed that they are able to explain the essential elements of instructional coaching and the coaching process.
AIR seeks to create tools that school leaders can and will use. (*Unpack Your Improvement Plan*)	Met	Most of the participants (94%) agreed or strongly agreed that they will use the tools provided during the training.
AIR seeks to help school leaders understand the steps for implementing their plans. (*Unpack Your Improvement Plan*)	Met	Most of the participants (89%) agreed or strongly agreed that the training helped them understand the steps to implement their plans.

[a]Responses less than 75 percent favorable = partially met objective. Responses greater than 75 percent favorable = met objective.

In-depth Analysis and Feedback on Individual Sessions

Transformation Leadership Learning Network Kickoff Event

The June workshop took place over two days and was attended by leadership teams and principals appointed to the schools at that time. Several schools were undergoing transitions in leadership; some leadership team members attended and actively participated despite principal vacancies in their respective buildings. A few newly appointed principals were able to attend on Day 2. Forty-seven of the 48 participants provided responses to the open-ended questions on the evaluation. The objectives of the two-day workshop focused on fostering effective and trusting team dynamics; defining the purpose, roles, and responsibilities of the leadership team; understanding turnaround leadership competencies; understanding the change process and phases of implementation; and unpacking the School Improvement Grant (SIG). Table 3 presents the scaled responses for this session.

Table 3. Scaled Reponses for the June Session

Objective	Progress	Data
AIR seeks to help school leaders establish a clear vision, roles, and responsibilities of leadership teams.	Met	Most of the participants (88%) agreed or strongly agreed that their leadership team has a clear vision and understanding of their roles and responsibilities.

Key Highlights

A total of 47 participants provided responses to the open-ended questions for this session.

- When asked which activities were most helpful, 38 percent of the participants stated that the team-building activities and the opportunity to get to know each other's strengths were the most helpful.
- Thirty-eight percent of the participants also cited unpacking the SIG application as the most helpful aspect of the training. However, seven of the 48 participants felt confused by the unpacking activity and were unsure how to align SIG with DTSDE tenets.
- About 15 percent of the participants felt that learning about implementation and working with the AIR coaches was most helpful.
- Twenty percent of the participants indicated concern about rolling out the SIG plan, and nearly one third expressed a desire for more time to plan with the team or AIR coaches.
- Twenty-five percent of the participants stated that, in general, the information shared was very helpful and informative.

The following are some representative quotes about what the participants found most helpful:

- "The Color [team-building] activity was extremely eye-opening and can be easily used again in the future."
- "Group discussion regarding implementing new ideas and programs within our school."
- "I really enjoyed unpacking the SIG and aligning with the tenets. This gave me the time to understand and make sense of everything."

August Session 1: Increasing District Effectiveness: A Learning Session on the New York State Diagnostic Tool for School and District Effectiveness

This session was presented during the Buffalo Administrators' Leadership Conference. In this workshop, central office staff members engaged in activities designed to increase their understanding of the comprehensive district DTSDE rubric. The participants engaged in reflective discussions with fellow district staff and identified actions and supports needed to attain effective and highly effective performance levels. Table 4 presents the scaled responses for this session.

Table 4. Scaled Reponses for August Session 1

Objective	Progress	Data
AIR seeks to help school leaders better under the DTSDE tenets.	Partially met	Most of the participants (65%) agreed or strongly agreed that the training helped them better understand the DTSDE tenets.
AIR seeks to help school leaders identify action steps to move higher on the DTSDE scoring rubric.	Met	Most of the participants (84%) agreed or strongly agreed that the training helped them develop action steps to score higher on the DTSDE rubric.

Key Highlights

A total of 37 participants provided responses to the open-ended questions for this session.

- Seventy-three percent of the participants indicated that the opportunity to discuss district work related to the DTSDE tenets and statements of practice with district colleagues was helpful for making connections across district offices, as well as identifying areas of deficiency and potential action steps.
- A few of the participants stated that the session was a good refresher on DTSDE because they had worked with it previously. However, twice as many participants noted that this was their first introduction to DTSDE and appreciated the opportunity to gain familiarity with the instrument.
- Approximately 20 percent of the participants indicated they wanted more time to work with the tool and needed more information about the DTSDE tenets and professional development to support improvement.

The following are some representative comments about what the participants found most helpful:

- "I found the roundtable discussions very valuable; listening to the goals of my colleagues was eye opening."
- "I enjoyed the share out, which helped to see links between departments."
- "I really enjoyed the sharing out. It gives everyone an opportunity to learn the needs of other tenets, not just your own."

August Session 2: Discover the Stages of Implementation

This session was delivered during the Buffalo Administrators' Leadership Conference and was grounded in research by Fixsen, Naoom, Blase, Friedman, and Wallace (2005). It aimed to provide participants with an understanding of implementation science, the stages of implementation, and the core components needed to deepen the quality of implementation in current practice. Principals, assistant principals, and central office staff engaged with a professional reading and used a current example of practice to ground discussions about the stages of implementation. Table 5 presents the scaled responses for this session.

Table 5. Summary of Scaled Reponses for August Session 2

Objective	Progress	Data
AIR seeks to help school leaders identify specific steps that support the high-quality implementation of improvement plans.	Met	An average of 93% of the participants agreed or strongly agreed that they are able to identify specific steps that support the high-quality implementation of improvement plans.

Key Highlights

A total of 135 participants provided responses to the open-ended questions for this session.

- Although a small handful of the participants felt they were not familiar enough with Data-driven instruction (DDI) to contribute examples to the activity, nearly 60 percent of the participants stated that the session provided them with insight about the process of effective implementation, and the discussion with fellow administrators was helpful.
- A few the participants noted that more time for discussion and more detail about each implementation stage would have been helpful.
- Several participants indicated a desire for assistance and support to address roadblocks to implementation, in particular roadblocks that emerge from fear and uncertainty that can emerge from change initiatives.

The following are some representative comments about what the participants found most helpful:

- "Going through the five stages really helped to see how to adopt a new initiative or program."
- "Proper steps before the implementation of a new program"
- "The posters were helpful because they provided visual and action steps."
- "Having time to converse with other administrators on the process"

August Session 3: Build an Effective School Leadership Team

In this session delivered during the Buffalo Administrators' Leadership Conference, the participants learned how a school leadership team (SLT) can be an effective driver of school improvement. Principals could reflect on the status and work of the SLT in their buildings and compare and contrast SLTs with other school teams. The participants left the session with tools, strategies, and action steps for building an effective leadership team in their buildings. Table 6 presents the scaled responses for this session.

Table 6. Summary of Scaled Reponses for August Session 3

Objective	Progress	Data
AIR seeks to help principals identify actions they can take to build effective leadership teams.	Met	An average of 91% of the participants agreed or strongly agreed that they were able to identify two steps they could take to build effective leadership teams.
AIR seeks to help principals identify the strengths of their leadership teams.	Met	An average of 87% of the participants agreed or strongly agreed that the training helped them identify the strengths of their leadership team.

Key Highlights

A total of 104 participants provided responses to the open-ended questions for this session.

- Approximately 33 percent of the participants indicated that the session was helpful for them to achieve clarity about the purpose and the roles of an SLT as well as organize the SLT's work for the upcoming school year.
- Nearly 20 percent of the participants stated that time for discussion and collaborating with their administrative teams was helpful.
- Fourteen participants stated that the materials were useful in helping to organize SLTs, and seven participants specifically noted the presenters' examples from practice and experience as being helpful insights about SLTs.
- About 10 percent of the participants suggested that more time to discuss and plan for their SLTs was needed. Fifteen percent of the participants stated that additional guidance and support in fostering effective SLTs is an area of need. Several of these participants suggested that observing a high-functioning SLT would be helpful.

The following are some representative comments about what the participants found most helpful:

- "The difference in the roles of SBMT [site-based management team and SLT were helpful and validating. The worksheets provided valuable insights into improving our current team."
- "I believe you covered the foundation of what we need to create an effective SLT."
- "Well done. Forcing us to nail down particulars of SLT was very helpful and useful."
- "I enjoyed listening to material that will be used immediately."

August Session 4: Understand the Role of the Building Leader in Instructional Coaching

Delivered during the Buffalo Administrators' Leadership Conference, this session focused on the role of the building leader in supporting an instructional coaching program in their schools. The participants were introduced to the essential elements of an instructional coaching program and the coaching process. They then defined the roles and the responsibilities related to instructional coaching and observed a demonstration of a data collection tool for monitoring the impact of coaching interactions. Table 7 presents the scaled responses for this session.

Table 7. Summary of Scaled Reponses for August Session 4

Objective	Progress	Data
AIR seeks to help principals understand the essential elements of instructional coaching and the coaching process.	Met	Most of the participants (95%) agreed or strongly agreed that they are able to explain the essential elements of instructional coaching and the coaching process.

Key Highlights

Sixty-five participants provided comments on the open-ended questions to this session.

- About 60 percent of the participants stated that gaining insight about a framework for effective instructional coaching practices and the opportunity to discuss plans in their buildings with other principals was helpful.
- Fifteen percent of the participants specifically mentioned that the tools introduced in the training were helpful—most notably the 30-day plan and the AIR online coaching tracking tool.
- Slightly more than 20 percent of the participants expressed a desire for more time to discuss specifics and obtain examples and exemplars from practice.
- Several participants indicated a need to acquire greater clarity about the role of instructional coaching in their buildings, noting that the role has changed.
- A handful of administrators expressed concern about contractual agreements and grievances around instructional coaching.

The following are some representative comments about what the participants found most helpful:

- "I now have a good understanding of what is a good/great coach!"
- "Coaches: This information opened my eyes and confirmed the urgency to support staff."
- "I love that this workshop is completely relevant."

August Session 5: Unpack Your Improvement Plan: Moving from Compliance to Quality Implementation

This session was delivered during the Buffalo Administrators' Leadership Conference and was attended by principals and assistant principals in the TLLN cohort of schools. It aimed to equip principals and assistant principals with knowledge, tools, and processes for the effective rollout of improvement plans. Facilitators modeled a process for unpacking the SIG into a manageable 30-60-90 day implementation plan that can be replicated and continued with SLTs. The participants also were introduced to the research-based practice of quick-wins to gain momentum for effective transformation. Table 8 presents the scaled responses for this session.

Table 8. Summary of Scaled Reponses for August Session 5

Objective	Progress	Data
AIR seeks to help school leaders understand the necessary steps for implementing their improvement plans.	Met	Most of the participants (89%) agreed or strongly agreed that the training helped them gain an understanding of the steps to implement their plans.

Key Highlights

Sixteen of 28 participants provided comments on the open-ended questions to this session.

- When asked what activities in this planning session were helpful, nearly 70 percent of the participants indicated that having time to become familiar with the SIG, engaging in implementation planning, and identifying quick wins for the start of the school year were most helpful.
- Twenty-one percent of the participants noted that time to collaborate with fellow administrators and the AIR leadership coaches was helpful.
- Approximately 40 percent of the participants stated that the planning tools and resources as well as the guidance on writing SMART (specific, measurable, action-oriented, relevant, time-bound goals were helpful.
- Responses about aspects of the session that were not helpful focused on the noise level in the room (too loud) and the desire for more time to work on SIG planning.
- Two participants specifically noted that they would need support (from the AIR leadership coach or elsewhere) to identify priorities to focus improvement efforts.

Reference

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature* (FMHI Publication #231). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network. Retrieved from http://cfs.cbcs.usf.edu/_docs/publications/NIRN_Monograph_Full.pdf

Appendix. Survey Responses—All Sessions

Transformation Leadership Learning Network
Wednesday–Thursday, June 26–27, 2013

Table A.1. Survey Responses

Questions	Response 1		Response 2		Response 3		Response 4		Total Responses
I felt part of a strong professional community.	34	70.83%	12	25.00%	2	4.17%	0	0.00%	48
I was supplied with relevant and meaningful information and knowledge.	27	56.25%	17	35.42%	4	8.33%	0	0.00%	48
I had the chance to practice needed skills.	16	33.33%	24	50.00%	7	14.58%	0	0.00%	48
I saw the links between our reform initiatives and topics covered in this training.	24	50.00%	19	39.58%	5	10.42%	0	0.00%	48
I feel I am building leadership skills and understandings to help me be more effective in my leadership role.	27	57.45%	16	34.04%	4	8.51%	0	0.00%	47
I recognize the role of Turnaround Leadership and teacher competencies in transforming our school.	29	60.42%	14	29.17%	5	10.42%	0	0.00%	48
I have an understanding of the phases of implementation and how they apply to our reform efforts.	24	50.00%	16	33.33%	6	12.50%	2	4.17%	48
I feel our leadership team has a clear vision and understanding of our roles and responsibilities for leading the transformation of our school.	18	37.50%	24	50.00%	6	12.50%	0	0.00%	48
I recognize the connections between the SIG plan and the SCEP (school comprehensive education plan).	22	45.83%	21	43.75%	5	10.42%	0	0.00%	48
Total	**221**	**51.28%**	**163**	**37.82%**	**44**	**10.21%**	**2**	**0.46%**	**431**

A rating of 1 indicates that the participant strongly agrees with the element listed, whereas a rating of 4 indicates that the participant strongly disagrees with the element listed.

Open-Ended Responses

1. What activities/discussions/presentations today were helpful in understanding the process and your role in leading school transformation?
   - "Activities that provided team skills; receiving information in the SIG grant"
   - "Mini activities—color game and string game: understanding that everyone represents a color, and we all need one another to succeed"
   - "Unpacking the SIG grant; reading/creating a visual for carrying out the plan"
   - "Close read of tenets of reform"
   - "Unpacking the SIG"
   - "Identify individual and team strengths"
   - "Discussions with Ursula"
   - "Team building for laughs and individual conversations regarding our building specifically"
   - "Individual conversations with the AIR representatives"
   - "Discussion on understanding the population we are going to be working with"
   - "Color activity and the tangled shoestring activity"
   - "Team building is crucial in moving forward."
   - "Colors, roles of team members, unpacking the grant"
   - "The color activity was extremely eye-opening and can be easily used again in the future."
   - "Getting perspective, i.e., the steps to full implementation"
   - "Beginning to get a handle on the SIG and SCEP"
   - "Liked the beginning group activities—use towards staff development"
   - "Dissecting the SIG; still need to look more in-depth into"
   - "Breaking down our SIG grant more"
   - "The color activity was an interesting team building activity that will help us as we move forward."
   - "Color activity! Knowing where people are grounded and comfortable is key to working effectively together"
   - "I love the opening team-building exercise on Day 2. I enjoyed the training and felt it was very informative."
   - "The Phases of Implementation discussion (presentation) was great!"
   - "We were able to break down the plan."
   - "Unpacking the SIG grant"
   - "The aligning of the tenets with the domains 6 stages—identify where we are 'stuck'; aligning SIG to NYSED SQR and SCEP tenets"
   - "Implementation"
   - "Everything worked together"
   - "The phase of implementation"
   - "All of them"
   - "Color activity"
   - "Giving us time to work together as a team on the initial phase of our SCEP"
   - "I learned a LOT! All the information was great!"
   - "Group discussion regarding implementing new ideas and programs within our school. I thought breaking down the six steps was useful."

- "Unpacking the SIG"
- "Define roles and responsibilities for school leadership teams. Identify areas of priority."
- "Team time after lunch"
- "Looking at SIG with respect to the tenets"
- "Jigsaw of the article; unpacking the tenets based on the SIG"
- "Loved the color theme; great idea using posters to present"
- "I really enjoyed unpacking the SIG and aligning with tenets. This gave me the time to understand and make sense of everything. Also, I won't be spending time in school."
- "Show true color"
- "Team building with AIR members and admin staff"

2. Were any parts of today's training less helpful?
   - "Talked at us too much; directives not clear with SIG papers"
   - "Training was extremely supportive and informative; trainers were honest and presented interesting information."
   - "No"
   - "Parts of unpacking SIG grant unclear"
   - "We needed a little more structure working independently."
   - "No"
   - "No"
   - "Group activity was tough—only focusing on one part; I think we should have read the entire article and then broke up into groups."
   - "Less team building, more planning for next year"
   - "Transferring SIG into SCEP. We wanted to have more discussion since this was the first time diving into the SIG since the rewrite."
   - "Unpacking the SIG needed more detailed instructions."
   - "Nope"
   - "Unclear direction"
   - "Unclear directions"
   - "The article on phases of implementation"
   - "All was helpful in its own right."
   - "N/A"
   - "The article on phases of implementation"
   - "None"
   - "Teamwork --> Plan --> Sidebar conversation"
   - "Not really"
   - "No"
   - "All useful"
   - "The shoelace activity"
   - "I liked small groups with our own school best."
   - "The shoelace activity"
   - "I just wanted to get into the planning process for our school."
   - "No"
   - "No"
   - "No. It was very beneficial."

- "Too much time is spent on the SIG plan without enough guided instructions."
- "Too loud to fully concentrate"
- "I cannot think of any."
- "I felt at a disadvantage because I was asked to join the team in May. Most of the work had been done already (proposal)."
- "Nothing; good info"

3. What questions, confusions, or needs do you have? What additional information would be helpful?
   - "Questions would be around implementation"
   - "A lot of unknowns"
   - "Is there future training after this? Is it school based or will it be like our training today?"
   - "SIG grant, when will it be carried out—components of the grants, specifics?"
   - "How will reform be rolled out?"
   - "Big picture—how will it be implemented?"
   - "How do we get the staff we need for September when our grant is not approved yet?"
   - "Questions that I have cannot be answered."
   - "What is the time frame for getting SIG accepted? When will the new principal be determined?"
   - "How/what to roll out in September"
   - "Still not sure how to get the plan going. What specifically do we have to do to get things up and rolling? I know it might be coming, but it is nerve-wracking!"
   - "More time with my team! We need more time."
   - "Structured, planned AIR lead time that can really get us on track for September"
   - "What is our plan for the first 30 days and so forth? Will we be ready for this fall?"
   - "Planning so we are ready for September"
   - "?"
   - "How/where some of the SIG fits into the SCEP"
   - "We have a lot of unanswered issues in our building; we need to get together prior to opening day."
   - "I just hope the district follows through with implementation and provides the resources necessary."
   - "When will we have more time to work with you?"
   - "How do we move forward with this process over the next few months? Need a dashboard to track implementation from data sources."
   - "Where and how do I fit into the picture as a turnaround leader who is not the 'leader?'"
   - "How to prioritize goods"
   - "N/A"
   - "Still learning"
   - "None"
   - "Worried about developing solid implementation plan with funding still up in the air"
   - "We need to get together as a team to keep the momentum going!"
   - "No"
   - "None"

- "We will let you know."
- "Strategies used in other turnaround schools to improve specific areas of weakness, i.e., attendance; additional support when editing SCEP."
- "If this is to be implemented in September, we need more time and guidance before then."
- "More explicit directions on how to do the unpacking. Examples of what might fit best in each of the boxes."
- "Still a lot of questions as to what will happen in the summer."
- "N/A"
- "Having PPT [PowerPoint presentation] e-mailed to us."

4. Any specific comment on today's training?
   - "Really feel supported by AIR"
   - "Very nice presentation, knowledgeable"
   - "Great team building; the facilitators did an excellent job."
   - "Nice flow"
   - "Great presenters/organization"
   - "Would have been more helpful to come up with plan we are using at the school level."
   - "Thank you for the time to read our own SIG. Receiving the SIG first day, copies for all, would have helped us with today."
   - "These trainings have to do a better job of 'taking the temperature' of the environment and current events."
   - "The trainers were fantastic."
   - "There needs to be more funding available this summer so that teams can meet again to plan."
   - "More funding needs to be available to meet over the summer. Not enough times to do the work."
   - "Thank you!"
   - "Thank you!"
   - "It was refreshing to build specific plans."
   - "No"
   - "No"
   - "None"
   - "No"
   - "No"
   - "Thank you!"

Administrators' Leadership Conference: Building an Effective School Leadership Team
Tuesday, August 27, 2013

Table A.2. Survey Responses

Elements	Response 1		Response 2		Response 3		Response 4		Total Responses
I felt part of a strong community.	54	52.94%	38	37.25%	9	8.82%	1	0.98%	102
I was supplied with information and knowledge.	65	63.73%	29	28.43%	6	5.88%	2	1.96%	102
I had the chance to practice needed skills.	56	55.45%	35	34.65%	9	8.91%	1	0.99%	101
I saw the links between initiatives and topics covered in this training.	60	58.82%	35	34.31%	6	5.88%	1	0.98%	102
I feel I am building the skills and understandings to be more effective.	63	61.76%	30	29.41%	8	7.84%	1	0.98%	102
I understand how a leadership team can help drive improvement efforts	70	67.96%	29	28.16%	4	3.88%	0	0.00%	103
I identified at least two steps I will take in my building to build an effective leadership team	73	70.87%	23	22.33%	5	4.85%	2	1.94%	103
I feel I know the strengths of my leadership team	56	56.00%	37	37.00%	6	6.00%	1	1.00%	100
Total	**497**	**60.98%**	**256**	**31.41%**	**53**	**6.50%**	**9**	**1.10%**	**815**

- A rating of 1 indicates that the participant strongly agrees with the element listed, whereas a rating of 4 indicates that the participant strongly disagrees with the element listed.

Open-Ended Responses

1. What activities/discussions/presentations today were helpful in understanding the process and your role in supporting high-quality implementation of improvement initiatives?
   - "Actual examples from her experience"
   - "Going through the planning process and constructing our team"
   - "Talking about SLT and planning SLT"
   - "Give SLT members all dates for meetings for the year!"
   - "An opportunity to work in a school team on the specifics of the SLT with a rubric provided"
   - "The difference in the roles of SBMT and SLT were helpful and validating."
   - "The worksheets provided valuable insights into improving our current team."
   - "Good presentation; content is applicable."
   - "Learned the difference between leadership team and SBMT."
   - "The group discussion and personal experiences shared by presenter were beneficial."
   - "Time with Leadership (Admin) Team"
   - "Determining when to meet and reinforcing focus of agenda"
   - "Presentation-group discussion by facilitator; facilitators' real-world experience and problem-solving skills"
   - "Planning with admin team was helpful. We are a new team and are working to restructure our school leadership team."
   - "Renewing and discussion composition/roles of SLT"
   - "The idea of establishing particular roles and goals for SLT"
   - "Was able to receive pertinent information and then PLAN with my admin team."
   - "Time allotted to plan and organize the structure of the SLT was very helpful."
   - "PPT and conversations were wonderful."
   - "Defining what the role of the members are and setting the course for the year"
   - "'Admin Team' meeting was most helpful in being able to streamline the committee"
   - "Designing a meeting schedule for all SLT meetings"
   - "Having time to discuss who should be on the team. This was valuable."
   - "I enjoyed the process and utilizing structures to narrow our focus."
   - "Taking time to actually plan."
   - "I found it helpful to have time to discuss with our administrative team."
   - "I enjoyed the presentation to reinforce the time being critical to incorporate student achievement."
   - "Group time with admin team, bulleted PPT data—good information"
   - "Discussion of SLT agenda, roles, team membership"
   - "The discussion about making sure to not include parents/community members in the SLT team"
   - "Focus on how to create an SLT"
   - "Meeting with team members to discuss SLT"
   - "This session was very helpful in having the opportunity to discuss who would be the team, etc."
   - "Worksheet"
   - "Planning time and conversation"
   - "The WHO—as in, who is really part of the Leadership Team."

- "Vision and strategies for Leadership Team"
- "Working to complete the handout to maintain focus"
- "Handouts"
- "All of the various parts of the presentation were useful."
- "How to organize school leadership teams"
- "Defining the role of the SLT"
- "The graphic organizer was very helpful. It guided us through a step-by-step process."
- "Clarified our role on the team"
- "All of them; we need the presentations."
- "Meeting as an administrative team and discussing our needs and action steps"
- "Great small-group discussion"
- "Digging deeper into SLT and what does it look like"
- "Filling out school leadership form"
- "All"
- "Time with AP [assistant principal to complete handout what, where, when"
- "Interesting presenter—'lived' it"
- "Examples you gave"
- "The handout was helpful."
- "How to set up the team, the suggestion"
- "Nice presentation"
- "The SLT guide was and is helpful. I hope to share the PPT with our SLT."
- "Roles of SLT, agenda topics"
- "Role/purpose of SLT"
- "Planning meeting"
- "Great PPT and handouts"
- "Nice review that we are on target"
- "Not interactive—presenter did give concrete, explicit examples, had audience guessing!"
- "School leadership tea"
- "m was helpful"
- "Parameters of SLT"
- "Clarity in what SLT should be"
- "Reaffirmation of our standing SLT"
- "Good Powerpoint"
- "The interactive discussions were great."
- "Complete form for school year"
- "Delivery and focus"
- "Great information"
- "All activities were effective."
- "Informational powerpoint."
- "This was the best session so far!"
- "The 'what' to discuss portion"

2. Were any parts of today's training less helpful?
   - "More clear info about who should be member of SLT"
   - "N/A"
   - "No"
   - "No"
   - "N/A"
   - "Review of school leadership team with role and focus"
   - "All parts helpful"
   - "Nothing comes to mind"
   - "N/A"
   - "No"
   - "No"
   - "No; it was great."
   - "N/A"
   - "Not enough time to process and share out"
   - "None"
   - "No"
   - "Yes, I need to let APs lead team members."
   - "None"
   - "Share out after each section (who, what, where, etc.)"
   - "I may be in transition from AP at one building to principal at another building—hard to focus on the SLT in current building because I am thinking of future SLT."
   - "No, would like a bibliography"
   - "Selecting team members"
   - "Strategies for implementing the SLT with central office support"
   - "No"
   - "Felt this was geared toward building level but not so much for Central Office"
   - "No"
   - "Needed more time to talk with our partners"
   - "Not a lot of time for discussion"
   - "No"
   - "No"
   - "I like the meeting time schedule"
   - "None—all of these 'ideas' have been established over the summer—not helpful for our school"
   - "No"
   - "Yes"
   - "More talk time needed"
   - "The presenter spent too much time lecturing."
   - "No"
   - "Applied only to school teams"
   - "Yes"
3. What questions/confusions/needs do you have? What additional information would be helpful?
   - "Sample agendas and topics would have been nice; more talk on current school practices"

- "Dr. Hill was very knowledgeable and passionate."
- "Thanks"
- "None; training was thorough."
- "An electronic version of handouts and templates used in the presentation"
- "A digital copy of the presentation (or some form thereof) would be helpful to share portions with my SLT.
- "Ideas for team mission, goals, etc."
- "To observe a high functioning leadership team meeting"
- "Agendas/focus areas for leadership teams"
- "None"
- "Building an effective SLT in conjunction with our SCEP"
- "More information on books, websites, resources used to present this training"
- "Will be checking 'Wise Ways!'"
- "I believe that you covered the foundation of what we need to create an effective SLT."
- "None"
- "Leveraging teachers to change"
- "Need a clear purpose for the team"
- "I would like to have seen an exemplar leadership team in action."
- "None"
- "It would be helpful to know more about specific duties of the SLT members that are not evaluative."
- "None"
- "What is the work of this team—provide specific examples?"
- "How to structure team activities"
- "Support in making SLT effective and purposeful"
- "Presentation was a little loose; needed more organization."
- "No"
- "How often does the team need to meet to be effective?"
- "Would like to continue discussion"
- "None—Will have some at later date, not today"
- "More examples of exactly what people put on agendas"
- "More assistance in planning for SLT"
- "The time for planning"
- "No"
- "Nothing"
- "E-mail powerpoint"
- "Powerpoints!"
- "None"
- "None—all lecture style—not enough collaboration with peers"
- "A copy of the PowerPoint"
- "All clear"
- "None"
- "Would like to explore research on SLTs"
- "Will use; how to set up our team"

4. Any specific comment on today's training?
   - "Well spoken and very engaging presenter"
   - "Presenter's style was refreshing and relevant. I felt she understood my daily work as a building admin."
   - "The discussion of a difference between SLT and SBMT was most helpful. I really enjoyed it."
   - "Very Good Presenter"
   - "N/A"
   - "Excellent presenter"
   - "Review of implementation practices"
   - "Presenter was energetic and entertaining; gave insightful information based on experience."
   - "Informative presenter"
   - "Well done. Forcing us to nail down particulars of SLT was very helpful and useful."
   - "Nice to have an energetic and knowledgeable trainer"
   - "Very real! Much appreciated! Admin Teams need more of you!"
   - "I enjoyed listening to material that will be used immediately"
   - "It was very helpful to have the presenter's 'open' matter-of-fact level of communication. She said things that needed to be said and in the way that it needed to be said."
   - "Best session yet"
   - "Excellent and very helpful"
   - "Ursula is an outstanding and motivating presenter."
   - "Would be helpful to have more time and to share out on each section"
   - "Presenter was energetic and organized."
   - "Enjoyed the humor and candor"
   - "Great!"
   - "Thank you!"
   - "The presenter is awesome!"
   - "Made this relevant"
   - "Ursula has the perfect personality for a presenter."
   - "Well-informed presenter"
   - "A lot of interaction"
   - "Dr. Hill was very engaging."
   - "Presenter was very lively and to the point."
   - "We learned a great deal from the AIR presenters."
   - "Very informative"
   - "Great presenter"
   - "No"
   - "Very well prepared trainer"
   - "Dynamic Presenter!"
   - "It was valuable."
   - "Nice job, good ideas, great presenter"
   - "Well Done"
   - "It was great; it helped in guiding."
   - "Great Nancy"

- "We have already completed this work!"
- "This was not helpful to me as a school leader; already have this in place—SLTs"
- "Best/most relevant session so far"
- "The presenter was enthusiastic, a great amount of energy; topic was relevant to all participants, central office, and budding principals."
- "Enjoying the time to plan, get started, jog ideas"
- "Good group work"
- "Well spent session"
- "Organized, concise"
- "Well organized and delivered"
- "It was good training but not enough time to converse with our teams."
- "Thank you"
- "Something particular to central office should have been planned. There are many needs at the district level that need to be addressed."
- "As a central office member, I felt completely alienated from the moment I walked in the door. Being asked to go to the back of the room felt insulting. The core of the session focused only on school level. It could have easily been adapted. Please be mindful of prejudices that carry. If the presenter separates us, how do you think the building administrators view us?"

Administrators' Leadership Conference: Discover the Stages of Implementation
Tuesday, August 27, 2013

Table A.3. Survey Responses

Elements	Response 1		Response 2		Response 3		Response 4		Total Responses
I felt part of a strong professional community.	52	42.28%	58	47.15%	12	9.76%	1	0.81%	123
I was supplied with information and knowledge.	54	44.63%	55	45.45%	11	9.09%	1	0.83%	121
I had the chance to practice needed skills.	42	34.43%	55	45.08%	19	15.57%	6	4.92%	122
I saw the links between our reform initiatives and topics covered in this training.	53	43.44%	54	44.26%	13	10.66%	2	1.64%	122
I feel I am building skills and understandings to help me be more effective.	47	38.52%	59	48.36%	14	11.48%	2	1.64%	122
I can define the stages of implementation.	56	45.90%	59	48.36%	6	4.92%	1	0.82%	122
I can describe action steps related to each stage of implementation.	51	41.46%	63	51.22%	8	6.50%	1	0.81%	123
I can articulate specific steps related to my work that can support high-quality implementation.	48	39.02%	65	52.85%	8	6.50%	2	1.63%	123
Total	**208**	**21.27%**	**316**	**32.31%**	**60**	**6.13%**	**14**	**1.43%**	**978**

- A rating of 1 indicates that the participant strongly agrees with the element listed, whereas a rating of 4 indicates that the participant strongly disagrees with the element listed.

Open-Ended Responses

5. What activities/discussions/presentations today were helpful in understanding the process and your role in supporting high-quality implementation of improvement initiatives?
   - "Explaining the five key steps in implementation"
   - "Developing the stages of Implementation graphic organizer"
   - "Enjoyed Jigsaw"
   - "Group work"
   - "Group work—pictures, words"
   - "Providing a solid framework for program/implementation/evaluation"
   - "Group presentations"
   - "Jigsawing the article; listening to colleagues to hear their thoughts"
   - "The visuals"
   - "The discussion and the activity"
   - "Presenting the stages of implementation"
   - "Groups—explanations of each SOP [standard operating procedure]"
   - "The entire stages of implementation process"
   - "Reaffirmation of transformational framework"
   - "Break down of article"
   - "Data-driven decisions, implementation, and persistence key to change"
   - "Use graphic org"
   - "Discussion/activity"
   - "The group discussion and chart creation was engaging. I actually enjoyed it."
   - "Dialogue about innovation implementation"
   - "Going through the five stages really helped to see how to adopt a new initiative or program."
   - "Proper steps before the implementation of new programs"
   - "The draw and steps to explain"
   - "Active participating made it engaging."
   - "It was great going through all five steps."
   - "The jigsaw was good."
   - "Very good; good discussion of implementation"
   - "The artistic expression of stages of implementation"
   - "Going through process of implementation"
   - "How to sustain implementation"
   - "All materials"
   - "Good energy; information and presenter OK"
   - "Role of building leader—discover stages of implementation"
   - "Group presentations were valuable."
   - "Nice job"
   - "Breakdown of five steps of implementation"
   - "Listening to the jigsaw"
   - "All: Jigsaw activity was particularly helpful in digging down into this process. The group work, discussions, and presentations from the presenter and peers were very helpful and effective."
   - "Jigsaw; stages of implementation"

- "Working with groups to focus on implementation stage"
- "Interaction with staff to analyze a process"
- "Good information"
- "The stages of the implementation process activity"
- "The article"
- "Focusing on DDI"
- "The group activity clarified the process."
- "Activity"
- "Using a sample common to all for the stages since I was at the same training in June!"
- "Share out of six steps"
- "Discussion groups"
- "The posters were helpful because they provided visual and action steps."
- "The powerpoint and discussion of feedback process"
- "Interesting take on innovation and sustainability"
- "The small-group activity"
- "The group work"
- "Sharing by groups; Jigsaw"
- "The article jigsaw was helpful in understanding the process of implementation."
- "Administrators' presentation of the stages of implementation of DDI"
- "Discussing the stages for implementing a program that is relevant to our needs"
- "Same stuff, different year!"
- "Dialogue with colleagues"
- "The activity we engaged in to help us understand the stages of implementation"
- "Sharing and comments after all groups shared"
- "The discussions to hear what other admins are doing and how they perceive the change process"
- "The stages of implementation were highly productive."
- "Love the article."
- "Having time to converse with other administrators on the process"
- "Stages of implementation sheets that were posted on the walls, which were completed by groups"
- "The Jigsaw"
- "Group work was great."
- "Learning the steps for full operation"
- "Information was relevant but activity was a bit long-winded. Maybe a different approach could be helpful."
- "Going through implementation process and jigsaw"
- "The activity supported the kids."
- "Liked the jigsaw activity"
- "Whole group work"
- "Defining the coaches role"
- "Beginning to understand coaching"
- "Planning for the first 30 days; communication with staff and coach about expectations"

6. Were any parts of today's training less helpful?
   - "How do we get past the Day 1 'here's some great thoughts about what isn't working in the district' and get to the IMPLEMENTATION?"
   - "Confirmed prior learning"
   - "Yes"
   - "N/A"
   - "No"
   - "N/A"
   - "The group work; visual explanations"
   - "Article was interesting."
   - "No"
   - "Yes"
   - "Good info"
   - "No"
   - "Not having enough time to delve deeper in to the topic"
   - "N/A"
   - "Visual representation"
   - "Looking at the different aspects of the implementation stage"
   - "No"
   - "Not a fan of process used"
   - "OK"
   - "No"
   - "I do not think everyone was too familiar with DDI to make it a relevant example."
   - "Well done; nice blend of lecture, discussion, and activities"
   - "See above"
   - "N/A"
   - "Most of it"
   - "No"
   - "NA"
   - "No"
   - "The breakdown of the implementation process. I'd prefer to read the whole article. I get that time was a factor, though."
   - "N/A"
   - "The jigsaw"
   - "No"
   - "No"
   - "No"
   - "Some of the discussions were confusing. Presenter could restate or clarify salient points after presentation."
   - "Just brief overview"
   - "No"
   - "Presentation at the beginning seemed to lack enthusiasm and organization."
   - "I like the jigsaw activity."
   - "Yes"
   - "No! All good"
   - "No"

- "No"
- "Would have been nice to go more in depth on stages of implementation and how it applies to DDI, especially for new administrators"
- "I found all parts to be meaningful."
- "None"
- "Just tip of the iceberg and more time"
- "Planning and discussion"

7. What questions/confusions/needs do you have? What additional information would be helpful?
   - "How do we support high-quality implementation when those in charge have no patience with the process?"
   - "None"
   - "I'm interested in how to go from exploration and adoption to implementation smoothly."
   - "None"
   - "How does culture fit into this? I saw it mentioned; however, it was not discussed, and I think it is integral to sustainable change."
   - "None"
   - "No"
   - "Collaborative work between School and District administration; resistance as we go through the process"
   - "More time to discuss"
   - "OK"
   - "Keep the in-service alive"
   - "OK—presenter did a good job."
   - "None"
   - "What supports Central Office will provide with implementation"
   - "Have not received DDI training, so some of that would help."
   - "Not at this time"
   - "More time to dig deeper"
   - "None"
   - "Perhaps diving a bit deeper"
   - "NA"
   - "None"
   - "Who will help us with roadblocks of implementation?"
   - "More about Fixsen"
   - "None"
   - "More in-depth resources and support with this process"
   - "We, as a school and leadership team. need to plan and prepare for DDI."
   - "No"
   - "Flowchart"
   - "Where I can get the book *Driven by Data*"
   - "I would have liked to see more examples of implementation process in the reading."
   - "None"
   - "DDI training; *Driven by Data* book"
   - "N/A"

- "None"
- "None"
- "None"
- "More in-depth work; this is critical"

8. Any specific comment on today's training?
   - "Nice job"
   - "The method of presentation"
   - "Thank you"
   - "Information"
   - "Thought provoking"
   - "More detailed info needed"
   - "This was good."
   - "Good article; I will read it in entirety."
   - "Jigsaw activity of the article"
   - "Tossing out the old and making ways for the new"
   - "N/A"
   - "It was very valuable, thank you."
   - "Reinforces data decision making"
   - "No; send PPT please"
   - "Noise level inhibited group discussion."
   - "Good reminder of increased understanding of purpose implementation"
   - "The presenter was supportive and informative. Very practical."
   - "Great job"
   - "Great"
   - "Good info; it was great—very real and informative."
   - "Great interaction"
   - "Open discussion in a nonthreatening environment"
   - "Appreciated Collaborative Jigsaw"
   - "No"
   - "OK—the presenter was very good; we should have been given topic choices."
   - "None"
   - "None"
   - "Today's training was very informative."
   - "Well prepared and knowledgeable"
   - "Thank you!"
   - "More time needed"
   - "Felt it was a waste of time"
   - "Very good"
   - "Enjoyed group work"
   - "Instructor knew the process"
   - "Good"
   - "The process takes at least 3–5 years."
   - "It was interesting to see the different stages at various points."
   - "I like the interactive nature of the activities. It helps participants understand what was read much better."
   - "Need to go deeper"

- "Trainer was not well prepared."
- "Good"
- "I enjoyed the training."
- "No"
- "N/A"
- "Too hot, room too small, not enough chairs."
- "The trainer was very personable."
- "None"
- "Excellent presentation"
- "Knowledgeable presenter"
- "Thank you"
- "Not enough time"

Administrators' Leadership Conference: A Learning Session on the New York State Diagnostic Tool for School and District Effectiveness
Tuesday, August 27, 2013

Table A.4. Survey Responses

Elements	Response 1		Response 2		Response 3		Response 4		Total Responses
I felt part of a strong community.	6	16.67%	21	58.33%	8	22%	1	2.78%	36
I was supplied with information and knowledge.	7	18.92%	21	56.76%	9	24%	0	0.00%	37
I had the chance to practice needed skills.	5	13.89%	12	33.33%	14	39%	5	13.89%	36
I saw the links between initiatives and topics covered in this training.	8	22.22%	18	50.00%	9	25%	1	2.78%	36
I feel I am building the skills and understandings to be more effective.	7	20.00%	19	54.29%	9	26%	0	0.00%	35
I gained a better understanding of DTSDE tenets.	8	21.62%	16	43.24%	10	27%	3	8.11%	37
I identified at least two action steps district staff can take to move higher on the DTSDE rubric.	16	43.24%	15	40.54%	5	14%	1	2.70%	37
Total	**57**	**22.44%**	**122**	**48.03%**	**64**	**25%**	**11**	**4.33%**	**254**

A rating of 1 indicates that the participant strongly agrees with the element listed, whereas a rating of 4 indicates that the participant strongly disagrees with the element listed.

Open-Ended Responses

9. What activities/discussions/presentations today were helpful in understanding the process and your role in supporting high-quality implementation of improvement initiatives?
   - "Our department deals with the diagnostic tool regularly; this was very helpful."
   - "Taking a deeper look at the diagnostic tool"
   - "I found the roundtable discussions very valuable; listening to the goals of my colleagues was eye opening."
   - "Working in small group with similar departments to discuss the areas we are focusing on within the tenets to improve"
   - "Talking and dialoguing about improving effectiveness"
   - "Review and highlighting of SOPs"
   - "Listening to all colleagues"
   - "Share out"
   - "Looking at SOP as a group"
   - "Work within our department"
   - "I enjoyed the share out, which helped to see links between departments; I enjoyed knowing what the K–12 side of this district is working on, so that we can support them in adult ed."
   - "Good to hear other departments and their ideas"
   - "Discussion with department staff re: what we plan to do to address areas of deficiency"
   - "Looking at Tenets Big Ideas; comparing highly effective to where departments actually are"
   - "The small-group activity; discussing ineffective areas and developing a plan to bring them to developing or effective"
   - "Bullet #2"
   - "Team work on various tenets"
   - "Report outs for each group; better idea of where people/departments are"
   - "Group work"
   - "Discussion in groups regarding improving work; discussion with colleagues about action steps"
   - "I found the activity that asked us to identify the tenet that we feel our department needs to improve on."
   - "Communicating was great between other Central Office Departments; process was good; allowing for specific areas gave same momentum to resolving concerns"

10. Were any parts of today's training less helpful?
    - "No"
    - "Sometimes directions were confusing."
    - "Too much material—not enough time to break down topics more"
    - "No"
    - "I was already versed in tenets."
    - "N/A"
    - "Tenet Big Ideas; first time anyone has seen it."
    - "We aren't sure we fit into this K–12 training because we aren't marked on the same rubric and benchmarks."

- "No"
- "No, all were very helpful"
- "No"
- "Being trained already; I felt this was a refresher."
- "Will it lead to change?"
- "A thorough evaluation of each area or expectations to the district needs to take place."

11. What questions, confusions, or needs do you have? What additional information would be helpful?
    - "N/A"
    - "More time for discussion"
    - "Further dissemination of tenets; more time"
    - "District/school collaboration (in a room dialoguing together)"
    - "A concise overview of the process introduced first"
    - "More time"
    - "Lots of content in short time frame"
    - "With restructuring incomplete, it was hard for some to identify which department they belonged within group activities."
    - "Central Office Administrators should have been split into two groups. Teaching and learning administrators participated in this work throughout the school year."
    - "Presenter didn't know audience; very confused for the first half as to what we were supposed to do."
    - "More training in DTSDE—first I had seen document"
    - "None"
    - "Be a part at school and district review of all tenets, especially ones relative to my department."
    - "No"
    - "Will there be additional PD [professional development] on this?"
    - "How will these rubrics and plans directly impact us?"

12. Any specific comment on today's training?
    - "N/A"
    - "Well facilitated"
    - "Continued PD and support to improve situation"
    - "Not enough time"
    - "More time needed"
    - "Explicit, even though time was short"
    - "Hearing from depts.—non-curricular-and how they work with DTSDE"
    - "I felt that I already did this previously."
    - "Loved the honesty."
    - "Effective trainer"
    - "Training was interesting."
    - "Many of us in Central Office do not deal with day-to-day academic curriculum."
    - "Thought provoking"
    - "Very insightful view of the district DTSDE"
    - "I really enjoyed the sharing out. It gives everyone an opportunity to learn the needs of other tenets, not just your own."

- "A little confusion on tenets; out of order in documents"
- "Nice start!"
- "Not enough time"
- "Directions were unclear."
- "An overview of the DTSDE would have been more appropriate."
- "I found the exposure to the DTSDE helpful."
- "Good start"

Administrators' Leadership Conference: The Role of the Instructional Coach
Tuesday, August 27, 2013

Table A.5. Survey Responses

Elements	Response 1		Response 2		Response 3		Response 4		Total Responses
I felt part of a strong community.	48	56.47%	32	37.65%	5	6%	0	0.00%	85
I was supplied with information and knowledge.	55	64.71%	27	31.76%	3	4%	0	0.00%	85
I had the chance to practice needed skills.	30	36.14%	32	38.55%	19	23%	2	2.41%	83
I saw the links between our reform initiatives and topics covered in this training.	46	54.12%	35	41.18%	4	5%	0	0.00%	85
I feel I am building skills and understandings to help me be more effective.	48	56.47%	31	36.47%	6	7%	0	0.00%	85
I can explain the essential elements of coaching and the coaching process.	49	57.65%	32	37.65%	4	5%	0	0.00%	85
I can define roles and responsibilities for instructional coaching in my building.	53	62.35%	29	34.12%	2	2%	1	1.18%	85
I can articulate why coaching is a key strategy for school improvement.	55	65.48%	26	30.95%	3	4%	0	0.00%	84
Total	**384**	**56.72%**	**244**	**36.04%**	**46**	**7%**	**3**	**0.44%**	**677**

A rating of 1 indicates that the participant strongly agrees with the element listed, whereas a rating of 4 indicates that the participant strongly disagrees with the element listed.

Open-Ended Responses

13. What activities/discussions/presentations today were helpful in understanding the process and your role in supporting high-quality implementation of improvement initiatives?
    - "Role of Instructional Coach"
    - "Excellent job of explaining important elements"
    - "Specifying role of the IC [instructional coach]"
    - "Group discussion re: problems and solutions about trust"
    - "Process"
    - "Q+A"
    - "Brainstorming with small-group vision for use of coach"
    - "Understanding coaching process; all"
    - "Yes, the presenter did a good job."
    - "Great presenter; activity describing what does an instructional coach do was good"
    - "Discussion, small group"
    - "The presentation and discussions were very helpful."
    - "Questions and answers"
    - "The Four Essential Elements"
    - "All discussions were needed. Elements of process helpful."
    - "Role of the I. Coach"
    - "Model coaching schedule for school process"
    - "Using the coaches in different roles"
    - "ID role of IC; collaborating with other admin"
    - "More detailed description of what elements of coaching looks like"
    - "Discussing the coaches' role in instructional coaching"
    - "Tracking tool info"
    - "All were helpful."
    - "Defining roles of coach"
    - "The teamwork/poster about coaches was great."
    - "Framework and coaches tracker"
    - "All"
    - "Purpose of a coach."
    - "Time to plan with admin team for coaches. I love that this workshop is completely relevant."
    - "Discussion of coach"
    - "Coaches: This information opened my eyes and confirmed the urgency to support staff."
    - "All of it was helpful."
    - "Plan the first 30 days for our instructional coaches."
    - "PPT Presentation"
    - "Defined roles of the instructional coach"
    - "Coaching tool"
    - "Working with team to ensure we all hear same message, able to process info with colleagues"
    - "Working with teams"
    - "Discussing the role of the instructional coach"

- "30-day roll out"
- "30-day plan"
- "Sharing across schools"
- "The discussion of Quick Wins"
- "30-Day Plan"
- "Developing plans to use "
- "IC to improve student achievement"
- "PPT and group work"
- "Clarity on roles and responsibilities of coach"
- "Coaching tracking tool"

14. Were any parts of today's training less helpful?
    - "Unsure of the qualifications of instructional coach"
    - "No"
    - "No"
    - "No; I felt that everything presented was very important."
    - "No"
    - "Excellent"
    - "N/A"
    - "Background re: AIR"
    - "The chief wanted to put opinion about the presentation; missed the points of the presentation."
    - "Roles with an instructional coach"
    - "None"
    - "Info about AIR"
    - "All parts were valuable."
    - "Not really"
    - "None"
    - "The inability to talk to admin of like buildings"
    - "No"
    - "Foundations of instructional coaching"
    - "No"
    - "The presentation was very informative."
    - "No"
    - "Was just an overview…"
    - "No—all good!"
    - "Introduction and roles too long"
    - "No"
    - "Providing more specific examples"
    - "More info would have been helpful instead of broad strokes; go deeper into coaching"
    - "No"
    - "Developing an understanding on the importance of identifying key roles for coach"
    - "N/A"
    - "Yes; the suggestions were quite helpful."
    - "All was fine"
    - "No"

15. What questions, confusions, or needs do you have? What additional information would be helpful?
    - "Informal observation piece/scripting issues"
    - "Clarify elements (essential) more discussion"
    - "No"
    - "Good"
    - "More in-depth look at Web-based coaching tracking tool"
    - "I'm sure I will have many once we begin but now, none."
    - "None"
    - "Would love to access coach data entry tool"
    - "PowerPoint will be helpful."
    - "She clarified the coaches' role; not the same as in the past"
    - "More time needed to discuss roles/responsibilities"
    - "In Buffalo, coaches must be invited into the room by teachers."
    - "Training that is more in-depth for admin."
    - "How do I get my coaches screened?"
    - "Can we please be provided with the powerpoints via e-mail?"
    - "Presentation is too general; we need more specifics—identification of coaches, model and PD schedule"
    - "Need more information"
    - "Overview was fine!"
    - "Make this a day or two for principals so that they can lead the learning."
    - "More time"
    - "Good points presented."
    - "How to get around teachers filing grievances about coaches coming in"
    - "None"
    - "Information pertaining to the data collected in the coaching process"
    - "N/A—PPT"
    - "When will our IC be chosen?"
    - "More info on the tracking tool would have been helpful."

16. Any specific comment on today's training?
    - "Excellent presentation"
    - "Copies of the PPT during the session would have been helpful"
    - "Very well prepared; need much more time. Need time to discuss process with literacy coach more."
    - "Suggestion: Do not read slides to people."
    - "Great training, very useful"
    - "Good"
    - "Instruction was well prepared."
    - "Ms. Newell knew her material and kept session flowing well :)"
    - "Nice job"
    - "Exciting—very happy that this coach supports all teachers (specials, etc.)"
    - "Great training"
    - "More time needed"
    - "Highlighted all parts of coach and admin teams' responsibilities for coaches"

- "Very good—clear explanation of coaches' role, esp. focus of IC on 'proficients' and 'efficients' first"
- "The presentation was helpful, but additional support will be needed."
- "PPT Please"
- "Great idea for creating a 30-day plan"
- "It is evident that instructional coaches will need training to be successful."
- "Would like to have had time to plan and share specific uses of IC."
- "Great beginning—helped to ask in conversations about what this will look like in our building"
- "N/A"
- "Effective presenter"
- "I now have a good understanding of what is a good/great coach!"
- "Thank you! Very clear!"
- "Excellent"
- "Experienced school leaders sharing specific strategies"
- "Coaching tool—excellent!"
- "Good—I think it needs to be reiterated that coaching needs to be confidential and non-evaluative."
- "Great presentation"
- "More time needed"
- "It would have been helpful to have the PPT."
- "More time with instructors needed"
- "Thank you leaders/ladies for a presentation well done. Your real-life experiences were worthwhile."
- "Not yet :)"
- "Great"
- "Hopeful and guiding"

Administrators' Leadership Conference: Unpack Your Improvement Plan: Moving from Compliance to Quality Implementation
Wednesday, August 28, 2013

Table A.6. Survey Responses

Elements	Response 1		Response 2		Response 3		Response 4		Total Responses
I felt a part of a strong professional community.	9	50.00%	8	44.44%	1	6%	0	0.00%	18
I was supplied with information and knowledge.	9	50.00%	7	38.89%	1	6%	1	5.56%	18
I had the chance to practice needed skills.	10	55.56%	3	16.67%	5	28%	0	0.00%	18
I saw the links between our reform initiatives and topics covered in this training.	10	55.56%	7	38.89%	1	6%	0	0.00%	18
I feel I am building skills and understandings to help me be more effective.	10	55.56%	6	33.33%	1	6%	1	5.56%	18
I gained a thorough understanding of the necessary steps to implement my school's improvement plan.	6	33.33%	10	55.56%	1	6%	1	5.56%	18
I will use or modify the tools and documents introduced today in my role as a leader to implement my school's improvement plan.	10	55.56%	7	38.89%	1	6%	0	0.00%	18
Total	**64**	**50.79%**	**48**	**38.10%**	**11**	**9%**	**3**	**2.38%**	**126**

A rating of 1 indicates that the participant strongly agrees with the element listed, whereas a rating of 4 indicates that the participant strongly disagrees with the element listed.

Open-Ended Responses

17. What activities/discussions/presentations today were helpful in understanding the process and your role in supporting high-quality implementation of improvement initiatives?
    - "Getting a clear perspective on how the SMART goals are implemented into the SCEP and brainstorming for the first day of school"
    - "Video and resource for later use"
    - "Do what works…"
    - "Types of 'quick wins.'"
    - "Explanation of grant"
    - "Talking with AIR coach and having time to read SIG plan"
    - "I have got to get my SMART goals and Gantt chart done."
    - "The activities were highly helpful and engaging."
    - "Creating a plan will help us to get on same page with goals"
    - "Time to collaborate as a team"
    - "Have a work session and working with our coach"
    - "Quick Win ideas, pull out of nuts and bolts of SIG; pinpointing our planning!"
    - "The implementation sheet and Gantt calendar"
    - "Quick wins"
    - "Setting goals from SIG plan"
    - "Planning templates"
18. Were any parts of today's training less helpful?
    - "N/A"
    - "No"
    - "No. Everything was helpful!"
    - "No"
    - "The room was noisy and crowded."
    - "It was hard to concentrate."
    - "No"
    - "Time—not enough"
    - "N/A"
    - "Too loud and if we knew more ahead of time what we were doing, we could have used time well."
    - "Yes"
    - "No"
    - "Not everyone followed directives"
19. What questions, confusions or needs do you have? What additional information would be helpful?
    - "N/A"
    - "Nothing at this moment"
    - "I will need help from coach identifying priorities."
    - "No"
    - "Nice to have collaboration"
    - "Prioritizing"
    - "None"

- "None"

20. Any specific comment on today's training?
    - "Having access to a training color is very helpful."
    - "Nancy was great!"
    - "Very informative. Nancy was/is great!"
    - "Thank you for your support."
    - "No"
    - "Just need more time with focus on one or two things over the days in the workshops."
    - "More relevant to our needs"

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Making Research Relevant

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- The breakout session in the afternoon helped to make our objectives more defined and measurable
- Being able to plan together
- I liked writing SMART goals and setting dates with my leadership team
- Organizing initiative/plans/goals
- Great day
- Having time to discuss with whole team
- Working on the Big Rocks, group discussion with other schools

Were any parts of today's training less helpful?

- No
- Crowded, noisy room
- N/A
- none
- Too much talking
- No
- No
- N/A
- There is a lot of paperwork!
- Could not read smart board—did not have some handouts/forms
- There were so many handouts that it was a little confusing
- How to implement new strategies without raising the stress level
- No
- The amount of time spent on quick wins
- When we shared quick wins
- No
- No
- Focusing on the three initiatives
- Learned more about how important the leadership team is to my school
- Not at all
- Not at all
- It all had importance
- I read the required article (and loved it!) and training today did not address it ☹
- N/A

- Working time—talking to other schools
- All was helpful
- N/A

What questions, confusions, or needs do you have? What additional information would be helpful?

- More time to meet with team and become more familiar with SIG plan
- More information needed on specific information the state is looking for in progress reporting
- none
- All questions were clarified
- None
- Videos of plans/meetings in action
- Mapping out our plan of what we needed to do in 30 days—how are we going to get there?
- Need of more work time
- More input from district leadership
- N/A
- Copy of agenda
- Implementing these new initiatives with positive reception from teachers
- Not now
- Not now
- N/A

Any specific comment on today's training?

- Thank you!
- Great working with our AIR coach
- None
- I am new to this process
- Good use of time to collaborate and share quick wins with other wins
- Excellent
- It was great to work with the team to talk about and establish initiatives
- Why did we bring laptops? Why did we read the very long article?
- I thought we would be working on our SCEP document
- Can be very helpful if utilized on actual

- It was very eye opening to what planning and implementing we need to do
- Great work. Always values our time.
- Day moved quickly
- Great!
- Very useful and helpful
- Ursula was great! Very helpful!
- It would be helpful to have the worksheets ahead of time and to have the PowerPoint made available. The print of the sample worksheets was too small
- Thank you!
- Thank you!
- ☺
- Wonderful time to collaborate and plan

References

Steiner, L., Ayscue-Hassel, E., & Hassel, B. (2008). *School Turnaround Leaders: Competencies for Success*. Chapel Hill, NC: Public Impact. Retrieved from http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf

Transformation Leadership Learning Network Reality Check:

Summary of Evaluations

February 2014

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Executive Summary of the Transformation Leadership Learning Network Reality Check

Purpose of Session

American Institutes for Research (AIR) facilitated a series of training sessions (referred to as a "Reality Check") from January 28 through January 31, 2014, for the school leadership teams (SLTs) of 11 Priority Schools in Buffalo Public Schools (BPS). This training session was the second of four quarterly trainings for school leaders and allowed each of the SLTs a full day to reflect on the progress they have made so far, as well as time to consider what improvements could be made in the remainder of the school year.

The objectives of the Reality Check were as follows:

- To analyze the implementation of selected improvement goals and initiatives
- To answer guiding questions related to the quality, depth, and fidelity of implementation
- To determine next steps to develop a 30-day course correction plan

Participants were given time to reflect on and discuss topics related to implementation of improvement initiatives and the district's "Big Rock" priorities: observation and feedback, common planning time, and data-driven instruction. Participants also were given time to develop a course correction plan that would enable them to implement initiatives related to BPS goals and to their SIG plans.

Evaluation Method

All of the participants were asked to complete evaluation forms. Each evaluation form contained common scaled and open-ended questions related to the overarching objectives as well as unique scaled questions related to the specific session objectives. Any response greater than 75 percent favorable would be deemed "met." Responses less than 75 percent favorable would be deemed "partially met" and any responses less than 50 percent favorable would be deemed "not met"; however, these less favorable resposes did not occur. Overall, this training met all of the intended objectives. Table 1 provides the percentage of favorable ratings on selected objectives from the training. A description and a summary of the open-ended responses for the training follows.

In addition to the participant evaluations, this report contains a summary of the foci for the resulting 30-day course correction action plans. The summary appears in the Appeddix Table A.2. Principals were asked to send the completed 30-day course correciton action plans to their AIR leaderhsip coach by February 14.

Snapshot of Responses

The response rate for this session was 82 percent, with 70 of the 85 participants completing the evaluation forms. Feedback from the training indicated that the training was well received, with participants noting that they valued the time with their teams, felt the training was productive, and valued the input of the AIR presenters. Participants also requested digital copies of the

materials used, so that they could have easy access to the materials. All in all, they found the Reality Check to be quite useful and look forward to putting their plans into action.

Summary of Responses and Analysis

Table 1. Feedback on Objectives for the TLLN Reality Check

Objective	Status	Data
AIR seeks to help Buffalo Public Schools (BPS) create an effective professional community for school leaders.	MET	All (100 percent) of the respondents agreed that the training helped them create an effective professional community for school leaders.
AIR seeks to supply BPS with relevant and meaningful information and knowledge about planning, implementing, and monitoring improvement initiatives.	MET	Ninety-nine percent of the respondents agreed that the training supplied them with relevant and meaningful information and knowledge about planning, implementing, and monitoring improvement initiatives.
AIR seeks to provide school leadership teams (SLTs) with the chance to practice needed skills related to effective planning.	MET	Ninety-nine percent of the respondents agreed that the training gave them the chance to practice needed skills.
AIR seeks to provide BPS with trainings that support district and school reform initiatives.	MET	All (100 percent) of the respondents agreed that the training supported district and school reform initiatives.
AIR seeks to help SLTs be more effective in leading school transformation.	MET	Ninety-seven percent of the respondents agreed that the training enabled them to be more effective in leading school transformation.
AIR seeks to help SLTs gain a thorough understanding of the necessary steps to implement their school's improvement plan.	MET	Ninety-seven percent of the respondents agreed that the training enabled them to gain a thorough understanding of the necessary steps to implement their school's improvement plan.
AIR seeks to provide SLTs with tools and documents that enable them to implement their school's improvement plan.	MET	Ninety-eight percent of the respondents agreed that the training provided them with tools and documents that enable them to implement their school's improvement plan.

In-Depth Analysis and Feedback on Transformation Leadership Learning Network Reality Check

The TLLN Reality Check took place from January 28 through January 31, 2014, and was attended by the SLTs of 11 BPS Priority Schools, who have been working with TLLN throughout the course of the school year. Seventy of the 85 participants responded to the open-ended questions on the evaluation. The objectives of this training focused on the analysis of progress with regard to the implementation of both School Improvement Grant (SIG) and BPS initiatives throughout the school year, as well as allowing leadership teams the opportunity to correct their course. Comments from participants show that they found the training to be quite useful and that they look forward to putting their plans into action.

Key Highlights

A total of 82 percent of the participants responded to the open-ended questions for this session:

- When asked what they found most helpful, 16 percent of participants noted that they found creating the action plan to be most helpful, while another 10 percent found the "Barriers and Bridges" activity to be most helpful.
- Sixteen percent of participants noted that they found the presence of AIR facilitators to be quite helpful in keeping conversations on track and facilitating discussion.
- Nine percent of participants requested electronic copies of the materials, noting that it would be easier to access them on an ongoing basis in digital form.

Representative quotes from the participants' feedback are as follows:

- *"Looking at the barriers and bridges allowed us to focus [on] what specific actions to take to meet initiatives."*
- *"The Reality Check worksheet really helped me visualize what we said we would do and its effectiveness."*
- *"Having an AIR rep as our facilitator was EXTREMELY helpful in guiding our discussions and completing the charts to help us realize our needs and next steps."*
- *"The activity that took us through action planning was very strategic and step by step [and] helped us determine how we would complete the action. Our coach is terrific and she guided us through the process so it wasn't so overwhelming."*
- *"It would have been helpful to have had an administrator at our table to hear our ideas about the action plan."*

Appendix A. Survey Responses

Table A.1. Survey Responses[1]

Rating	Response 1	Percent	Response 2	Percent	Response 3	Percent	Response 4	Percent	No Response	Percent	Total
I felt part of a strong professional community.	59	84.29%	11	15.71%	0	0.00%	0	0.00%	0	0.00%	70
I was supplied with relevant and meaningful information and knowledge about planning, implementing, and monitoring improvement initiatives.	60	85.71%	9	12.86%	0	0.00%	0	0.00%	1	1.43%	70
I had the chance to practice needed skills related to effective planning.	42	60.00%	27	38.57%	1	1.43%	0	0.00%	0	0.00%	70
I saw the links between our reform initiatives and topics covered in this training.	60	86.71%	10	14.29%	0	0.00%	0	0.00%	0	0.00%	70
I feel I am building the skills and understanding to help me be more effective to lead school transformation.	56	80.00%	12	17.14%	0	0.00%	0	0.00%	2	2.86%	70
I gained a thorough understanding of the necessary steps to implement my school's improvement plan.	45	64.28%	23	32.86%	0	0.00%	0	0.00%	2	2.86%	70
I will use or modify the tools and documents introduced today to help implement my school's improvement plan.	56	80.00%	12	17.14%	0	0.00%	0	0.00%	2	2.86%	70
Total	378	77.14%	104	21.22%	1	0.20%	0	0.00%	7	1.43%	490

[1]A rating of 1 indicates that the participant strongly agreed with the element listed, whereas a rating of 4 indicates that the participant strongly disagreed with the element listed.

Table A.2. Course Correction Action Plan Foci

Schools	Coach	Areas of Focus for 30-day Course Correction Plans
#37 Futures Academy	Ursula	Mapping the administration of common formative assessments in math and reading to guide the data-driven instruction process Developing a calendar of activities for implementing data-driven instruction steps
#89 Wright School of Excellence	Dorothy	Identifying needed support and professional learning for effective classroom management Examining qualities and characteristics for effective SSC Incorporating reflective dialogue into teacher observation feedback sessions
#95 Waterfront	Virginia	Leveraging grade level and vertical team meetings to focus on process of data-driven instruction, in particular the step after assessment analysis which is a focus on student work Clarifying roles and responsibilities for instructional coaches to provide consistent training and follow-up in classrooms, specifically with the Step Up to Writing initiative
#59 Charles Drew Science Magnet	Ursula	Clarifying behavior expectations for grades 7 and 8 with hallways and transitions Writing stronger mastery objectives for lesson planning Providing quality feedback to teachers
#33 Bilingual Center	Carla	Developing a rubric for optimal dual immersion program Providing professional development to teachers on dual immersion
#74 Hamlin Park	Carla	Clarified expectations for grade-level and common planning time Defining and teaching schoolwide behavior expectations for hallways and transitions Refining practices related to incentives and celebrations for positive behavior initiative
#31 Harriet Ross Tubman	Virginia	Reintroducing to grade level teams the data-driving instruction purpose, rationale, and process Narrowing the scope of professional development to two or three initiatives Defining and sharing with administrators the "look fors" for observations and instructional walks Analyzing the established Gantt calendar and survey data to identify immediate needs.
#91 BUILD Academy	Dorothy	Clarifying the purpose, structure, and focus of classroom walk-throughs and observations Defining roles and responsibilities and strengthening communication around instructional coaching
#66 North Park Academy	Carla	Tightening up transitions to decrease students unsupervised in the Hallway and increase instructional time Reinvigorating tier one of positive behavior interventions and supports to teach all students

Schools	Coach	Areas of Focus for 30-day Course Correction Plans
		schoolwide behavior expectations Refining tier two protocols for assigning interventions and supports for 'frequent flyers' Establishing expectations for lesson plans to support data-driven instruction process
#76 Herman Badillo Bilingual Academy	Nancy	Fine-tuning the data-driven instruction process to address the steps of re-teaching and re-assessing Developing a shared understanding of strong student engagement and collecting data about current student engagement
#198 International Preparatory School	Nancy	Refining the role of the school leadership team to make clear connections to the continuous improvement cycle Maximizing the effectiveness of common planning time (CPT) and embedding professional learning experiences to the CPT work. Exploring and identifying more time for fifth and sixth grade planning time

Open-Ended Responses

Day 1: Tuesday, January 28, Responses

What activities/discussions/presentations today were helpful in understanding the process and your role in supporting high-quality implementation of improvement initiatives?

- The entire day was very helpful. Facilitators provided so much information and ideas!!
- The breaking down of each initiative and discussing every detail to see what is really working and what needs to be fixed
- PBIS review of data
- The action plan; going through evidence
- (Participant did not answer)
- Action plan for the next 30 days
- Discussing where we stand on initiatives; going through the action plan writing process so that we could continue on our own
- Actually digging into our initiatives and having time to make plans
- Breaking down goals
- Beginning action plan
- Our next steps for our school plan and initiatives
- The action plan tool; the process of identifying barriers
- Discussing the process of our action plan; making sure we had a full action plan in place
- The time to work and discuss initiatives and plans with [the] SLT
- To look at where we are with our initiatives

Were any parts of today's training less helpful?

- Nope ☺
- Nope!
- Not really
- I think that the facilitators did a wonderful job, answered all of our questions, and provided assistance.
- Yes
- N/A
- Not really
- No

- Wish we would have time to analyze our five initiatives

What questions, confusions, or needs do you have? What additional information would be helpful?

- Not at this time
- More time with our leadership coaches to help us really build capacity in our building
- More time
- None
- None
- The forms are helpful but would be easier to use digitally.
- Sorting initiatives
- Another Reality Check
- How does all of this fit together into a master document?
- All the resources are great and very helpful.

Any specific comment on today's training?

- Loved working with the facilitators
- Nope!
- It was helpful—a great guide to where I need to go with PBIS [Positive Behavioral Interventions and& Supports] coach.
- I think that they did a great job. It was helpful to pull everything apart.
- The training was helpful.
- Useful!
- Very organized and useful
- Great to be able to prioritize our work and think it through
- Very helpful in monitoring our plans
- Very helpful and much needed!
- Nancy did a great job working with us and supporting our initiatives.

Day 2: Wednesday, January 29, Responses

What activities/discussions/presentations today were helpful in understanding the process and your role in supporting high-quality implementation of improvement initiatives?

- Nice to have facilitators as part of our table team
- The table facilitators, the probing questions made the team think deeper.
- I enjoyed the personalized aspect of having trainers at our table.
- Filling in the templates; asking tough questions about goals
- Creating bridges/action steps
- Discussing "Barriers and Bridges"
- All the group work
- Action plan layout and presentation
- "Barriers/Bridges," then to the organization sheet
- "Barriers and Bridges" discussion was very helpful.
- Taking initiatives and drilling down to workable pieces to evaluate and take steps to fill gaps
- Reality Check worksheet got me focused.
- Action planning
- The planning process was awesome.
- Starting with the goal in mind, identifying barriers, creating action plan
- The organization of implementation process provides a reflection for things that may be missing or that otherwise require further attention.

Were any parts of today's training less helpful?

- None
- We summarized an awful lot.
- N/A
- Many side-bars
- At some points, it was hard to understand over the discussions of other groups.
- No
- No
- No
- No

- None
- Some of the conversations had already taken place. We also talked about a 30-day plan; however, there was no mention or connection to the long-range goal.

What questions, confusions, or needs do you have? What additional information would be helpful?

- N/A
- N/A
- N/A
- Great calendar-filling
- N/A
- My questions were answered.
- The district leaders were absent. Do you talk to them later, so that our plans are not altered by their needs?

Any specific comment on today's training?

- Great work time!
- Our AIR coaches were great! Why is 1 the highest of your scale?
- Well organized and helpful
- Very helpful in developing future action plans
- Perhaps, next time, have breakout rooms for discussions?
- It was nice to have the time to delve deeper in specific action steps to take back to our various teams at the school.
- Mood—liked the time to work and discuss the action plan. Our AIR persons were great, helpful, and motivated.
- Advisors at each table were very knowledgeable and helpful.
- Thank you!
- Great work day
- I like it. It serves an extremely important function to our school. WE have a need for documentation for all initiatives.

Day 3: Thursday, January 30, Responses

What activities/discussions/presentations today were helpful in understanding the process and your role in supporting high-quality implementation of improvement initiatives?

- I really liked the way the graphic organizers helped us to prioritize and guide our questions and discussions.
- Looking at the barriers and bridges allowed us to focus [on] what specific actions to take to meet initiatives.
- Thirty-day plan, the WHY, and bringing to data
- Looking/clarifying issues/problems with our initiatives
- Using large chart paper to list barriers and bridges to our three initiatives
- I found that all of the activities were very useful. I was able to say things in a safe environment that I might not have at school. This was very productive.
- Studying the data and creating the action plan
- Big picture overall plan and how it creates initiatives
- The Reality Check worksheet really helped me visualize what we said we would do and its effectiveness.
- Having an AIR rep as our facilitator was EXTREMELY helpful in guiding our discussions and completing the charts to help us realize our needs and next steps.
- Having time to work with our team
- Discussing messaging
- The entire process was very helpful.
- Time to discuss honestly and openly about [the] status of initiatives at our school, help monitoring, and ideas from facilitators
- To be reminded to keep it small; action planning
- 30-day action plan
- The entire training. There are times though for work in the school but in a different capacity, [I] feel that some initiatives don't pertain to you; however, through this training, I have an understanding as to how they apply to my particular discipline.

Were any parts of today's training less helpful?

- Topics within initiatives went off on some tangents rather than focus on improvement.
- Review of artifact-data, a lot of copies and collection; energy spent; need more data, actual-less paper
- N/A
- No

- Would be more helpful if we were at our own school
- None
- No
- No
- N/A
- No
- There were times that it would have been good to have less input from facilitators and more time to talk amongst ourselves.
- Lunch out ☹ -> Stay in and work ☺
- No, it was part of precept.
- N/A

What questions, confusions, or needs do you have? What additional information would be helpful?

- This ability to discuss and communicate was very beneficial.
- None
- None
- None—Ms. Mealing has been extremely helpful in clarifying everything for us!
- N/A
- None
- The time was great! More time would be even better!
- N/A

Any specific comment on today's training?

- Great collaborative work to frame
- I am very excited to put our plan into place and share data to support how our initiatives are working.
- Thank you!
- N/A
- Carla and Traci kept us on track. We were able to get more in-depth conversation/work accomplished. Helped admin to realize we needed to focus on fewer things and do them well before moving on to others (this has been a frustration among teachers at our school).
- Focus on specific initiatives and what is lacking to show progress
- Very eye-opening!

- It was great to have mostly team time to work through everything.
- Our facilitators were extremely helpful.
- Very professional
- Thank you!
- Carla and Traci kept us on track and everyone engaged. I was not aware that I would be analyzing my part in a PLC [professional learning community] or presenting—I would have brought in more artifacts (for next AIR Reality Check).
- Thank you to all for clarification!

Day 4: Friday January 31, Responses

What activities/discussions/presentations today were helpful in understanding the process and your role in supporting high-quality implementation of improvement initiatives?

- View of the temp
- The rating of our initiatives, which led to our breaking down whether we have truly done it and re-rating was eye opening and informative on what we still had to do.
- The activities and worksheets completed helped to focus our efforts toward improving our DDI.[data driven instruction]
- Having an AIR facilitator leading discussion—the process, worksheet
- Everything! The worksheets were especially helpful. They keep me organized and hopefully timely. Time to plan this was also an amazing gift.
- The activity that took us through action planning was very strategic and step by step helped us determine how we would complete the action. Our coach is terrific and she guided us through the process so it wasn't so overwhelming.
- The development of the action plan
- Working with the facilitator to define the "problems" in the school and determine the necessary steps to take to correct them
- All the activities throughout the day were very helpful.
- The last step—actually planning how we will go back and monitor the progress
- Collaborating with classroom teachers to find out their needs
- I understood how important an ILT [Instructional Leadership Team] is not only to me but my colleagues as well. It's part of my job to help them carry out the improvement initiatives.
- Reflection and our implementation plan-level 4-most level [sic]?
- Look at where we are and where we are going
- Brainstorming—organizing ideas and plans with facilitator

- Discussing the descriptions/definitions of CPT [common planning time] across the whole building. I realized that for CPT we were pretty much in a bubble by content area.
- Working through the school improvement initiative and creating an action plan
- Discussing what everyone thought CPT meant was very eye-opening since we all had very different expectations.
- It was helpful to hear other people's perceptions of what goes on at Common Planning. It was nice to hear from other grade-level teachers and coaches.
- It was informative to be involved in the process of creating, implementing, and assessing practices that are and are not working at our building.

Were any parts of today's training less helpful?

- Working with the team; needed to mix team CPT and ILT so that we see different perspectives
- Process of the action plan
- No
- No
- No!
- N/A
- I can't think of any.
- N/A
- Too much information
- The issues with "teacher trust" were not a big issue for my department/staff.
- N/A
- All was helpful.
- Yes, all of it.
- None
- N/A; all of what we discussed and or elaborated was very helpful.
- N/A
- All parts were useful.
- All discussion was very helpful.
- N/A

What questions, confusions, or needs do you have? What additional information would be helpful?

- N/A
- None, very clear
- Electronic versions of these templates—on websites?
- Nothing at this time. ☺
- Would love template of the action plan.
- A copy of the booklet and the elements of turnaround
- More time to create an action plan with the facilitator
- Just more time
- Some follow-up with AIR reps is always welcome.
- N/A
- Having the PowerPoint
- No questions
- Our table leader was really helpful. All questions were answered.
- How can an ILT increase and promote positive teacher moral?
- It would have been helpful to have had an administrator at our table to hear our ideas about the action plan.
- If our action plans will go into effect; if the other professionals that aren't here will agree with what we discussed as a group
- N/A

Any specific comment on today's training?

- Went well; give us the templates digital—"save a tree"
- I feel eager to get back to work and plan and then implement.
- No
- Very useful! Lots of help while we were working; time
- I'm not just quickly trying to do the survey. This was one of the most legitimately amazing useful, helpful trainings.
- Really was helpful and knowledgeable in the process to improve our school
- Wonderful, challenging
- N/A
- Our group facilitator helped us to stay on task and keep our end goal in mind, which can be difficult for our group to do.

- Good, open conversations
- Great job! ☺
- Trainers were very insightful; looking forward to next meeting
- Intense, a lot in one day
- Implementation, implementation!! Evidence, evidence!
- The facilitator assigned to our group asked the probing questions and encouraged us to dig deep into coming up with an action plan to improve current practices in our school.
- Table facilitator kept us on track and asked probing questions to make us analyze our situation.
- I think today was very helpful. I was able to voice my concerns and get feedback from other professionals.
- Wonderful and eye-opening

D9- List of RFP Reviewers

List of RFP Reviewers

Buffalo Public Schools – Response to RFP for External Providers

Name	Location	Title
Diane Andreana	Central Office	Instructional Specialist in the Office Strategic Alignment and Innovation
Faye Walton	Central Office	Director in the Office Strategic Alignment and Innovation
Marianne Dixon	Central Office	Supervisor in the Office Strategic Alignment and Innovation
Ann Fitzgerald	Central Office	Instructional Specialist
Heidi Schaab	Central Office	Supervisor of Special Education
Michelle Agosto	Central Office	Supervisor of Art
Crystal Benton	Central Office	Instructional Specialist in Staff Development

Name	Location	Title	Cohort
David Hills	School 95	Principal	Cohort 4
Catherine Paolini	School 95	Assistant Principal	Cohort 4
Janell Cartoni	School 95	Teacher	Cohort 4
Chris Stephens	School 95	Teacher	Cohort 4
Heather Short-English	School 31	Principal	Cohort 4
Jon Veenis	School 31	Assistant Principal	Cohort 4
Michelle Hope	School 91	Principal	Cohort 4
Marquita Bryant	School 91	Assistant Principal	Cohort 4
James Helmicki	School 91	Assistant Principal	Cohort 4
Contann Dabney	School 17	Principal	Cohort 5
Mary Oexle	School 17	Teacher	Cohort 5
Linda Cole	School 17	Parent Facilitator	Cohort 5
Kathryn Foy	School 76	Principal	Cohort 4
Carol Smith	School 76	Assistant Principal	Cohort 4
Marlon Lee	School 76	Assistant Principal	Cohort 4
Rafael Perez	School 76	Assistant Principal	Cohort 4
Carlos Alverez	School 198	Principal	Cohort 4

D10- Rated Providers, RFP, Rubric, Vendor Ratings

External Provider List

1. Generation Ready
2. Amplify
3. Cambium
4. Pearson
5. Turn Around Solutions
6. Research for Better Teaching
7. Project Lee
8. Evans Newton
9. Scholastic
10. National Urban Alliance
11. Erie 1 BOCES
12. West Ed
13. Magic Penny
14. Huntington Learning Centers
15. Young Audiences
16. Cradle Beach
17. EPIC
18. The Efficacy Institute
19. The SUPES Academy
20. Helping Families and Children of America

RFP # 13-14-054

Academic Supports Partner for School Turnaround

RFP to be opened

At: 11:00 AM local time

On: 12/11/2013

Craig Koeppel

Director of Purchase

816 City Hall

65 Niagara Square

Buffalo, New York 14202

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RFP TERMS AND CONDITIONS

Default – Failure of the supplier to comply with any of these provisions may be considered reason for rejection of proposal.

1. The issuance of this Request for Proposals (RFP) constitutes only an invitation to submit a response to the Buffalo Public Schools (District). It is not to be construed as an official and customary invitation to bid, but as a means by which the District can facilitate the acquisition of information related to the purchase or implementation of services.

2. Any and all information presented herein, including drawings, specifications, instructions, policies, engineering guides, questionnaires, methodologies, etc., which is a part of this RFP package, or disclosed during the selection process, is the property of the District, and shall not be duplicated or disclosed except to those employees of the recipient who have a need to know in order to prepare the response.

3. The District neither makes nor assumes any contractual obligations by issuing this RFP, receiving and evaluating supplier response, or making preliminary supplier selection. Providing a response as provided herein shall neither obligate nor entitle a Responder to enter into a contract with the District.

4. This RFP does not commit the District either to award a contract or to pay for any costs incurred in the preparation of a submission. Responders shall bear all costs associated with submission preparation, submission and attendance at presentation interviews, or any other activity associated with this RFP or otherwise.

5. The District reserves the right to determine, in its sole and absolute discretion, whether any aspect of the submission satisfactorily meets the criteria established in this RFP, the right to seek clarification from any Responder (s), and the right to cancel and/or amend, in part or entirely, the RFP, at any time prior to a written contract.

6. Responses should be directed to The Bureau of Purchase, Room 816 City Hall, 65 Niagara Square, Buffalo, New York 14202 no later than the time and date stated on the cover of this RFP with the title and RFP number clearly marked on envelope.

7. The District is not obligated to respond to any submission submitted nor is it legally bound in any manner whatsoever by the submission of a response.

8. Upon submission, all responses become the property of the District. The District reserves the right to use the information and any ideas presented in any submission in response to this RFP, whether or not the submission is accepted.

RFP REQUEST

Academic Supports for District and School Turnaround

1.0 Introduction

In order to fully develop a robust and coherent system of education for the students of New York State, the New York State Education Department (NYSED) is committed to dramatically improving the State's chronically underperforming schools and creating new, innovative, high-quality education opportunities for all students. In December of 2009, the New York State Board of Regents approved a bold reform agenda to meet these goals. This grant application, funded through New York State's School Improvement Grants and School Innovation fund Grants will contribute to the following components of the Regents' reform agenda:

1. Provide every student with a world-class curriculum that synthesizes rigorous content and skills to prepare students for college, the global economy, 21st century citizenship, and lifelong learning;
2. Work with school districts to implement strategies for improving chronically underperforming schools in order to dramatically improve student outcomes; and
3. Raise graduation rates for at-risk student populations (particularly English language learners, students with disabilities, low-income students, African-American and Latino students).

The Buffalo City School District (BCSD) through the Office of Strategic Alignment and Innovation, as part of its requirement to implement the provisions of the School Improvement Grant (SIG) 1003g and the School Innovation Fund Grant is soliciting written proposals from potential service providers for professional development/school improvement services.

If you or your agency has submitted a proposal to RFP 13-14-020 which closed October 16, 2013 you do not need to submit a proposal for this RFP.

2.0 Purpose

Buffalo Public Schools Office of School Strategic Alignment & innovation and is seeking proposals from qualified entities to serve as a partner/support organizations to provide opportunities to:

- Replicate prior experiences of documented and demonstrated school turnaround success with schools or districts.
- Build supportive district-level operating structures, and re-frame district systems to both support schools in improving student academic performance and holding them accountable for needed gains in performance.
- Build the capacity of district and school leaders to co-design and implement school turnaround plans that ensure dramatic gains in student academic performance through the effective implementation of the Common Core State Standards systems for teacher and leader effectiveness, and a cycle of data-driven instruction (DDI)/inquiry and action.
- Coordinate and streamline an LEA's existing school turnaround efforts (through existing

implementation of School Improvement Grant (1003g), Race to the Top Scope of Work plans, Comprehensive Education Plans (CEP), and Consolidated Applications, etc.) and School Innovation fund Grant into one integrated approach to school turnaround.

3.0 Length of Service

The selected organization(s) will partner with the (BCSD) during the 2014-2015 school term, and upon satisfactory evaluation of the provided services, be extended to include the 2015-2016 and 2016-2017 school terms. Vendors may elect to submit proposals for a portion of the requested services; however, preference will be given to the vendor who proposes a comprehensive professional development package.

4.0 Project Overview

The intent of this proposal is to continue the job embedded professional development and on-site consultation that has been provided to teachers and administrators. Professional development activities must be specifically designed to increase academic success of all sub-groups of students as measured by the annual NYS Assessments and Regents Examinations. In addition to professional development and consultation, extended learning time and student support services are also requested. These services shall be provided to the BCSD.

BCSD Office of Strategic Alignment and Innovation will recruit, screen and select partner organization(s) that can work collaboratively with the district and school building leadership teams to build sustainable capacity to turnaround chronically underperforming schools in seven (7) separate capacity-building program opportunities:

1. Leading the implementation of CCSS in ELA and Math in chronically underperforming schools;
    a. Alignment of classroom instruction with NYS Curriculum, NYS Assessments, Regents examinations, depth of knowledge and performance indicators.
    b. Model research- based instructional strategies.
    c. Designing formative and summative assessments mirroring the rigor embodied in the CCSS, NYS Assessments and Regents examinations.
    d. Differentiated instructional strategies.

2. Instructional/ teacher coaching and training in the following areas
    a. Assessment
    b. Instructional delivery
    c. Technology Integration
    d. Literacy
    e. Establishing and sustaining professional learning communities to build capacity and drive change.
    f. Inclusion/co-teaching

3. Instructional leadership coaching to support principal and school leaders in school-wide improvement initiatives including but not limited to the following:
    a. Developing data plans to impact differentiated instruction for all students

b. Analyzing data and using multiple data points to correlate student achievement to teacher effectiveness
c. Monitoring alignment between curriculum, instruction and assessment through a comprehensive planning process
d. Integrating data systems and instructional programs to ensure student engagement and ongoing improvement.
e. Making recommendations on procedural matters such as school safety, organizational planning and scheduling which will enhance the academic achievement of all students.

4. Embedding a system of data-driven planning and instruction (DDI)/inquiry in the instructional cycle of chronically underperforming schools.
   a. Data coaching, analysis and interpretation to assist with implementation of program resources and targeted student interventions.

5. Extended Learning Time Component – Both academic tutoring and enrichment activities

(Excerpt from the SIG)- The major goals of the extended learning time component are to improve student academic performance, provide an opportunity for students to use their out-of-school time safely and productively, provide an opportunity for youth to develop positive relationships with peers and adults, and provide students athletic and cultural experiences to enrich their lives.

(Required per the NYSED ESEA Waiver)The key elements of the Extended Learning Time component for priority schools implementing a School Improvement Grant or a whole school reform model incorporating the ESEA waiver turnaround principles are that schools must: set as a goal serving 50 percent of eligible students; ensure the integration of academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging; and must have instruction in any core academic subject delivered under the supervision of a teacher who is NYS certified in that particular content area. If the program is intended to count towards a Focused District meeting its set aside requirement for Priority Schools then the program must expand learning time by a minimum of 200 student contact hours per year.

The Extended Learning Time enrichment period will be led by selected community partners with expertise and leverage the skills and expertise of teachers by designing a program based on student interest and need.

6. Student Support. Schools would like to partner with organizations that are able to support student academic, behavior and social emotional well being. Specific areas identified include

- Curriculum-based programs to enhance social and emotional learning
- School-wide program to prevent alcohol, tobacco or drug use
- Parent education regarding student social/emotional development
- Restorative measures (e.g. peer counseling)
- School-wide social skills curriculum program
- School-wide program to prevent violence
- Before/After school social/emotional learning opportunities
- Staff development around social/emotional learning
- Character education
- Family support services
- Mentor Programs
- Mental Health screenings
- Individual and group counseling

7. Family Engagement. Historically, family engagement has revolved around and been measured by attendance at school events and dissemination of information from the school to homes and family members. However children whose families are new to the country, struggling with poverty, and who may themselves have had difficulties in public schools require a more comprehensive approach. Specifically, an approach that serves to build positive relationships, and fosters partnerships with families so that there is support in the home for education.
   - Training and on-going support for school-based staff to implement asset-based approaches to family engagement
   - Training and on-going support for school-based staff to grow partnerships with families and strengthen support in the home for education

8. Other training as identified by observations or by Superintendent's request.

5.0 SCOPE OF WORK

All programs/services must address the following criteria:

a. The service provider's record of success as evidenced in improved academic outcomes for students;
b. Alignment between research and program design;
c. Alignment with proposal overview/ goals;
d. Connection to Common Core State Standards and District's instructional goals;
e. Defined monitoring process relative to achieving proposal outcomes;
f. Communication with school and district;
g. Flexible services to meet the unique needs of each school;
h. Comprehensive approach to school wide focus;
i. Ability to build and sustain capacity;
j. Highly qualified professional staff possessing applicable licensing/certification requirements specific to the proposed services;
k. Compliance with Federal, State, and Local laws, policies, regulation codes and ordinances.

Entities eligible to apply to provide the requested educational services may include:

- Private educational companies
- Institutions of higher learning

Locations for Professional Development	
Office of Strategic Alignment and Innovation 701 City Hall, Buffalo, New York 14202	Buffalo Professional Development & Technology Center 150 Lower Terrace, 4th Floor, Buffalo, NY 14202
#3 D"Youville-Porter Campus School 255 Porter Avenue, Buffalo, New York 14201	#94 West Hertel Academy 489 Hertel Avenue, Buffalo, New York 14207
#17 Early Childhood Center 1045 W. Delavan Avenue, Buffalo, New York 14201	#97 Harvey Austin School 1405 Sycamore Avenue, Buffalo, New York 14211
#30 Frank A. Sedita Academy School 21 Lowell Street, Buffalo, New York 14213	#99 Stanley Makowski Early Childhood Center 1095 Jefferson Avenue, Buffalo, New York 14208
#74 Hamlin Park Academy 120 Donaldson Avenue, Buffalo, New York 14208	#305 McKinley High School 1500 Elmwood Avenue Buffalo, NY 14207

Schools in School Improvement Grant Cohorts 3 and 4 may also seek professional development.

Cohort 3 schools are as follows; Bilingual Center, #33, Marva Daniels Futures' Preparatory Academy, #37, Dr. Charles R. Drew Magnet School, #59.

Cohort 4 schools are as follows; Harriet Tubman School #31, North Park Middle School, #66 Herman Badillo Bilingual School, #76, Lydia T. Wright School, #89, BUILD Academy, #91, Waterfront School #95 and International Preparatory School, #198.

6.0 Accountability:

Vendor will be required to submit quarterly written reports to the Office of Strategic Alignment and Innovation regarding the implementation of the program/service.
Vendor should be able to analyze the following products from the professional development;

- student work products (writing responses)
- common formative assessments
- summative assessments

Management Responsibilities:

The BCSD will designate one representative who will act as the primary contact for this project. The representative will be responsible for conferring with any and all parties necessary to resolve unanticipated issues or requirements that might occur during the course of the RFP. All questions should be submitted in writing to:

Marianne Dixon, Supervisor
Office of Strategic Alignment & Innovation
Buffalo City School District
701 City Hall
Buffalo, New York 14202
Phone: 716. 816.3574
Email: mdixon@buffaloschools.org

All questions and answers will be posted on the BCSD Department of Purchase website at http://www.buffaloschools.org/PurchaseDept.cfm?subpage=3566.

7.0 REQUIREMENTS

Minimum Staff Requirements
In every case, trainers, coaches and professional development providers must, at a minimum:

- Have a history of successfully raising the achievement of struggling learners that includes demonstrated and documented evidence of school turnaround efforts in priority schools;
- Have experience leading district administrators, principals, coaches, and teachers in the technical component of the assigned strand;
- Have earned a degree in a Special Education specialty or in General Education, with a Master's or Doctorate degree preferred;
- Have experience at the school level as a teacher and/or coach;
- If working with administrators, have experience working with administrators at the district level;
- Be an experienced presenter with excellent evaluations and references;
- Participate in ongoing professional development to continually hone skills;

If the organization is currently providing said services elsewhere or has provided the BCSD with said services in the recent past, attach summary listing:

- Number of schools/participants served
- School districts served
- Grade levels served
- Unique school themes or models in the organization's portfolio
- Type of schools served

8.0 Format Procedures for Delivery of Proposal

Submit one original, two paper copies and one electronic copy of the proposal in pdf format on a USB drive clearly labeled with the vendor's name. Proposal must be received on or before 11:00 AM EST 12/11/2013.

The proposal must consist of four parts (attachments A, B, C, D). Vendors may elect to submit proposals for a portion of the requested services.
Part I- Proposal Cover Page
Part II- Basic Program Description (Include an overview of the programs and support services proposed, which will allow the district to determine the quality of services provided.)
Part III- Cost (provide a specific description of your pricing structure)
Part IV- Assurances and Signature Form

Procedure for Delivery of Proposals
SUBMIT RFP TO: Craig Koeppel, Director of Purchasing, 816 City Hall, Buffalo NY 14202.

Proposals received after the due date and time will NOT be considered. Incomplete proposals will not be accepted and will not be returned for revisions. No faxed copies will be accepted. The proposal must be signed by an authorized official to bind the offer or to the proposal provisions.

9.0 Criteria and Evaluation of Proposals

Proposals must address and will be evaluated on the following criteria:

- size, capacity and experience that includes demonstrated and documented evidence of school turnaround efforts in priority schools and ability to complete the work within the specified timeframe;
- experience in delivering timely, high-quality pre-K through 12 educational products and services; experience working with the Buffalo Public Schools is preferred;
- specific expertise in research-based instruction, professional development, coaching and demonstrated understanding of NYS Learning Standards and Common Core Learning Standards in the identified content area(s);
- familiarity with New York State regulations on Limited English Proficient students and Students with Disabilities.

Each proposal will be evaluated using the selection criteria indicated below. Maximum points for each criterion are as follows:

EVALUATION CRITERION	MAXIMUM POINTS
I. Project Description	
A. Alignment Between Proposal Overview/Goals/Research	10
B. Connection to State Academic Standards and District's Instructional Programs	10
C. Defined Monitoring Process Relative to Achieving Proposal Outcomes	5
D. Communication with Schools and Districts	5
II. Organizational Experience	
A. Proven Record of Success as Evidenced in Improved Academic outcomes for Students	10
B. Highly Qualified Professional Staff	5
C. Compliance with Federal, State, and Local Policies	5
III. Program Operations	
A. Proximity to School District	10
B. Adequacy of resources, including personnel, equipment, financial stability, and other related factors.	10
C. Comprehensive Proposal of Requested Services	10
IV. Cost	
A. Total Cost of Proposed Services	10
B. Services and Support costs.	10

10.0 TIMELINE

RFP Advertised: 11/15/2013

Questions: 12/03/2013

Answers posted to website: 12/04/2013

Proposals Due: 12/11/2013

11.0 Responsibilities of an Approved Provider

Approved supplemental educational services providers are required to do the following:

- Ensure that the professional development/consultative services provided and the content used by the provider are consistent with those of the school district and State and are aligned with the NYSED CCSS.
- Enter into an agreement with the district that includes:
  - Statement of specific goals.
  - Description of the services to be provided.
  - Description of how the progress will be measured.
  - Qualifications of staff responsible for the delivery of the services.
  - Timetable for implementing services.
  - Initiation date, frequency, and duration of services to be provided.
  - Written reports to the superintendent, building level administrator, and specified district level administrators following each day of service.
  - Quarterly, on-site briefings with the superintendent and appropriate district level personnel.
  - Payment provisions based on services provided.

Attachment A- Proposal Cover Page

RFP # 13-14-054

Academic Supports Partner for District and School Turnaround

RFP to be opened

At: 11:00 AM local time

On: Wednesday, December 11, 2013

Craig Koeppel

Director of Purchase

816 City Hall

65 Niagara Square

Buffalo, New York 14202

Name of Bidder: _____

Address: _____

_____

_____

Contact Person: _____

Phone Number: _____

Fax Number: _____

e-mail: _____

Attachment B

II. Basic Program Description

1. Provide evidence that your program has a positive impact on student achievement as demonstrated by state, district and/or other independent student performance assessments, particularly for low-income, under achieving students.

2. Provide letters of reference from previous clients that specifically relate to the School Improvement services of your organization. Provide contact information for each reference. (Submit a minimum of three (3) letters and/or references)

3. Explain how the key instructional practices and major design elements of your proposal are (1) high quality, (2) based on research and (3) specifically designed to increase student academic achievement.

4. Describe your program's connection to specific benchmarks in the CCSS for English Language Arts and Mathematics.

5. Describe the specific process you would use to evaluate and monitor progress toward achieving proposal objectives.

6. Describe the qualifications of your employees who would be providing professional development/consultative services to teachers and administrators.

7. Describe your capacity to deliver quality services over time to the identified population.

Attachment C

Budget/Cost Summary

Description of Service	Projected Number of Service Days/Daily Rate	Total Cost

Attachment D

Assurances and Signature Form

In submitting this proposal certify that:

1. The organization will comply with applicable federal, state and local policies and procedures.
2. Services will be provided under the supervision of highly qualified professional staff.
3. The organization will maintain professionalism and confidentiality.
4. The organization is fiscally sound and will be able to complete services to the local education agency (LEA).
5. The organization will ensure that the services provided are aligned to the Common Core State Standards (CCSS) and scientifically research based.
6. The organization will comply with applicable federal, state and local health, safety and civil rights laws.

The undersigned herby certifies that I am an individual authorized to act on behalf of the organization in submitting this proposal. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval.

_____

Name of Organization

_____

Printed Name and Title of Authorized Representative

_____

Signature of Authorized Representative

_____

Date Signed

NON-COLLUSIVE BIDDING CERTIFICATION

By submission of this bid, each Bidder and each person signing on behalf of any Bidder certifies, under penalty of perjury, that to the best of his knowledge and belief:

1. The prices in this bid have been arrived at independently without collusion, consultation, communication, or agreement, for the purpose of restricting competition as to any matter relating to such prices with any other Bidder or with any competitor; and

2. Unless otherwise required by law, the prices which have been quoted in this bid have not been knowingly disclosed by the Bidder and will not knowingly be disclosed by the Bidder prior to opening directly or indirectly, to any Bidder or to any competitor; and

3. No attempt has been made or will be made by the Bidder to induce any other person, partnership, or corporation to submit or not to submit a bid for the purpose of restricting competition.

This proposal is made without any connection with any person making any proposal for the material herein listed and it is in all respects fair and without collusion or fraud, and also, that no Office or Member of the Buffalo Board of Education, City of Buffalo, is directly interested therein, or in the supplies to which it relates, or any portion of the profits thereof.

If the Bidder is a corporation, the execution of the non-collusive certification on the form of proposal shall be deemed to have been authorized by the Board of Directors of the Bidder and such authorization shall be deemed to include the signing and submission of the bid and the inclusion therein of the certificate as to non-collusion as the act and deed of the corporation.

No bid shall be considered for an award nor shall any award be made to a Bidder where the proposal does not include the statements as to non-collusion as set forth in the form of proposal herein; provided however, that if in any case the Bidder cannot make the foregoing certification, the Bidder shall so state and shall furnish with the bid a signed statement which sets forth in detail the reason.

NON-COLLUSIVE BIDDING CERTIFICATION (cont.)

No award shall be made unless the Buffalo Board of Education determines that such disclosure was not made for the purpose of restricting competition. It should be noted that the fact that a Bidder has published price lists, rates or tariffs covering items being procured or has informed prospective customers of the proposed or pending publication of new or revised price lists for such items, or has sold the same items to other customers at the same price as being bid, does not constitute, without more, a disclosure to any other Bidder or to any competitor within the meaning of the non-collusive certification included in the form of proposal.

Respectfully submitted,

BY _____

(signature)

_____

(print)

TITLE _____

DATE _____

FIRM NAME _____

ADDRESS _____

_____

RFP

Systemic and Academic Supports Partner for District and School Turnaround

RFP to be opened

At: 11:00 AM local time

On: TBD

Craig Koeppel

Director of Purchase

816 City Hall

65 Niagara Square

Buffalo, New York 14202

Name of Bidder: _____

Address: _____

_____

_____

Contact Person: _____

Phone Number: _____

Fax Number: _____

e-mail: _____

ADVERTISE:

WEBSITE

BUFFALO NEWS -

BUFFALO CRITERION -

8.24.13 (M. Dixon)

RFP TERMS AND CONDITIONS

Default – Failure of the supplier to comply with any of these provisions may be considered reason for rejection of proposal.

1. The issuance of this Request for Proposals (RFP) constitutes only an invitation to submit a response to the Buffalo Public Schools (District). It is not to be construed as an official and customary invitation to bid, but as a means by which the District can facilitate the acquisition of information related to the purchase or implementation of services.

2. Any and all information presented herein, including drawings, specifications, instructions, policies, engineering guides, questionnaires, methodologies, etc., which is a part of this RFP package, or disclosed during the selection process, is the property of the District, and shall not be duplicated or disclosed except to those employees of the recipient who have a need to know in order to prepare the response.

3. The District neither makes nor assumes any contractual obligations by issuing this RFP, receiving and evaluating supplier response, or making preliminary supplier selection. Providing a response as provided herein shall neither obligate nor entitle a Responder to enter into a contract with the District.

4. This RFP does not commit the District either to award a contract or to pay for any costs incurred in the preparation of a submission. Responders shall bear all costs associated with submission preparation, submission and attendance at presentation interviews, or any other activity associated with this RFP or otherwise.

5. The District reserves the right to determine, in its sole and absolute discretion, whether any aspect of the submission satisfactorily meets the criteria established in this RFP, the right to seek clarification from any Responder (s), and the right to cancel and/or amend, in part or entirely, the RFP, at any time prior to a written contract.

6. Responses should be directed to The Bureau of Purchase, Room 816 City Hall, 65 Niagara Square, Buffalo, New York 14202 no later than the time and date stated on the cover of this RFP with the title and RFP number clearly marked on envelope.

7. The District is not obligated to respond to any submission submitted nor is it legally bound in any manner whatsoever by the submission of a response.

8. Upon submission, all responses become the property of the District. The District reserves the right to use the information and any ideas presented in any submission in response to this RFP, whether or not the submission is accepted.

RFP REQUEST

Academic Supports for District and School turnaround

1.0 Introduction

In order to fully develop a robust and coherent system of education for the students of New York State, the New York State Education Department (NYSED) is committed to dramatically improving the State's chronically underperforming schools and creating new, innovative, high-quality education opportunities for all students. In December of 2009, the New York State Board of Regents approved a bold reform agenda to meet these goals. This grant application, funded through New York State's School Improvement Grants will contribute to the following components of the Regents' reform agenda:

1. Provide every student with a world-class curriculum that synthesizes rigorous content and skills to prepare students for college, the global economy, 21st century citizenship, and lifelong learning;
2. Work with school districts to implement strategies for improving chronically underperforming schools in order to dramatically improve student outcomes; and
3. Raise graduation rates for at-risk student populations (particularly English language learners, students with disabilities, low-income students, African-American and Latino students).

The Buffalo City School District (BCSD) through the Office of School Innovation and Turnaround, as part of its requirement to implement the provisions of the School Improvement Grant (SIG) 1003g is soliciting written proposals from potential service providers for professional development/school improvement services.

2.0 Purpose

Buffalo Public Schools Office of School Strategic Planning and is seeking proposals from qualified entities to serve as a partner/support organizations to provide opportunities to:

- Replicate prior experiences of documented and demonstrated school turnaround success with schools or districts.
- Build supportive district-level operating structures, and re-frame district systems to both support schools in improving student academic performance and holding them accountable for needed gains in performance.
- Build the capacity of district and school leaders to co-design and implement school turnaround plans that ensure dramatic gains in student academic performance through the effective implementation of the Common Core State Standards systems for teacher and leader effectiveness, and a cycle of data-driven instruction (DDI)/inquiry and action.
- □□□□□□□Coordinate and streamline an LEA's existing school turnaround efforts (through existing implementation of School Improvement Grant (1003g), Race to the Top Scope of Work plans, Comprehensive Education Plans (CEP), and Consolidated Applications, etc.) into one integrated approach to school turnaround.

3.0 Length of Service

The selected organization(s) will partner with the (BCSD) during the 2013-2014 school term, and upon satisfactory evaluation of the provided services, be extended to include the 2014-2015 and 2015-2016 school terms. Vendors may elect to submit proposals for a portion of the requested services; however, preference will be given to the vendor who proposes a comprehensive professional development package.

4.0 Project Overview

The intent of this proposal is to continue the job embedded professional development and on-site consultation that has been provided to teachers and administrators. Professional development activities must be specifically designed to increase academic success of all sub-groups of students as measured by the annual NYS Assessments and Regents Examinations. In addition to professional development and consultation, extended learning time and student support services are also requested. These services shall be provided to the BCSD.

BCSD Office of Strategic Planning and Innovation will recruit, screen and select partner organization(s) that can work collaboratively with the district and school building leadership teams to build sustainable capacity to turnaround chronically underperforming schools in eight (8) separate capacity-building program opportunities:

1. District systems and structures (required of any application);

2. Leading the implementation of CCSS in ELA and Math in chronically underperforming schools;
    a. Alignment of classroom instruction with NYS Curriculum, NYS Assessments, Regents examinations, depth of knowledge and performance indicators.
    b. Model research- based instructional strategies.
    c. Designing formative and summative assessments mirroring the rigor embodied in the CCSS, NYS Assessments and Regents examinations.
    d. Differentiated instructional strategies.

3. Instructional/ teacher coaching and training in the following areas
    a. Assessment
    b. Instructional delivery
    c. Technology Integration
    d. Literacy
    e. Establishing and sustaining professional learning communities to build capacity and drive change.
    f. Inclusion/co-teaching

4. Instructional leadership coaching to support principal and school leaders in school-wide improvement initiatives including but not limited to the following:
    a. Developing data plans to impact differentiated instruction for all students
    b. Analyzing data and using multiple data points to correlate student achievement to teacher effectiveness
    c. Monitoring alignment between curriculum, instruction and assessment through a comprehensive planning process

d. Integrating data systems and instructional programs to ensure student engagement and ongoing improvement.
e. Making recommendations on procedural matters such as school safety, organizational planning and scheduling which will enhance the academic achievement of all students.

5. Embedding a system of data-driven planning and instruction (DDI)/inquiry in the instructional cycle of chronically underperforming schools.
   a. Data coaching, analysis and interpretation to assist with implementation of program resources and targeted student interventions.

6. Extended Learning Time Component – Both academic tutoring and enrichment activities

(Excerpt from the SIG)- The major goals of the extended learning time component are to improve student academic performance, provide an opportunity for students to use their out-of-school time safely and productively, provide an opportunity for youth to develop positive relationships with peers and adults, and provide students athletic and cultural experiences to enrich their lives.

(Required per the NYSED ESEA Waiver)The key elements of the Extended Learning Time component for priority schools implementing a School Improvement Grant or a whole school reform model incorporating the ESEA waiver turnaround principles are that schools must: set as a goal serving 50 percent of eligible students; ensure the integration of academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging; and must have instruction in any core academic subject delivered under the supervision of a teacher who is NYS certified in that particular content area. If the program is intended to count towards a Focused District meeting its set aside requirement for Priority Schools then the program must expand learning time by a minimum of 200 student contact hours per year.

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- Staff development around social/emotional learning
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- Mentor Programs
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- Individual and group counseling

8. Family Engagement. Historically, family engagement has revolved around and been measured by attendance at school events and dissemination of information from the school to homes and family members. However children whose families are new to the country, struggling with poverty, and who may themselves have had difficulties in public schools require a more comprehensive approach. Specifically, an approach that serves to build positive relationships, and fosters partnerships with families so that there is support in the home for education.

- Training and on-going support for school-based staff to implement asset-based approaches to family engagement
- Training and on-going support for school-based staff to grow partnerships with families and strengthen support in the home for education

9 . Other training as identified by observations or by Superintendent's request.

5.0 SCOPE OF WORK

All programs/services must address the following criteria:

a. The service provider's record of success as evidenced in improved academic outcomes for students;
b. Alignment between research and program design;
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#31 Harriet Ross Tubman School 212 Stanton Street, Buffalo, New York 14215	#33 Bilingual Center 157 Elk Street, Buffalo, New York 14210
#37 Futures Academy 295Carlton Street, Buffalo, New York 14204	#59 Charles R. Drew Science Magnet School @ #11 (temporary location) 100 Poplar Avenue, Buffalo, New York 14211
#66 North Park Middle School 780 Parkside Avenue, Buffalo, New York 14216	#76 Herman Badillo Bilingual Academy 300 S. Elmwood Avenue, Buffalo, New York 14201
#89 Dr. Lydia T. Wright School of Excellence 106 Appenheimer St., Buffalo, New York 14214	#91 BUILD Academy 340 Fougeron St., Buffalo, New York 14211
#95 Waterfront Elementary School 95 Fourth Street, Buffalo, New York 14202	#198 International Prep 110 Fourteenth Street Buffalo, NY 14216

6.0 Accountability:

Vendor will be required to submit quarterly written reports to the Office of Strategic Planning and Innovation regarding the implementation of the program/service.

Vendor should be able to analyze the following products from the professional development;

- student work products (writing responses)
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Marianne Dixon, Supervisor
Office of Strategic Planning & Innovation
Buffalo City School District
701 City Hall
Buffalo, New York 14202
Phone: 716. 816.3574
Email: mdixon@buffaloschools.org

All questions and answers will be posted on the BCSD Department of Purchase website at *(Insert website here)*

7.0 REQUIREMENTS

Minimum Staff Requirements

In every case, trainers, coaches and professional development providers must, at a minimum:

- Have a history of successfully raising the achievement of struggling learners that includes demonstrated and documented evidence of school turnaround efforts in priority schools;
- Have experience leading district administrators, principals, coaches, and teachers in the technical component of the assigned strand;
- Have earned a degree in a Special Education specialty or in General Education, with a Master's or Doctorate degree preferred;
- Have experience at the school level as a teacher and/or coach;
- If working with administrators, have experience working with administrators at the district level;
- Be an experienced presenter with excellent evaluations and references;
- Participate in ongoing professional development to continually hone skills;

If the organization is currently providing said services elsewhere or has provided the BPS with said services in the recent past, attach summary listing:

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- Grade levels served
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- experience in delivering timely, high-quality pre-K through 12 educational products and services; experience working with the Buffalo Public Schools is preferred;
- specific expertise in research-based instruction, professional development, coaching and demonstrated understanding of NYS Learning Standards and Common Core Learning Standards in the identified content area(s);
- familiarity with New York State regulations on Limited English Proficient students and Students with Disabilities.

Each proposal will be evaluated using the selection criteria indicated below.
Maximum points for each criterion are as follows:

EVALUATION CRITERION	MAXIMUM POINTS
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C. Defined Monitoring Process Relative to Achieving Proposal Outcomes	5
D. Communication with Schools and Districts	5
II. Organizational Experience	
A. Proven Record of Success as Evidenced in Improved Academic outcomes for Students	10
B. Highly Qualified Professional Staff	5
C. Compliance with Federal, State, and Local Policies	5
III. Program Operations	
A. Proximity to School District	10

B. Adequacy of resources, including personnel, equipment, financial stability, and other related factors. C. Comprehensive Proposal of Requested Services	10 10
IV. Cost A. Total Cost of Proposed Services B. Services and Support costs.	 10 10

10.0 TIMELINE

RFP Advertised:

Proposals Due:

Questions:

Answers posted to website:

Proposals reviewed:

Award of Contract

Work completed per contract

11.0 Responsibilities of an Approved Provider

Approved supplemental educational services providers are required to do the following:

- Ensure that the professional development/consultative services provided and the content used by the provider are consistent with those of the school district and State and are aligned with the NYSED CCSS.
- Enter into an agreement with the district that includes:
  - Statement of specific goals.
  - Description of the services to be provided.
  - Description of how the progress will be measured.
  - Qualifications of staff responsible for the delivery of the services.
  - Timetable for implementing services.
  - Initiation date, frequency, and duration of services to be provided.
  - Written reports to the superintendent, building level administrator, and specified district level administrators following each day of service.
  - Quarterly, on-site briefings with the superintendent and appropriate district level personnel.
  - Payment provisions based on services provided.

School Improvement Grant plans can be viewed at the following web address:
http://www.buffaloschools.org/Turnaround.cfm?subpage=77369

Attachment A- Proposal Cover Page

RFP

Systemic and Academic Supports Partner for District and School Turnaround

RFP to be opened

At: 11:00 AM local time

On: TBD

Craig Koeppel

Director of Purchase

816 City Hall

65 Niagara Square

Buffalo, New York 14202

Name of Bidder: _____

Address: _____

_____

_____

Contact Person: _____

Phone Number: _____

Fax Number: _____

e-mail: _____

Attachment B

II. Basic Program Description

1. Provide evidence that your program has a positive impact on student achievement as demonstrated by state, district and/or other independent student performance assessments, particularly for low-income, under achieving students.

2. Provide letters of reference from previous clients that specifically relate to the School Improvement services of your organization. Provide contact information for each reference. (Submit a minimum of three (3) letters and/or references)

3. Explain how the key instructional practices and major design elements of your proposal are (1) high quality, (2) based on research and (3) specifically designed to increase student academic achievement.

4. Describe your program's connection to specific benchmarks in the CCSS for English Language Arts and Mathematics.

5. Describe the specific process you would use to evaluate and monitor progress toward achieving proposal objectives.

6. Describe the qualifications of your employees who would be providing professional development/consultative services to teachers and administrators.

7. Describe your capacity to deliver quality services over time to the identified population.

Attachment C

Budget/Cost Summary

Description of Service	Projected Number of Service Days/Daily Rate	Total Cost

Attachment D

Assurances and Signature Form

In submitting this application I certify that:

1. The organization will comply with applicable federal, state and local policies and procedures.
2. Services will be provided under the supervision of highly qualified professional staff.
3. The organization will maintain professionalism and confidentiality.
4. The organization is fiscally sound and will be able to complete services to the local education agency (LEA).
5. The organization will ensure that the services provided are aligned to the Common Core State Standards (CCSS) and scientifically research based.
6. The organization will comply with applicable federal, state and local health, safety and civil rights laws.

The undersigned herby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval.

_____

Name of Organization

_____

Printed Name and Title of Authorized Representative

_____

Signature of Authorized Representative

_____

Date Signed

NON-COLLUSIVE BIDDING CERTIFICATION

By submission of this bid, each Bidder and each person signing on behalf of any Bidder certifies, under penalty of perjury, that to the best of his knowledge and belief:

1. The prices in this bid have been arrived at independently without collusion, consultation, communication, or agreement, for the purpose of restricting competition as to any matter relating to such prices with any other Bidder or with any competitor; and

2. Unless otherwise required by law, the prices which have been quoted in this bid have not been knowingly disclosed by the Bidder and will not knowingly be disclosed by the Bidder prior to opening directly or indirectly, to any Bidder or to any competitor; and

3. No attempt has been made or will be made by the Bidder to induce any other person, partnership, or corporation to submit or not to submit a bid for the purpose of restricting competition.

This proposal is made without any connection with any person making any proposal for the material herein listed and it is in all respects fair and without collusion or fraud, and also, that no Office or Member of the Buffalo Board of Education, City of Buffalo, is directly interested therein, or in the supplies to which it relates, or any portion of the profits thereof.

If the Bidder is a corporation, the execution of the non-collusive certification on the form of proposal shall be deemed to have been authorized by the Board of Directors of the Bidder and such authorization shall be deemed to include the signing and submission of the bid and the inclusion therein of the certificate as to non-collusion as the act and deed of the corporation.

No bid shall be considered for an award nor shall any award be made to a Bidder where the proposal does not include the statements as to non-collusion as set forth in the form of proposal herein; provided however, that if in any case the Bidder cannot make the foregoing certification, the Bidder shall so state and shall furnish with the bid a signed statement which sets forth in detail the reason.

NON-COLLUSIVE BIDDING CERTIFICATION (cont.)

No award shall be made unless the Buffalo Board of Education determines that such disclosure was not made for the purpose of restricting competition. It should be noted that the fact that a Bidder has published price lists, rates or tariffs covering items being procured or has informed prospective customers of the proposed or pending publication of new or revised price lists for such items, or has sold the same items to other customers at the same price as being bid, does not constitute, without more, a disclosure to any other Bidder or to any competitor within the meaning of the non-collusive certification included in the form of proposal.

Respectfully submitted,

BY _____

(signature)

_____

(print)

TITLE _____

FIRM NAME _____

ADDRESS _____

_____

DATE _____ PHONE

_____

RFP Review for Turnaround Partner

Name of Reviewer_____ Date _____

Company _____ Full or Partial Services _____

Evaluation Criterion	H (10)	E (5)	D (2)	I (0)	Comments:
1. Introduction: • Provide students with a world-class curriculum • Implement strategies for improving underperforming school to improve student outcomes • Raise graduation rates for at-risk students					
2. Purpose: • Builds supportive district-level operating structures • Build capacity of district and school leaders to co-design and implement school turnaround plans • Coordinate and streamline an LEA's existing school turnaround efforts					
3. Project Overview: • The intent of the program is providing job embedded professional development and on-site consultations to teachers and administrators. a.) Leading the implementation of CCLS in ELA and Math b.) Instructional/teacher coaching and training c.) Instructional leadership coaching to support principal and school leaders d.) Embedding a system of data e.) Extended Learning Time Component f.) Student Support g.) Family Engagement					
4. Scope of Work: • Record of success • Alignment between research and program design • Alignment with proposal overviews and goals • Connection to the CCLS • Define monitoring process relative to achieving proposal • Communication with school and district • Ability to build and sustain capacity • Highly qualified professional staff					
Total					

RFP #13-14-054 Systemic and Academic Supports for School Turnaround. Respondent	mandatory requirements					category								notes
	Complies with format	signed assurance	signed non collusive	electronic copy	Budget	Extended Learning	Student support	Instructional Leadership coaching	Family engagement	Leading Implementation CCSS	Embedding data driven instruction	Instructional teacher coaching		
Huntington Learning Center	y	y	y	y	y	x								
Cradle Beach	y	y	y	y	y	x								Schools 99, 30, 74
Young Audiences	y	y		y	y	x	x							
The Sures Academy	y	y	y	y	y	x	x							singled out 95 but would extend to any other school
EPIC	y	y	y	y	y		x	x	x			x		
Helping Families and Children of America	y	y	y	y	y		x		x			x		School 74
Magic Penny Early Literacy		y	y	y	y									Pre- K through grade 1 Reading Program
The Efficacy Center	y	y	y	y	y				x					
West Ed	y	y	y	y	y	x	x	x	x	x	x	x		
Turn Around Solutions		y	y	y	y									
Scholastic	y	y	y	y	y	x		x				x		
Pearson Education	y	y	y	y	y	x	x	x				x		
YOUTH														Must provide more information

RFP #13-14-020 Systemic and Academic Supports for School Turnaround. Respondent	mandatory requirements					category								notes
	Complies with format	signed assurance	signed non collusive	electronic copy	Specific cost description	district and system	leading implement CCS	instructional teaching/coaching	instruct leadership coaching	embedding data driven instruct	extended learning time	student support	family engagement	
RESEARCH FOR BETTER TEACHING	X	X	X	X	X		X	X	X			X		
PROJECT LEE		X		X								X		NO DETAILS FOR COST. VERY LIMITD DATA TO SUPPORT CLAIMS
ERIE 1 BOCES	X	X	X	X	X							X		
NATIONAL URBAN ALLIANCE	X			X	X			X						ONLY SUBMITTED 2 COPIES.
AMPLIFY	X	X	X	X	X		X	X	X	X				
EVANS NEWTON, INC	X	X	X	X	X	X	X	X	X	X				
TURNAROUND SOLUTIONS, INC	X	X	X	X		X	X	X		X				BUDGET NOT SPECIFIC, EXPERIENCE ALMOST ENTIRELY IN JACKSONVILLE, FL AREA.
SCHOLASTIC, INC	X	X	X	X	X	X		X	X	X			X	
CAMBIUM LEARNING DBA VOYAGER	X	X	X	X	X	X	X	X	X	X	X	X	X	
GENERATION READY	X	X	X	X	X	X	X	X	X	X	X	X	X	
PEARSON	X	X	X	X	X	X	X	X	X	X	X	X	X	

Results from RFP review
November 2013

Vendor	Rater 1	Rater 2	Rater 3	Average
Generation Ready	22	20	20	20 out of 40
Amplify	17	20	17	18 out of 40
Cambium	30	30	20	**25 out of 40**
Pearson	35	30	30	**31 out of 40**
Turn Around Solutions	32	30	30	**30 out of 40**
Research for Better Teaching	22	22	19	21 out of 40
Project Lee	8	8	2	6 out of 40
Evans Newton	22	22	20	21 out of 40
Scholastic	30	30	25	**28 out of 40**
National Urban Alliance	30	40	35	**35 out of 40**
Erie 1 BOCES	20	25	36	**27 out of 40**

Results from RFP Review
December 2013

Vendor	Rater 1	Rater 2	Rater 3	Average
West Ed.	40	40	40	40 out of 40
Pearson				
Magic Penny	9	16	4	9.7 out of 40
Scholastic				
Huntington	12	12	17	13.7 out of 40
Young Audiences	12	6	12	10 out of 40
Cradle Beach	6	6	6	6 out of 40
EPIC	9	9	6	8 out of 40
The Efficacy Center	30	30	35	31.6 out of 40
The SUPES Academy	4	4	4	4 out of 40
Helping Families and Children of America (Incomplete Application)	2	2	2	2 put of 40
Turn Around Solutions				

East High School Sample Student Schedules

Grade 9, Semester 1

	A Day	B Day	C Day	D Day	E Day	F Day
Period 1	TAM	TAM	TAM	TAM	TAM	TAM
Period 2	TAM Continued	TAM Continued	TAM Continued	TAM Continued	TAM Continued	TAM Continued
Period 3	Living Env.	Living Env.	Living Env.	Living Env.	Living Env.	Living Env.
Lunch						
Period 5L	LE – Lab	LE – Lab	LE – Lab	Phys Ed	Phys Ed	Phys Ed
Period 5	Strategic Reading	Strategic Reading	Strategic Reading	Strategic Reading	Strategic Reading	Strategic Reading
Period 6	SR Continued	SR Continued	SR Continued	SR Continued	SR Continued	SR Continued
Period 7	Global 9	Global 9	Global 9	Global 9	Global 9	Global 9
Period 8	Freshman Seminar	Freshman Seminar	Freshman Seminar	Freshman Seminar	Freshman Seminar	Freshman Seminar

Semester 2 Schedule

	A Day	B Day	C Day	D Day	E Day	F Day
Period 1	Pre-Algebra	Pre-Algebra	Pre-Algebra	Pre-Algebra	Pre-Algebra	Pre-Algebra
Period 2	Pre-Algebra Continued	Pre-Algebra Continued	Pre-Algebra Continued	Pre-Algebra Continued	Pre-Algebra Continued	Pre-Algebra Continued
Period 3	Living Env.	Living Env.	Living Env.	Living Env.	Living Env.	Living Env.
Lunch						
Period 5L	LE – Lab	LE – Lab	LE – Lab	Phys Ed	Phys Ed	Phys Ed
Period 5	English I	English I	English I	English I	English I	English I
Period 6	ELA Continued	ELA Continued	ELA Continued	ELA Continued	ELA Continued	ELA Continued
Period 7	Global 9	Global 9	Global 9	Global 9	Global 9	Global 9
Period 8	Freshman Seminar	Freshman Seminar	Freshman Seminar	Freshman Seminar	Freshman Seminar	Freshman Seminar

Sample BOCES Schedule

Period	Courses / Programs
Early Start (Period 0) Offerings East H. S. 7:20 a.m.	• Physical Education (1/2 credit) • Science Lab
1	Environmental Science or other science class (1 credit)
2	English (1 credit)
3	Math (1 credit)
4	Social Studies (1 credit)
5	Lunch at East High School - 11:05 a.m. to 11:30 a.m.
6	Board bus at East H.S. (11:35 a.m.)
12:00p.m. - 12:30p.m.	Travel to BOCES sites
12:30p.m.- 2:45p.m.	CTE Programs at BOCES (3.75 credits) - Bus returns students to East
2:45p.m.- 6:15p.m.	-Twilight Academic Program at Kenton Site -Tech Plus Program at Potter site BPS Bus returns students to East H.S.
3:30 p.m. - 6:15 p.m.	Credit Accrual Program at McKinley H.S. – Students take Metro bus home

TDS ACTION PLAN 11.19.13

Area of Focus	How?	Who?	When?	C=Completed O=Ongoing	Evidence/Tools	Next Steps/Modifications
Increased student engagement and implementation of collaborative strategies	School-wide PD on Cooperative Learning	TDS IF's to coaches and content lead teachers (CLTs); CLTs and coaches to school via common planning time	11.19.13 during after-school faculty meeting time	O	Successful implementation of collaborative strategies in the classrooms	Coaching-cycle support as well as support from IFs and administrators
	Materials: "Cooperative Learning" (packet w. planning chart) Collaborative Strategies: "Save the Last Word for Me" "Written Discussion" "Common Core Standards for Speaking and Listening" Harvey's "Sounds like" chart for students	IF's and coaches observe/model/co-teach strategies in classrooms	Set up two-week schedule with teacher volunteers		Classroom observation checklist (can be a rubric for self-evaluation) Coaching Cycle Planning and Debriefing Summary	Add more strategies twice/ mo.-- start w. ones where students participate equally Coaches and IFs select videos from engageny.org and The Teaching Channel for common planning and/or email links to depts.
		Principals and AP's observe classrooms	According to observation schedule, 5-8 teachers per day		Observation Tracker (tool for Principal & Aps) Lesson	One-on-one follow-up conferencing
	Wall posters created	STF	Distributed week of 11/20		Posters in classrooms	Emphasize "gradual release of responsibility" model

	IFs/Coaches offer to work w. teachers to supplement curriculum w. CCLS-aligned non-fiction articles that can be used for differentiation while using the strategies above	TDS IFs and Coaches	Weekly now through December and ongoing		Classroom observation checklist	Coaching-cycle support as well as support from IFs and administrators

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
(see instructions for mailing address)

PROPOSED BUDGET FOR A FEDERAL OR STATE PROJECT
FS-10 (01/05)

Local Agency Information

Funding Source: **School Improvement Grant - Cohort 5 - East High School #307-Year 1**

Report Prepared By: **Diane Cart/**

Agency Name: **Buffalo City School District**

Mailing Address: **419 City Hall**
Street

Buffalo | **NY** | **14202**
City | State | Zip

Telephone #: **(716) 816 - 3625**

Erie
County

E-Mail Address: BPSgrants@buffaloschools.org

Project Operation Dates: From: 6 / 1 / 14 To: 6 / 30 / 15

REVIEWED / RECOMMENDED 2/4/14

INSTRUCTIONS

- **Submit the original budget and the required number of copies along with the completed application directly to the 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 the Grants Finance Unit.
- Enter whole dollar amounts only.
- Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
  - Personnel positions, number and type
  - Beginning with the 2005-2006 budgets, equipment items having a unit value of $5,000 or more, number and type
  - Budgets for 2004-2005 and earlier years equipment items having a unit value of $1,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or $1,000, whichever is greater
  - Any increase in the total budget amount.
- Certification on page 8 must be signed by Chief Administrative Officer or designee.
- High quality computer generated reproductions of this form may be used.
- For changes in agency or payee address contact the State Education Department office indicated on the application instructions for the grant program for which you are applying
- For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

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SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect cost, e.g. business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g. a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
District			
Chief of Strategic Alignment & Turnaround	0.01	$ 133,000	$ 1,330
Director of School Review	0.02	$ 95,557	$ 1,912
Supervisor School Turnaround	0.03	$ 81,950	$ 2,459
Instructional Specialist I	0.03	$ 86,435	$ 2,594
Project Administrator - Grants	0.02	$ 70,695	$ 1,414
Supervising Principal	0.02	$ 97,654	$ 1,954
Instructional Coach	0.09	$ 60,500	$ 5,445
		Subtotal - Code 15	$ 17,108

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g. account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
District			
Senior Account Clerk Typist	0.05	$ 39,379	$ 1,969
Administrative Secretary	0.01	$ 44,372	$ 444
Research Aide	0.02	$ 49,634	$ 993
Budget Examiner	0.02	$ 57,553	$ 1,152
Human Resource Specialist	0.02	$ 59,212	$ 1,185
		Subtotal - Code 16	$ 5,743

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
District			
Contract Services			
Software/Educational Solutions Consultant	Niagara IT	$1,500	$ 1,500
Leadership Turnaround Coaching	Evans Newton Inc.	$10,000	$ 10,000
		Subtotal - Code 40	$ 11,500 addendum

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under $5,000 per unit.

For earlier years include computer software, library books and equipment items under $1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
		Subtotal - Code 45	$ - addendum

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
East High School #307			
Contract Services-EPO contract	Talent Development		
consisting of:	Secondary (TDS)	one contract totaling $449,200	$ 449,200
Field Manager and Management Cost	TDS	$124,120	
Two - On-site School Transformation Facilitator Costs (STF)	TDS	$89,174	
Two Technical Assistance (ELA & School Support Services)	TDS	$85,058	
Technical Assistance Math Support	TDS	$40,000	
Technical Assistance Support	TDS	$30,000	
Course Materials	TDS	$47,260	
Data Collection and Analysis	TDS	$5,000	
National Academy Foundation	NAF	$4,000	
JHU Indirect Costs - 8%	TDS	$24,588	
			$ 449,200
		Subtotal - Code 40	**$ 460,700**

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under $5,000 per unit.

For earlier years include computer software, library books and equipment items under $1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
			$ -
		Subtotal - Code 45	**$ -**

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed
District			
PLO/Conference Travel:			
1 Administrator	Turnaround Leadership Meeting Albany, NY	$800/person x 1 person	$ 800
1 Administrator	Council of Great City Schools Conf	1 admin x $1,653/person	$ 1,653
		Subtotal - Code 46	$ 2,453

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefit			Proposed Expenditure
Social Security		0.0765	$ 1,749
Retirement	New York State Teachers	0.1625	$ 2,781
	New York State Employee	0.205	$ 1,178
	Other		
Health Insurance	Teachers	0.09	$ 1,134
	Administrators	0.12	$ 1,726
	Exempt	0.01	$ 454
	Civil Service	0.12	$ 1,512
	Teacher Assistan	0	$ -
Worker's Compensation Insurance		0.0315	$ 720
Unemployment Insurance		0.0065	$ 149
Supplemental Benefits	NYS Tchrs		$ 48
	NYS Administrators	$530	$ 64
	Exempt		$ 55
	Teacher Assistants		$ -
	Buffalo Civil Service		$ 69
Life Insurance $19.80		0.34	$ 7
		Subtotal - Code 80	**$ 11,646**

INDIRECT COST: Code 90

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 $25,000 and any flow-through funds.)	$ 73,450	(A)
B.	Approved Restricted Indirect Cost Rate	3.20%	(B)
C.	(A) x (B) = Total Indirect Cost	Subtotal - Code 90 $ 2,350	(C)

PURCHASED SERVICES WITH BOCES: Code 49

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

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
	Subtotal - Code 30	$ -

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of $5,000 or more should be itemized in this category. Equipment items under $5,000 should be budgeted nder Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was $1,000 or more. Equipment items under $1,000 should be budgeted under Supplies and Materials.

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$ 17,108
Support Staff Salaries	16	$ 5,743
Purchased Services	40	$ 460,700
Supplies and Materials	45	$ -
Travel Expenses	46	$ 2,453
Employee Benefits	80	$ 11,646
Indirect Costs	90	$ 2,350
BOCES Services	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Grand Total	$ 500,000

VIEWED / RECOMMENDED

Richard Thompson 2/17/14

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

2-27-14 (Date) — Pamela C. Brown (Signature)

Dr. Pamela C. Brown, Superintendent of Schools

Name and Title of Chief Administrative Officer

Agency Code: 1 4 0 6 0 0 | 0 1 | 0 0 0 0

Project #: (If Pre-assigned)

Contract #:

Federal Employer ID #: (New non-municipal agencies only)

Agency Name: Buffalo City School District

FOR DEPARTMENT USE ONLY

Funding Dates: / / From — / / To

Program Approval: _____ Date: _____

Fiscal Year	Amount Budgeted	First Payment

Voucher # _____ First Payment _____

Finance: Log [ ] Approved [ ] MIR [ ]

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$ 17,108
Support Staff Salaries	16	$ 5,743
Purchased Services	40	$ 460,700
Supplies and Materials	45	$ -
Travel Expenses	46	$ 2,453
Employee Benefits	80	$ 11,646
Indirect Costs	90	$ 2,350
BOCES Services	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Grand Total	$ 500,000

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

02-14-2014 Tamara Branch
Date Signature

Dr. Tamara Branch, Superintendent
Name and Title of Chief Administrative Officer

Agency Code: 1 4 0 6 0 0 | 0 1 | 0 0 0 0

Project #: (If Pre-assigned)

Contract #:

Federal Employer ID #: (New non-municipal agencies only)

Agency Name: Buffalo City School District

FOR DEPARTMENT USE ONLY

Funding Dates: / / From / / To

Program Approval: _____ Date: _____

Fiscal Year	Amount Budgeted	First Payment

Voucher # First Payment

Finance: Log Approved MIR