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
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Danielle Schwanekamp

Program Support
Anthony Battaglia
Karen Zimicki

February 28, 2014

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 *#97 Harvey Austin School (Transformation).*

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 Cart

Diane Cart

DC/kaz

Enclosures

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

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**
#097 Harvey Austin School			**14060001 0197**
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
PK – 8			**3605850 05600**
Total Number of Students Served by the Priority School Identified in this Application			**School Address *(Street, City, Zip Code)***
461			**105 Sycamore 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)	Date
Pamela C. Brown	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

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.

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Supporting Labor Management Document

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

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

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

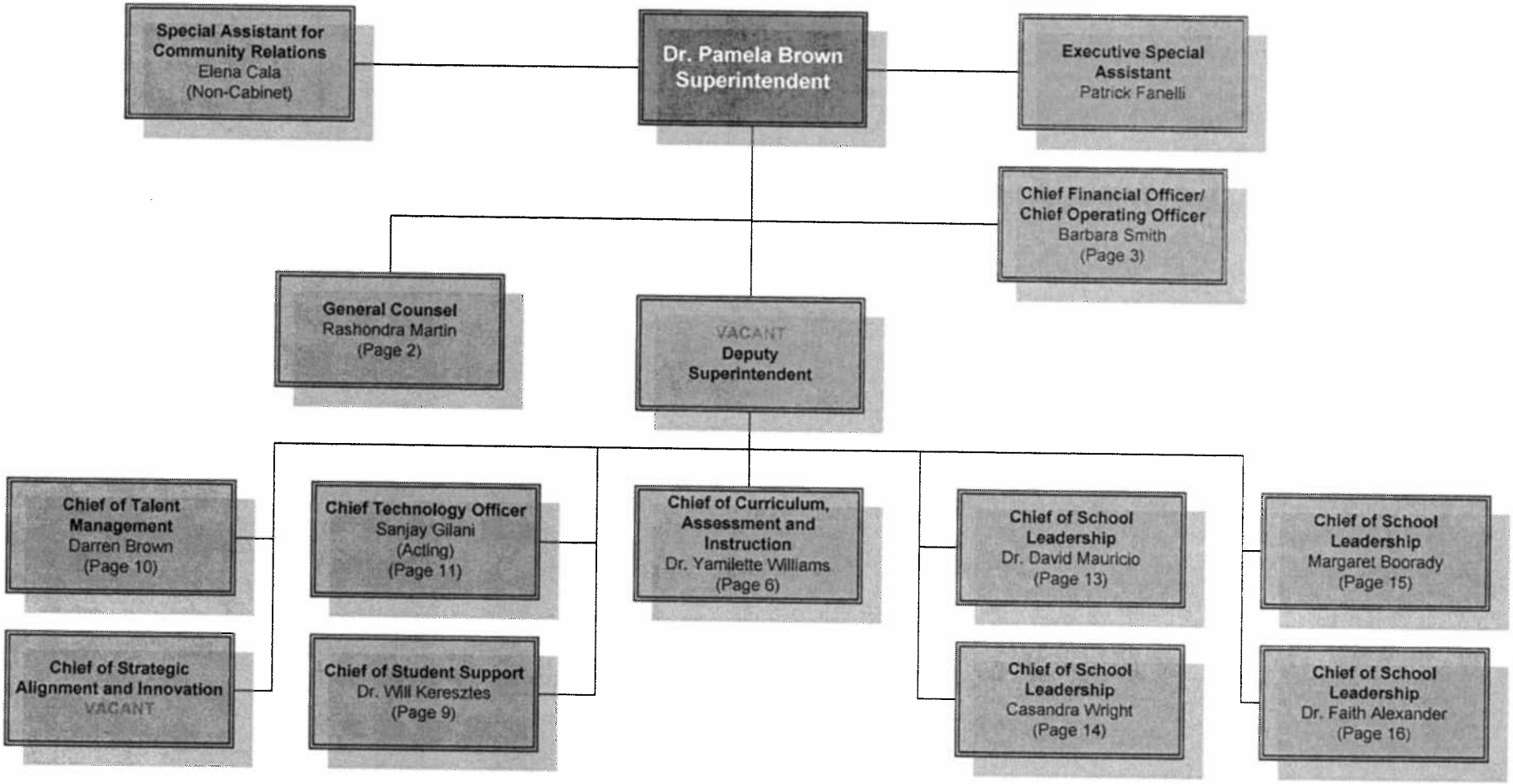
formal monitoring sessions with schools. These sessions seek to provide school leadership teams with guidance in making data-based school improvement decisions grounded in the DTSDE and School Comprehensive Educational Plans. The quarterly progress monitoring sessions are organized around four essential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

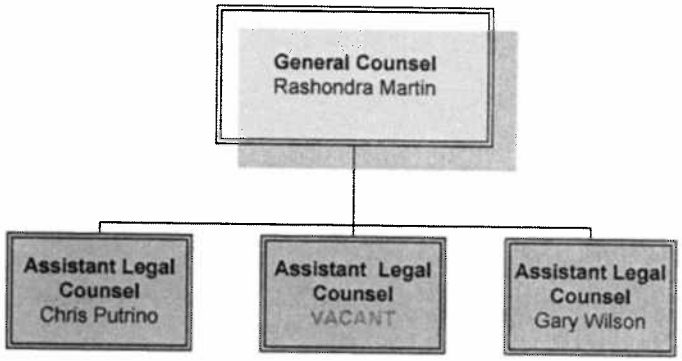
During the quarterly review sessions, principals meet with their chief of school leadership to monitor school strategies and implementation metrics and to problem-solve common challenges. These meetings focus on core strategies for improving student outcomes, as indicated in School Comprehensive Educational 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

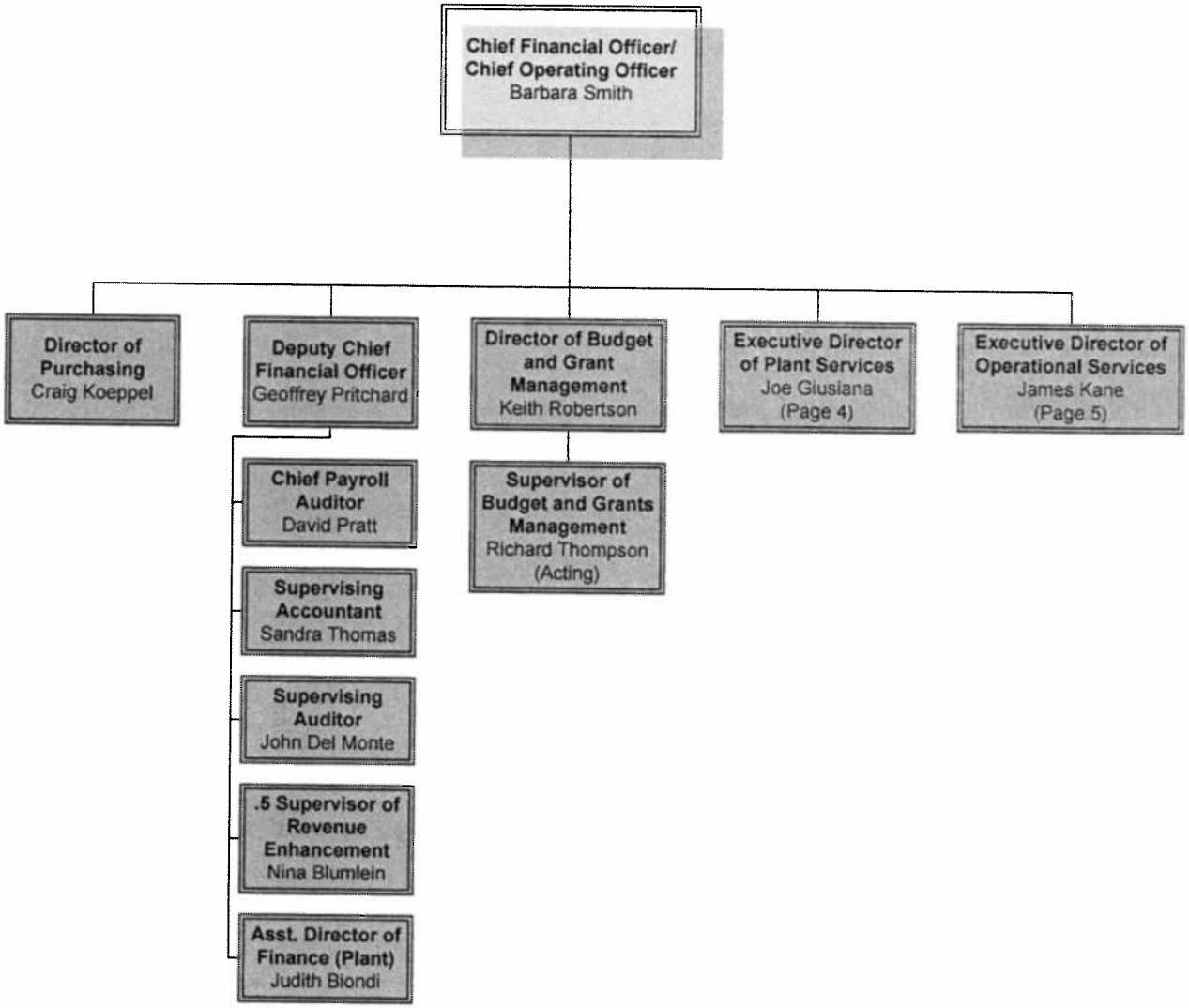


Office of General Counsel



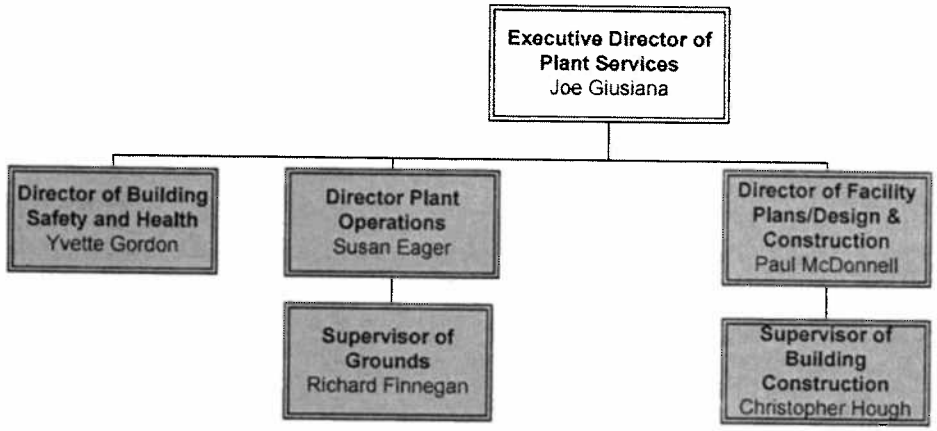
Office of Finance and Operations

Chief Financial Officer/Chief Operating Officer



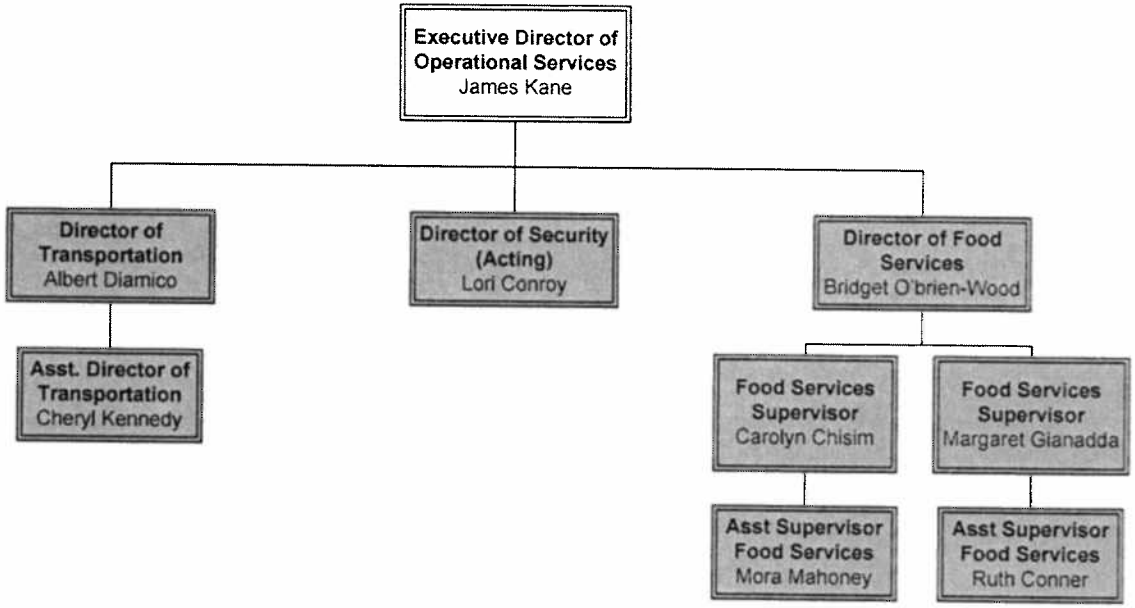
Office of Finance and Operations

Facilities and Grounds (Plant Services)

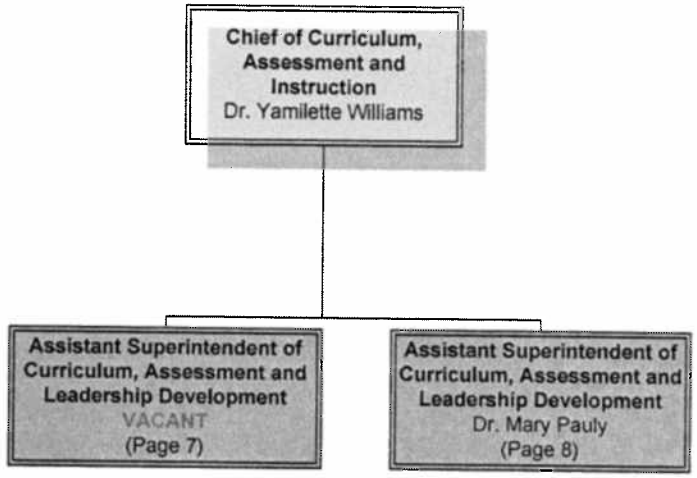


Office of Finance and Operations

Operational Services

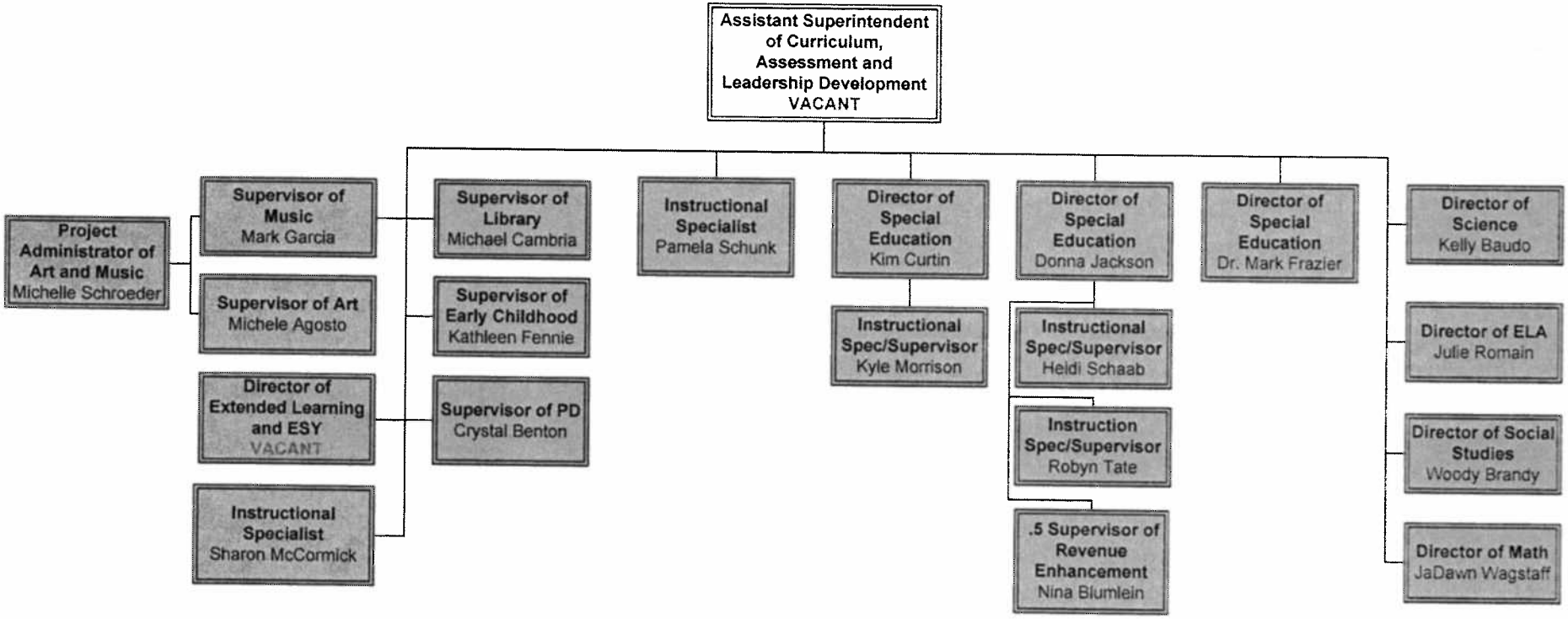


Office of Curriculum, Assessment and Instruction



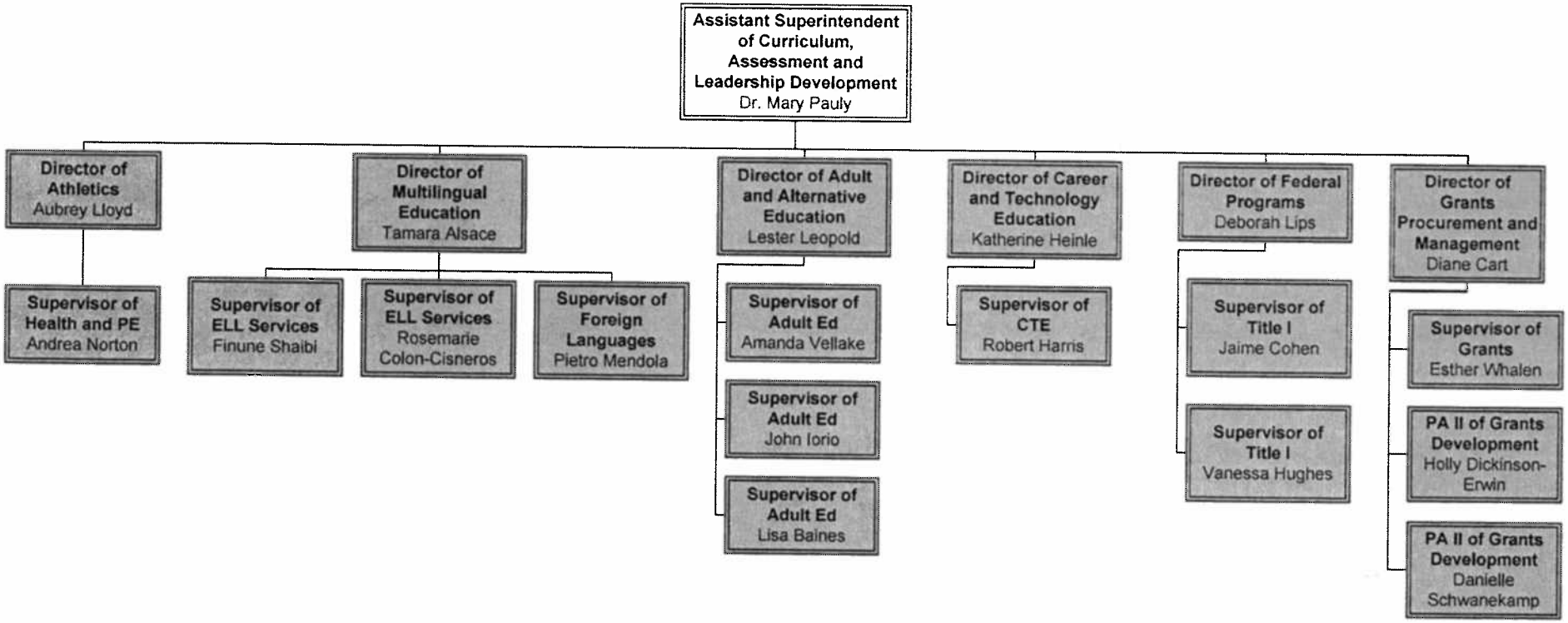
Office of Curriculum, Assessment and Instruction

Curriculum, Assessment and Leadership Development

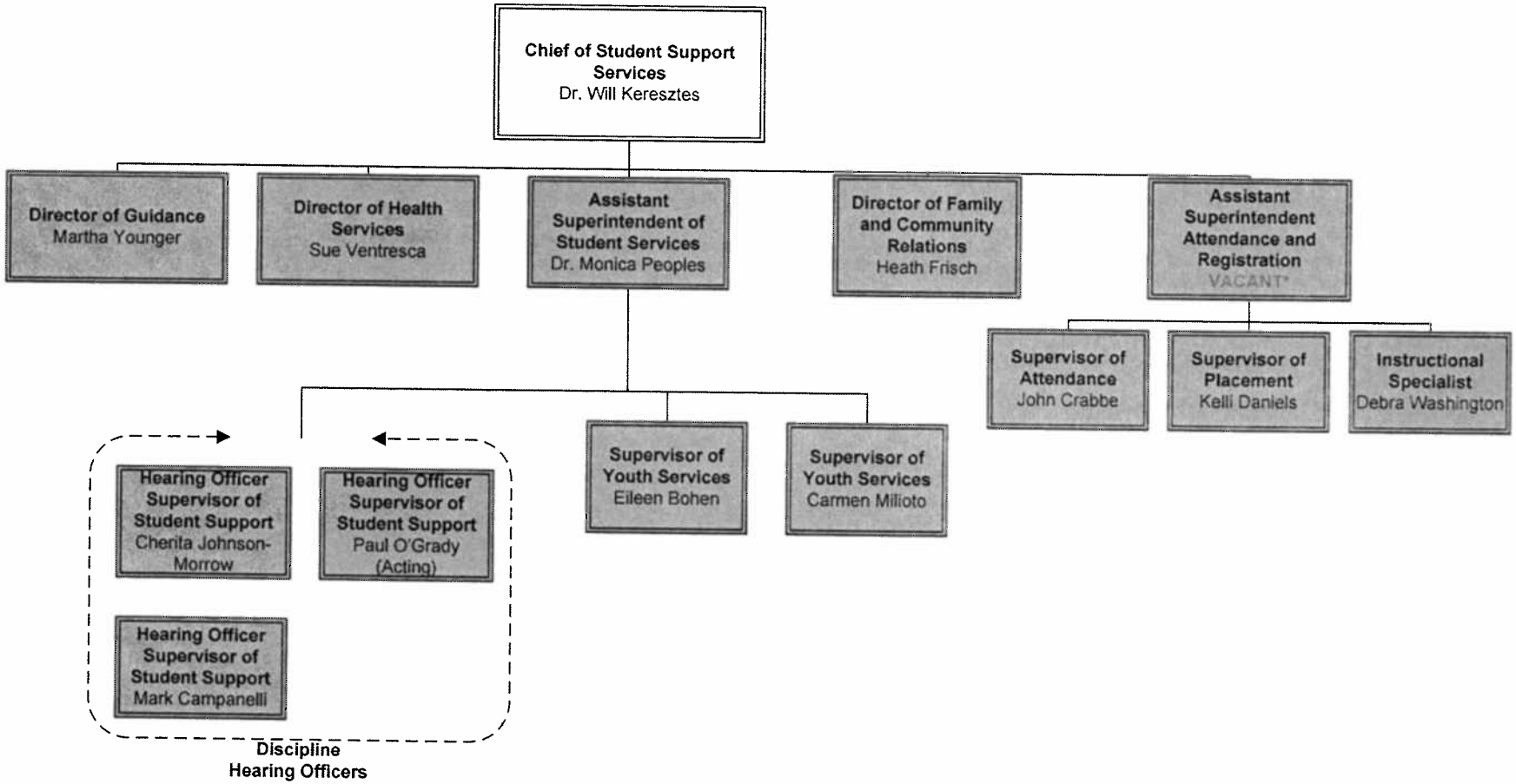


Office of Curriculum, Assessment and Instruction

Curriculum, Assessment and Leadership Development

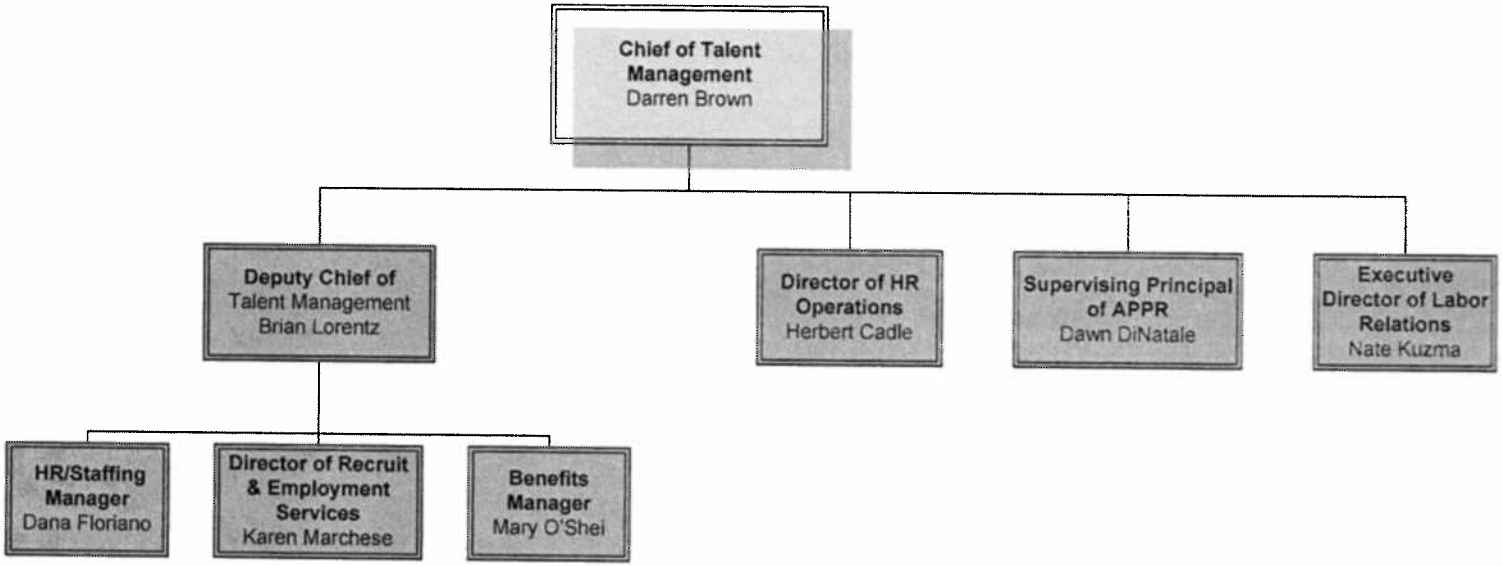


Office of Student Support Services

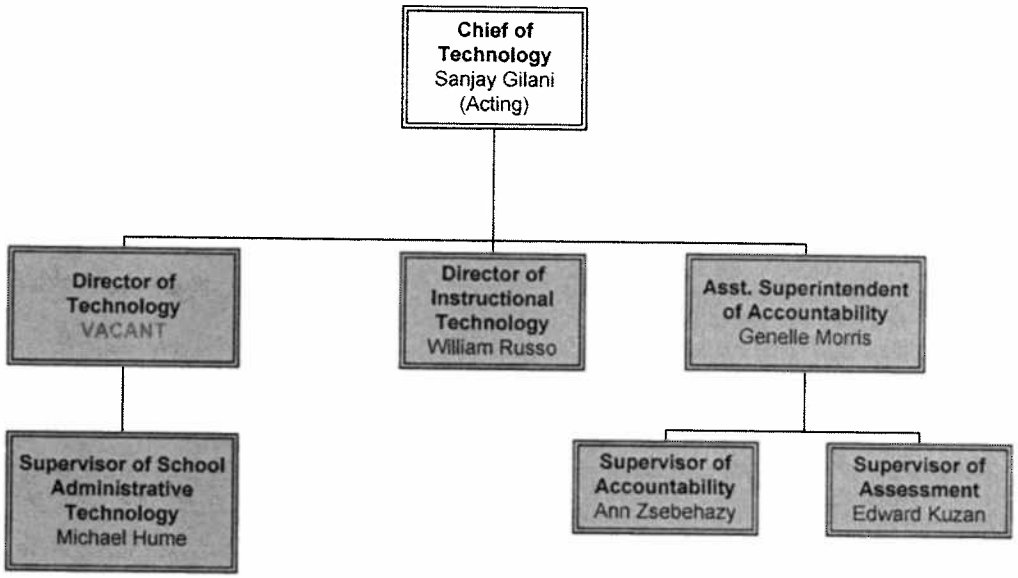


* Dr. Mark Frazier is presently serving as Acting Director on temporary leave from his position as Director of Special Education.

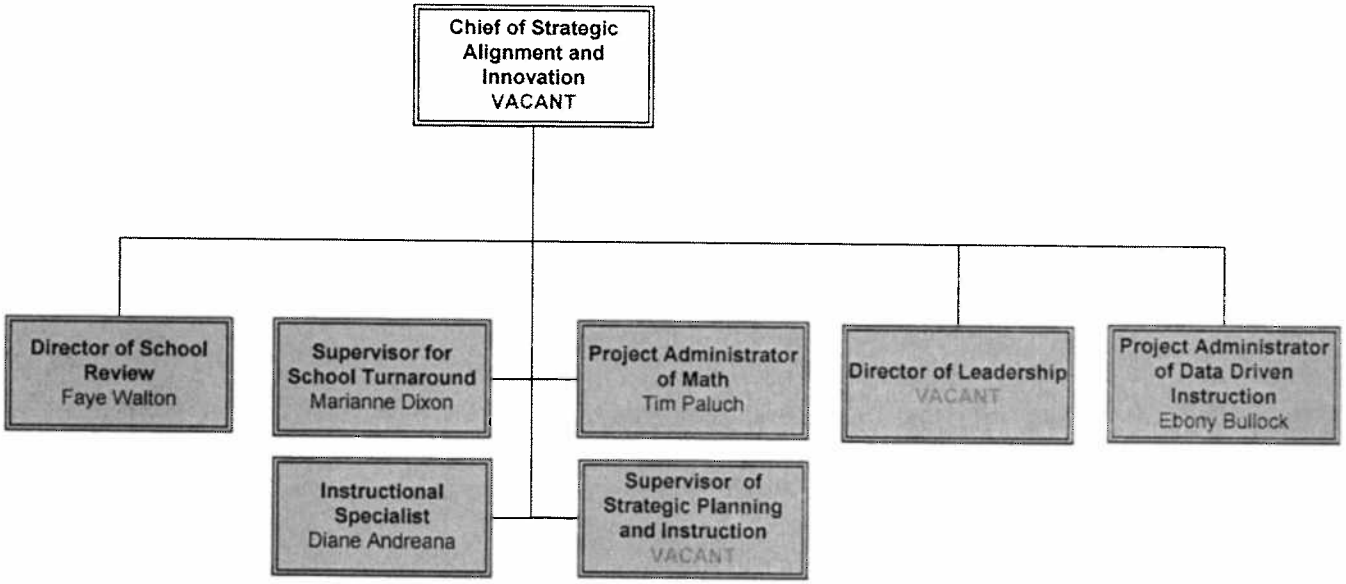
Office of Talent Management



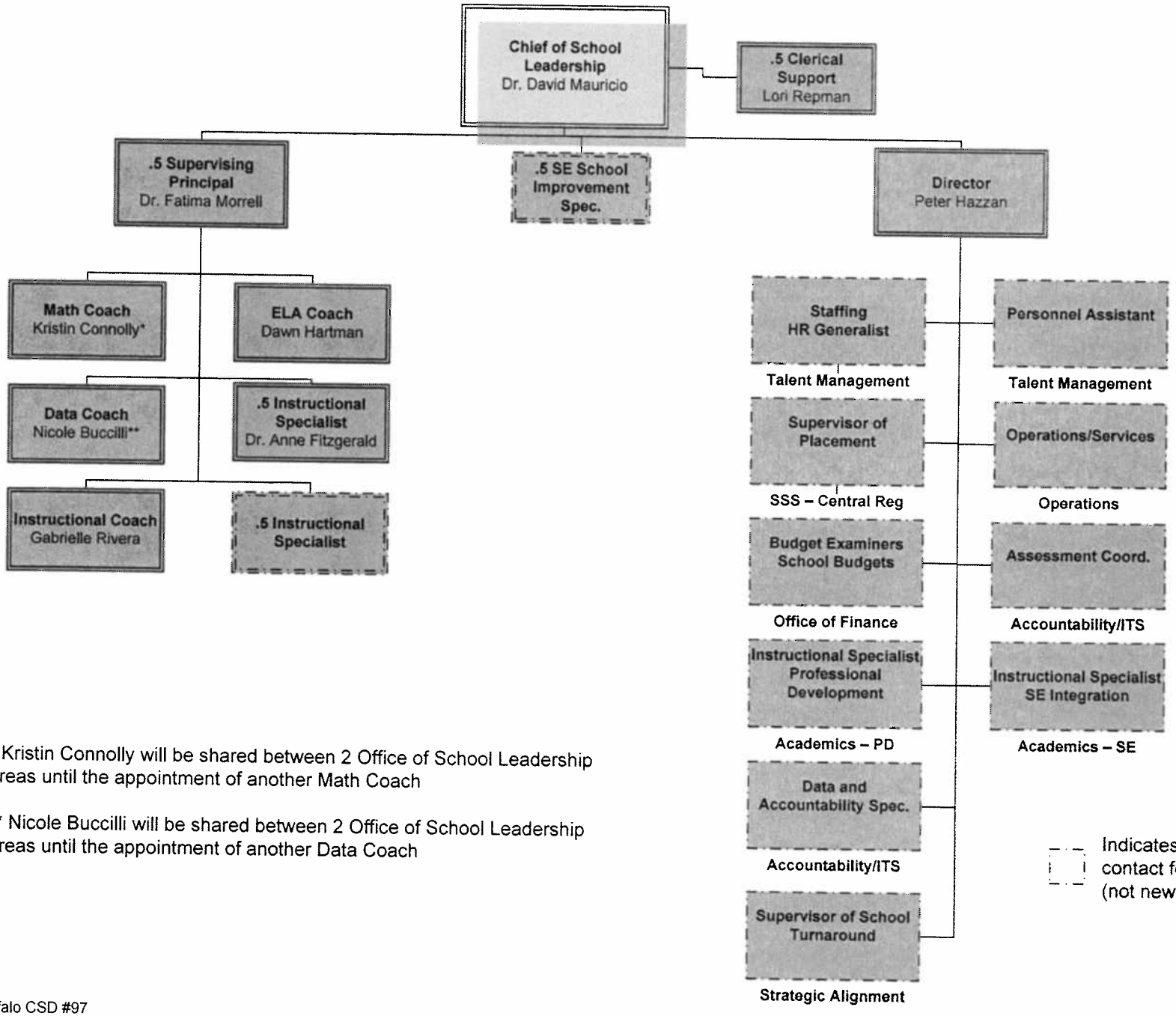
Office of Accountability and Information Systems



Office of Strategic Alignment and Innovation



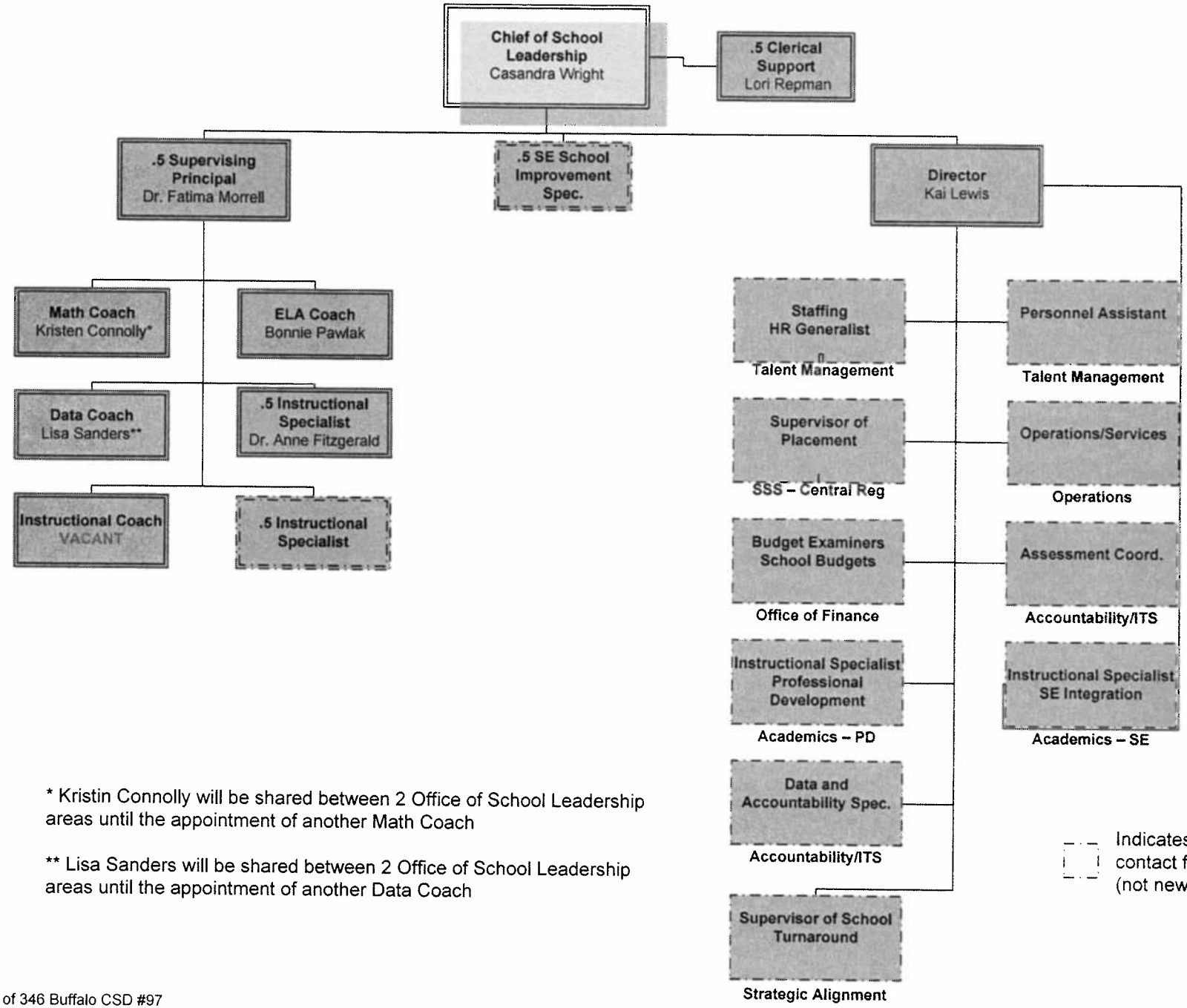
Office of School Leadership
AREA 1



* 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

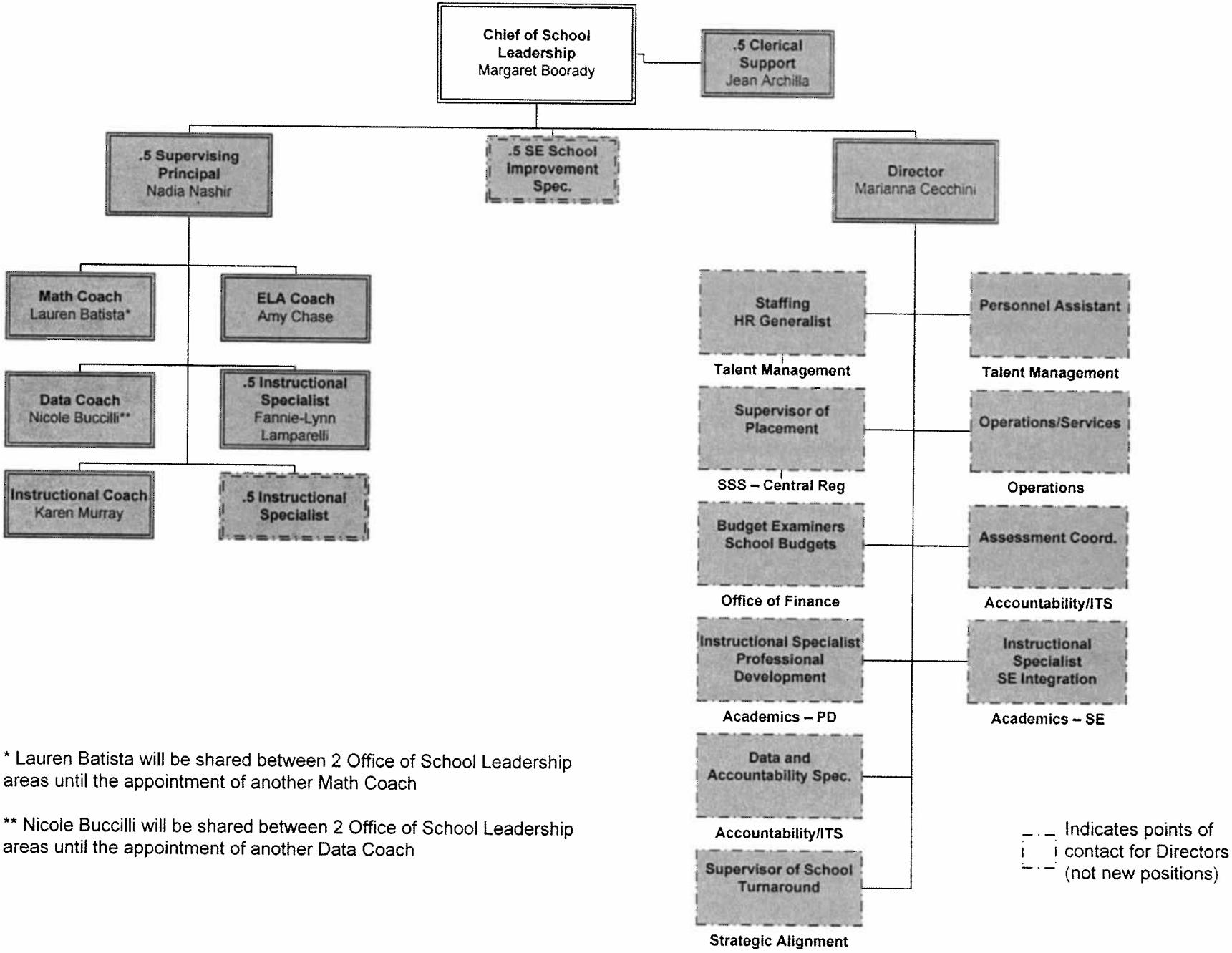


* Kristin Connolly will be shared between 2 Office of School Leadership areas until the appointment of another Math Coach

** 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)

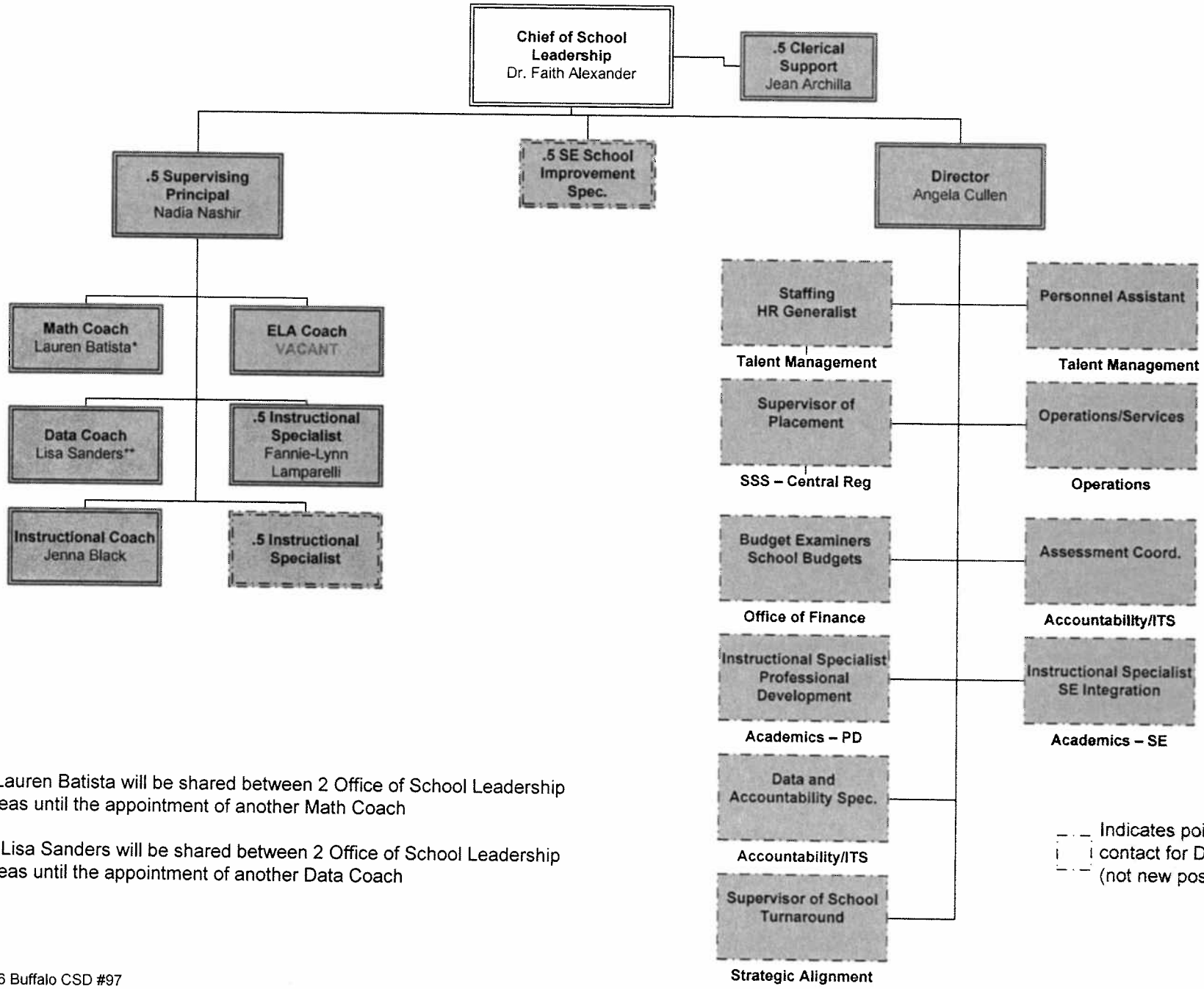
Office of School Leadership
AREA 3



* 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.

During previous planning processes for SIG grants, schools indicated that they needed assistance in selecting effective service providers. In response to this need, the district established a list of providers that offer necessary services. Priority schools are required to select providers from this list. We refined the system by including more stakeholders in the review process and expanding the number of providers. Representatives from Priority schools in SIG Cohorts 4 and 5 were asked to participate in the reviews.

To establish effective turnaround partnerships, BCSD released an RFP on September 12, 2013 (responses due on October 15), and again on November 22, 2013 (responses due on December 11), to attract bids for several types of instructional services. (See Table 2 for a detailed timetable.) District personnel and principals provided suggestions for potential partners or providers. In some cases, potential partners had a previous or current relationship with a school. Twenty proposals were received in response to the RFPs. A rubric and rating sheet were developed, and reviewers represented a cross-section of district stakeholders, including district personnel, principals, and community leaders. (See Attachment D8)

Prior to reviewing proposals, reviewers were given the opportunity to examine the RFP and a chart that outlined the submissions. The reviewers also received an explanation of how to use the rubric and what to look for while reviewing. The completed rubrics were collected and tabulated. A final list of the twenty providers is attached (Attachment D9). On January 21, 22, 30, and 31, 2014, the district hosted vendor demonstration days so that Priority school leaders would have an opportunity to learn more about each vendor. The RFP process will be repeated so that the vendor list evolves and schools can find partners that fit their changing needs.

Table 2. Timetable of Partner Recruitment, Screening, and Matching for the 2014–15 School Year

Date	Activity
September 12, 2013 (RFP closed October 15, 2013)	RFP was released: • Posted on website • Distributed through normal RFP channels • Shared directly by schools with potential partners
November 15 and November 18, 2013	Schools in Cohorts 4 and 5 were invited to review and rate submitted proposals.
November 22, 2013 (RFP closed December 11, 2013)	New RFP was released: • Posted on website • Distributed through normal RFP channels • Shared directly by schools with potential partners
January 2014	• Schools in Cohorts 4 and 5 were invited to review and rate submitted proposals. • Materials on providers shared with Priority Schools. • Vendor Demonstration days held on January 21, 22, 30, and 31, 2014 for schools to meet vendors.
February 2014	District and school staff meet with approved providers and finalize selections.
March 2014	Schools finalize scope of work and proposed budgets.
April 2014	Partners' budgets and scopes of work reviewed by district staff.
May 2014	Partners' budgets and scopes of work are submitted to the school board for approval.
June 2014	Contracts are finalized with partners.

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 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 AIR and district leadership was attended by teams of leaders and teachers from each school as well as Dennis Licherelli and Deana Fox from the Buffalo Teachers Federation (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

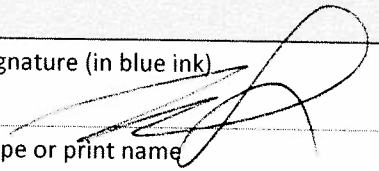
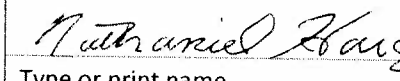
On Friday, February 7, first drafts of school plans were delivered for review by district and school staff and other stakeholders. On Monday, February 10, 2014, district staff delivered updated school narratives to each principal and informed principals that BTF President Phil Rumore asked for copies 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 2-11-14 Type or print name NATHANIEL HARGROVE	

#97 Harvey Austin School

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).
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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 Dorothy Chambers Johnson 2-13-14	
Type or print name Dorothy Chambers Johnson	

#97 Harvey Austin School

A. School Overview

i. Mission, Vision, and Goals

Harvey Austin's mission as a learning community is to help students develop the mathematics and literacy foundational skills they need to be college and career ready. We also will develop character and a culture of respect, responsibility, and reflection. We share high expectations that our students will apply these skills not only in school but also in real-life situations.

The vision for Harvey Austin is to provide a safe, stable, and predictable learning environment in which the developmental needs of the whole child are addressed. Harvey Austin seeks to modify its school design such that programming in the 2014–15 school year and beyond will address students' academic, social, emotional, and career exploration needs.

The purpose of this grant is to ensure academic success by creating a strategic and comprehensive support system for students, teachers, and families. This grant is based on the following three goals:

1. Implement a highly engaging and rigorous curriculum aligned to the Common Core Learning Standards (CCLS) that challenges every student and increases instructional learning opportunities. Achievement for all students will be maximized given the appropriate modifications and the use of data-driven, differentiated instructional strategies.
2. Create a school culture that addresses and supports students' social and emotional development. This will be achieved by fully implementing a multitiered system of positive behavioral interventions and supports (PBIS) and by adopting an approach that is comprehensive, data-driven, timely, cyclical, and results-centered.
3. Facilitate continuous learning and growth through job-embedded, building-level, and evidence-based professional development. These professional development opportunities will provide teachers with instructional strategies that are evidence-based and student-centered.

ii. Key Design Elements, Core Strategies, and Key Partnership

Harvey Austin plans to realize its mission of helping students develop the mathematics and literacy foundational skills they need to be college and career ready by implementing a highly engaging and rigorous curriculum aligned to the CCLS that challenges every student and increases instructional learning opportunities and by creating a school culture that embodies high expectations through the identification, promotion, and support of social and emotional development. To do this, we need to provide our teachers with continuous learning and growth through job-embedded, building-level, and evidence-based professional development. If we are successful in implementing these efforts, we believe we will be able to provide a safe, stable, and predictable learning environment in which the developmental needs of the whole child are addressed and effective teaching and learning can take place. The results of these efforts will be improved student achievement. In addition, we believe that improving the Student Supports and School Climate aspects must be done first if we want to see significant achievement gains as a result of improvements in our use of curricular resources and instructional practices.

Through our partnership with Erie 1 Board of Cooperative Educational Services (BOCES), our school will be able to provide services critical to the implementation of the transformation plan. Specifically, these services will focus on the provision of a behavior specialist. These services are directly aligned with our goals and prioritized needs.

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

i. School-Level Baseline Data and Target-Setting Chart

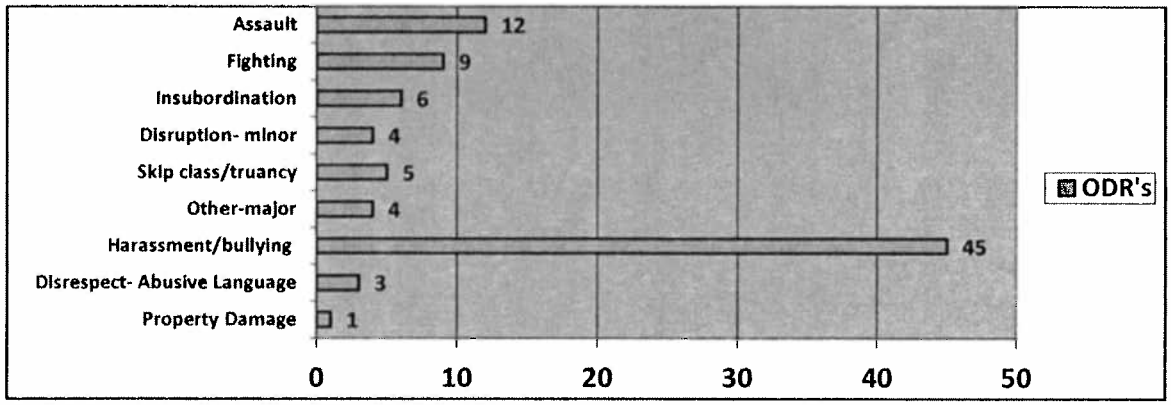
Please see Attachment B, School-Level Baseline Data and Target-Setting Chart.

ii. Student Population

Harvey Austin serves approximately 454 students in Grades PK–8. School year 2013–14 is the first year with the extension to eighth grade. The rate of attendance for students for 2012–13 was 88.52 percent. The student population is composed of 87.1 percent African American, 4.8 percent Latino or Hispanic, 1.2 percent Asian or Native Hawaiian/Other Pacific Islander, 4.4percent white, and 2.5 percent multiracial. A total of 90.1 percent of the students qualify for free or reduced-price lunch. A total of 23.3 percent of the population receives special education services with an individualized education program. The school includes six self-contained classrooms, one alternate assessment classroom, and six integrated coteaching (ICT) classrooms. The chart indicates the 2012–13 New York State (NYS) English language arts (ELA) and mathematics assessment results. In total, 3.8 percent of students were proficient in ELA, and 4 percent of students were proficient in mathematics.

Subject	No. Tested	Level 1	Level 2	Level 3	Level 4
Grade 3 ELA	40	77.5	10	12.5	0
Grade 3 mathematics	40	62.5	30	5	2.5
Grade 4 ELA	45	80	17.8	2.2	0
Grade 4 mathematics	46	73.9	21.7	2.2	2.2
Grade 5 ELA	54	79.6	18.5	1.9	0
Grade 5 mathematics	54	77.8	22.2	0	0
Grade 6 ELA	50	62	36	0	2
Grade 6 mathematics	51	70.6	21.6	7.8	0
Grade 7 ELA	46	63	34.8	2.2	0
Grade 7 mathematics	46	78.3	21.7	0	0

Number of Office Discipline Referrals 2013–14 as of 11/8/2013



iii. Diagnostic School Review Process

The systemic, in-depth diagnostic school review was conducted using the Diagnostic Tool for School and District Effectiveness (DTSDE). This on-site review compares a school and district's practices to the optimal conditions of learning, as defined by the DTSDE rubric, and provides an evaluative understanding of how the entire school community is functioning to address student achievement. The Buffalo City School District (BCSD) led the DTSDE review process with support from outside educational experts.

The review process focused on three tenets of DTSDE: school leader practices and decisions; curriculum development and support; and teacher practices and decisions.

In addition, a team of school staff reviewed and discussed school review data at the BCSD School Improvement Grants (SIG) meeting on November 1, 2013. Facilitated by American Institutes for Research (AIR), this team worked together to assess the strengths and systemic needs that emerged from review data in the following areas: student social and emotional developmental health and family and community engagement. This meeting also included a facilitated session during which the team began to articulate a shared vision for the SIG implementation period.

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

iv. Existing School Capacity, Strengths, and Needs as Determined by Diagnostic Review

The following strengths and existing capacity as well as systemic gaps and needs were reported in the DTSDE *School Final Report* and identified during the district SIG meeting:

School Leader Practices and Decisions
School leaders have promoted and maintained a vision that is supported by the school community, and have created a culture of safety and academic opportunities for all students. Although there is a vision for high academic outcomes for all students, academic progress within

grade levels is inconsistent, and the structures and practices are not yet fully developed to maximize student achievement. (DTSDE, May 2013, p. 6)

Curriculum Development and Support
The school uses District provided curriculum and supplements that are appropriately aligned to the CCLS. Units and lesson plans are inconsistent in rigor, use of higher-order thinking skills and differentiated instruction for identified student subgroups or individual students. Presently, the school has a small cohort attending District Data-Driven Instruction (DDI) professional development (PD), and there is evidence of this initiative in the building. As a result, inconsistency in instructional practices limit increased student achievement. (DTSDE, May 2013, p. 9)

Teacher Practices and Decisions
Teachers provide classroom environments that are conducive to age-appropriate student learning. Staff has access to multiple ways to gather and analyze data for instructional practices and student learning. However, there is a lack of use of formative assessments and data to develop long-term goals for specific subgroups or individual students or for identifying areas to reteach. The instruction is often whole class and is not differentiated to meet the needs of specific subgroups or individual students. Daily lessons lack rigor and do not emphasize higher-order thinking skills that foster higher student achievement. Students' overall academic achievement continues to be low. (DTSDE, May 2013, p. 11)

v. How the School and Buffalo Public Schools Will Prioritize Identified Need During Implementation

The systematic school review enabled Harvey Austin to identify connections between systems gaps and student achievement and prioritize critical needs that when addressed will accelerate student performance and growth. Using a consensus-decision-making process that values all voices and requires the team to come to full agreement, the leadership team identified the following priority needs:

1. **Improved use of curricular resources and more effective instruction.** The majority of our students are performing below grade level in core subjects as evidenced by NYS ELA and mathematics assessment results. Our primary need is to ensure our students have strong foundational skills and higher-order thinking skills, provided through an engaging and rigorous instruction. As identified in the systematic in-depth review, instruction is often whole class and is not differentiated to meet the needs of specific subgroups or individual students. Daily lessons lack rigor and do not emphasize higher-order thinking skills that foster higher student achievement.
2. **Improved student supports and school climate.** There is a lack of fidelity in how Harvey Austin implements PBIS, and there is no shared vision for student behavior among teachers, parents, and students. Students are unaware of behavioral expectations, and the code of conduct is not always clear. Our current enforcement of code of conduct is inconsistent. Teachers are not confident in handling social and emotional issues and inconsistently use PBIS to administer rewards and provide praise. Our current system of student support does not provide students with opportunities to learn how to improve

specific interpersonal and coping skills. Because of these issues, student pride and teacher morale are low.

3. **Access to ongoing and relevant professional development.** Currently, teachers have limited opportunities to collaborate with each other and share best practices. The 30 minutes per cycle allotted in the school schedule does not allow for sufficient and consistent grade-level common planning time. The use of substitutes is not effective. The assignment of teacher assistants is not sufficient.
4. **Improved opportunities for college and career readiness.** Harvey Austin needs to help students understand the relationship between academic success and career readiness. School 97 recognizes that college and career readiness starts before high school, and we would like to give students every advantage by preparing them for occupations that will increase their potential for future success. We believe that exposure to information about vocational and career opportunities before high school will help students understand and engage in the school's academic program. Based on teachers' interactions with students, we have determined that the majority of our students cannot articulate a career aspiration or outline a path to a successful future. We believe this lack of vision is due to a lack of information and exposure to the world outside of their immediate community, which is disproportionally socioeconomically disadvantaged. These priority needs are reflected in the goals for the SIG period. To realize the vision of this transformation plan, we will maintain a tight focus on these priority needs. All members of the school community understand the core development areas and are invested in the change that must occur.

Attachment B
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^	66960	75960	75960	75960
b. Student participation in State ELA assessment	%	99*	96^	99	100	100	100
c. Student participation in State Math assessment	%	99*	97^	99.5	100	100	100
d. Drop-out rate	%	26*	8*	N/A	N/A	N/A	N/A
e. Student average daily attendance[a]	%	93**	90.31				
f. Student completion of advanced coursework		30.6*	248	N/A	N/A	N/A	N/A
g. Suspension rate[a]	%	5**	20*	22	20	18	15
h. Number of discipline referrals[a]	num	134772**	6635*	228	206	186	168
i. Truancy rate	%		9.96	N/A	N/A	N/A	N/A
j. Teacher attendance rate	%		88.95^	84^	88	92	94
k. Teachers rated as "effective" and "highly effective"	%		N/A	100	100	100	100
l. Hours of professional development to improve teacher performance	num		1439.5**	1482	1600	1800	2000
m. Hours of professional development to improve leadership and governance	num		37.7**	171.5	200	225	250
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		946.4**	129.5	135	150	170
II. Academic Indicators							
o. ELA performance index	PI		56^	33^	56	64	74
p. Math performance index	PI		49^	32^	43	50	58
q. Student scoring "proficient" or higher on ELA assessment	%		11.5^	4^	28	35.2	41.68
r. Students scoring "proficient" or higher on Math assessment	%		9.6^	4^	28	35	41.68
s. Average SAT score	score		n/a	n/a	n/a	n/a	n/a
t. Students taking PSAT	num		n/a	n/a	n/a	n/a	n/a
u. Students receiving Regents diploma with advanced designation	%		n/a	n/a	n/a	n/a	n/a
v. High school graduation rate	%		n/a	n/a	n/a	n/a	n/a
w. Ninth graders being retained	%		n/a	n/a	n/a	n/a	n/a
x. High school graduates accepted into two or four year colleges	%		n/a	n/a	n/a	n/a	n/a

[a]Provided By school; * 2010-11; ** 2011-12; ^ 2012-13

C. School Model Selection and Rationale

i. Rationale for Transformation Model, Key Design Elements, and New School Design

Upon reviewing the required elements, the transformation model was selected as the model for this particular school community because it is believed that this model best positions Harvey Austin to succeed in dramatically improving student achievement. The theory of action of the transformation model states that the existing configuration of leadership and instructional personnel has not created a learning environment in which students are succeeding. To dramatically change the environment for the benefit of the children currently enrolled in the school, the adults must change. Under transformation, change entails change of leadership as well as behavioral change by instructional personnel. These changes required by the transformation model are addressed by BCSD's "Three Big Rocks" for school and district improvement:

- Instructional Leadership: Specifically, the observation of instruction and effective feedback to nurture the best possible teaching in every classroom
- Data-Driven Instruction: Using data to continuously improve teaching
- Collaboration: Fostering collaboration through the effective facilitation of professional learning communities focused on student achievement

As mentioned in the District Overview, these Three Big Rocks were adopted to address common needs across the district's lowest performing schools. However, when operationalized at the school level in concert with the key design elements, they address the specific needs of the students and school community of Harvey Austin identified during the needs assessment.

Effective visionary leadership from the principal is almost always present when a reform effort is successful. BCSD's Three Big Rocks provide a framework for priority management for principals as they focus on what truly makes a difference in school leadership. For the principal, these are the highest priority activities for bringing all students to high levels of achievement:

- Make daily time in classrooms a priority.
- Clearly articulate and recognizing the instructional shifts in practice and provide feedback to teachers on instructional practices more aligned with the CCLS, including a close focus on the needs of struggling students.
- Create time for grade-level/content-area teams to ground their work in the anchor standards.
- Guide the management of school schedule, teacher professional development, and school culture to ensure interim benchmark assessments, teacher test/task-in-hand analysis meetings, and teachers thoughtfully reteaching adjusting practice based on analysis of student progress.

Furthermore, Harvey Austin staff remains motivated to improve practice. This model will allow the school more time to see progress resulting from newly implemented supports of an

instructional coach, recently adopted curricular programs, and other initiatives. The adoption of the Three Big Rocks not only provides a framework for improved and focused leadership but also provides a structure that supports the improvement of teaching practice. The transformation model and key design elements allow current staff to remain in place while building their capacity to improve student achievement through a coordinated set of supports. Through the transformation model, teachers will be provided with ongoing, job-embedded professional development designed to build their skills and capacity. This includes observation of teaching practices with specific, actionable feedback. Teachers will use a variety of data sources, including screening and interim and progress monitoring to inform lesson planning based on students' strengths and needs; conduct test/task-in-hand analysis; and reteach/adjust teaching practice based on analysis of student progress against the CCLS.

The design of this transformation plan is consistent with both the school-based needs assessment and the district-level needs assessments realized for Harvey Austin. These needs are consistent with the findings reported in the DTSDE school review that indicate Harvey Austin needs to (1) create structures and practices that maximize student achievement, (2) improve the rigor of and make more consistent use of higher-order thinking skills, (3) increase the use of differentiated instruction for identified student subgroups or individual students, and (4) increase the use of formative assessments and data to develop long-term goals for specific subgroups or individual students or for identifying areas to reteach. In addition, both the DTSDE report and Harvey.

ii. Process by Which Model Was Chosen

The district began its model-selection process by developing a school profile that included the characteristics of Harvey Austin and its students, leader background and core competencies, and instructional staff profiles. The district then conducted an assessment of the supply of external partners or providers available to lead the effort. BCSD gave additional consideration to district policies and collective bargaining agreements that currently address, limit, create barriers, and provide support for each of the intervention models.

BCSD then sought to identify the improvement strategy that would yield the most immediate and substantial gains in learning and school success for students now attending this school. Our evaluation was based on findings of the school review that was conducted by an integrated intervention team and of the needs assessment that was conducted in conjunction with a school-based management team.
The following questions guided the selection of the intervention model:

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

Based on recommendations from the state-appointed distinguished educator Judy Elliot, BCSD has developed a district-level strategic plan that fully supports the requirements of the transformation model, including the following:

- Recruiting and hiring school leaders with the experience, training, and skills needed for dramatic school improvement
- Selecting and implementing an instructional model based on student needs
- Implementing district- and schoolwide systems to ensure the continuous use of data to inform and differentiate instruction
- Providing sufficient operational flexibility, including moving toward a decentralized, school-based system of professional development and budgeting
- Conducting monthly principal meetings for priority school principals to build skill and capacity to use data to drive instructional decisions and to create opportunities for schools to break out by level (elementary, middle, high school)
- Building autonomy and authority for principals to make on-site, data-based decisions to accelerate improved student outcomes
- Reorganizing the district and implementing a district-level systemic supports grant to ensure ongoing technical assistance

D. School Leadership

i. Characteristics and Core Competencies of the School Principal

To ensure Harvey Austin will be transformed into a culture of learning and high student success, BCSD has identified specific leadership competencies for turnaround principals to successfully produce dramatic gains in student achievement. These competencies are outlined in *School Turnaround Leaders: Competencies for Success* (Public Impact, 2008)[1] and address four major categories:

- **Driving for Results Cluster.** This cluster of competencies is concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include the following:
  - Achievement
  - Initiative and persistence
  - Monitoring and directiveness
  - Planning ahead
- **Influencing for Results Cluster.** This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone but instead must rely on the work of others. Competencies in this cluster include the following:
  - Impact and influence
  - Team leadership
  - Developing others
- **Problem-Solving Cluster.** This cluster of competencies is concerned with a turnaround leader's thinking applied to organizational goals and challenges. It includes data analysis to inform decisions, making clear logical plans that people can follow, and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include the following:
  - 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. Competencies in this cluster include the following:
  - Self-confidence

[1] Public Impact. (2008). *School turnaround leaders: Competencies for success.* Chapel Hill, NC: Author. Retrieved from http://www.publicimpact.com/publications/Turnaround_Leader_Competencies.pdf

In addition to the competencies that have been proven to cause principals to be successful, the principal must zero in on the highest priority activities that in turn lead to better outcomes. The district has identified Three Big Rocks, or actions that will lead to high levels of achievement for all students: *Instruction, Data-Driven Instruction and Inquiry, and Collaboration.*

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

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

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

ii. Leadership Recruitment and Selection

BCSD is continuously refining its approach to the recruitment, selection, and development of principals uniquely competent to serve in the role of principal of a transformation school. The process is multiphased and builds on the work of Public Impact and its research on consistent cross-sector findings of turnaround leadership actions.

The principal selection process for this cohort of priority schools will be rooted in these core competencies. Given the new superintendent's successful tenure as a turnaround principal in Charlotte-Mecklenburg, North Carolina (2002–06), BCSD is in a strong position to identify and select new principals. Advertisements were placed on several educational websites, including, but not limited to, *Education Week's* TopSchooljobs.org, American Association of School Administrators, School Administrators of New York, National Society of Black School Educators, and several other educational websites and print media (local and national).

After prescreening for other requirements, hirers can assess candidate competencies using these steps:

1. **Conduct behavior event interview.** Understand in detail how candidates perform various aspects of their work. To do this, the interviewer asks candidates to recall past events when they have felt successful or have dealt with specific situations at work. The candidate will spend 15 minutes of more describing the incident in great detail, with the interviewer probing insistently for the information needed to understand exactly what a person was thinking or doing at the time.

2. **Rate candidate's competency levels.** The interview team then closely reviews the candidate's responses and notes any examples that are valid for scoring against the competencies. The team compares responses against the competency-level descriptions and rates the candidates on each competency.
3. **Make hiring decision.** After each candidate has been rated on the competencies, hirers compare the strengths (and weaknesses) of the candidates who meet all or most competency thresholds to determine whom to hire.

iii. Supporting Leadership Positions—Job Descriptions and Duties

See attachment S2-Assistant Principal Job Description and Duties

iv. Current Supporting Leadership Profile

Leadership at Harvey Austin effectively use evidenced-based systems to examine and improve individual and schoolwide practices in critical areas (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. Furthermore, the supporting leadership works to make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

However, assistant principals at Harvey Austin are developing their ability to articulate a vision that is understood and shared across the community. Furthermore, supporting leadership is developing its ability to implement a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback, and professional development opportunities; and hold themselves and staff accountable for continuous improvement. The school leader has developed and implemented a system for frequently observing teacher practices and providing relevant feedback but has not expanded the system to incorporate the DDI process. The school leaders use observations and achievement data to provide written and oral feedback to staff about strengths and areas for improvement. The school leaders use an informal walk-through checklist that notes 13 items to be visible in the classroom: CCLS, accessible lesson plans, and school rules and learning objectives. However, the checklist does not address any instructional observations unless they are added under comments/suggestions. Without the full implementation of DDI and tracking teaching and learning, school leaders and staff are not engaged in continuous improvement that leads to a positive year-end evaluation rating.

E. Instructional Staff

i. Effectiveness Ratings for Staff

Harvey Austin employs 47.5 instructional staff members: 16 general education teachers in Grades PK–6; four full-time content-area teachers in Grades 7–8; 15 special education teachers; two reading teachers; one building mathematics teacher; 1.6 speech teachers; and one instructional coach. In addition, the school has 1.5 art teachers; 1.5 music teachers; 0.4 Spanish teachers; 0.5 home and careers teachers; 0.5 technology teachers; two physical education teachers; and 0.5 librarians. The school also has a 0.5 guidance counselor, 0.5 social worker, one school psychologist, and one Student Support Team (SST) chair. Harvey Austin is currently staffed with 100 percent fully certified teachers. Five percent of the teaching staff had less than three years of experience. In the 2013–14 school year, a total of 100 percent of core classes were taught by highly qualified teachers.

The following table describes the distribution of teachers based on the school's approved Annual Professional Performance Review (APPR) system in June 2013.

Number of instructional staff identified as **highly effective**	8
Number of instructional staff identified as **effective**	26
Number of instructional staff identified as **developing**	8
Number of instructional staff identified as **ineffective**	0
Number of instructional staff not identified	0
Total number of instructional staff	42

ii. Current School Staffing Profile

As identified during the systematic in-depth diagnostic school review, teachers at Harvey Austin provide classroom environments that are conducive to age-appropriate student learning. Staff members have access to multiple ways to gather and analyze data for instructional practices and student learning. However, there is a lack of use of formative assessments and data to develop long-term goals for specific subgroups or individual students or for identifying areas to reteach. Although teachers demonstrated effective whole-class instruction, there is a need for more differentiated instruction that meets the needs of specific subgroups and individual students. Daily lessons could be improved by increasing rigor and emphasizing higher-order thinking skills that foster higher student achievement.

Classroom visitations during the DTSDE review revealed teacher-directed lessons would benefit from greater use of strategies that consistently challenge students at all ability levels. This could be realized by asking more higher-order questions to stimulate deeper thinking or asking questions that focus on how and why inquiries. There was little evidence that teachers were providing frequent and explicit teacher feedback to students based on data analysis and that data on student achievement was being used to inform instructional planning and delivery.

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

To support teachers so that they may meet the needs of the student population, the school will implement a variety of strategies. These include, but are not limited to, clustering teachers; increasing scheduled common planning time; vertical and horizontal planning teams; side-by-side planning between bilingual, special education, and general education teachers; and collaboration between teachers across content areas. The school will continue to use school-based instructional coaches. These coaches will provide teachers with pedagogical support, provide ongoing training within the CCLS, and develop teachers' capacity for data use to help the student body reach its academic potential.

iii. Characteristics and Core Competencies of Key Instructional Staff

Individual teachers have the largest single school effect on student performance. Documented experience also indicates that individual teachers can effect rapid and dramatic student learning improvements within their own classrooms. As BCSD transfers, recruits, and hires teachers, the district will search for and develop teachers with unique characteristics and competencies identified by Public Impact's *School Turnaround Teacher: Competencies for Success* (Public Impact, 2008).[1] The four competency clusters represent a consistent pattern of thinking, feeling, acting, and speaking that are essential to teachers' success in turning around Harvey Austin.

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

[1] Public Impact. (2008). *School turnaround leaders: Competencies for success.* Chapel Hill, NC: Author. Retrieved from http://www.publicimpact.com/publications/Turnaround_Leader_Competencies.pdf

learning results. Teachers in school improvement environments will use a variety of influencing tactics—such as inspiring students who have become resistant and apathetic from repeated failure, grasping and responding to unspoken student needs and motivations, and simultaneously supporting and prodding colleagues to collaborate on the path to schoolwide success—as the situation requires. The relationships teachers form are for the purpose of influencing others to enhance student learning, not for the purpose of personal bonding.

- *Problem Solving.* This cluster is concerned with a teacher's approach to planning, organizing, and delivering instruction. It includes analyzing data to determine student learning needs and next steps; considering alternatives for materials, methods, and levels of instruction; making clear, logical, step-by-step plans that both the teacher and students can follow; and clarifying the connection between school learning goals and classroom activity.
- *Personal Effectiveness.* This cluster is concerned with the teacher's self-management of emotions and personal beliefs that affect student learning. Major elements include exhibiting self-control when faced with stressful, uncomfortable, and unfamiliar situations; maintaining confidence in oneself and a willingness to keep improving despite the many small failures that are likely to accompany such a challenging role; actively embracing the constant changes needed to ensure student learning in a high-challenge, high-change situation; and holding and maintaining a strong belief in the human potential for learning and improvement, despite significant pressure to settle for less.

iv. Process for Hiring and Placing New Staff

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

Teachers who wish to transfer from another BCSD school to a school implementing a transformation model within this SIG cohort will follow BCSD's "Guideline for Teacher Transfer and Staffing." This process is as follows: (1) The teacher submits a letter of voluntary transfer to the chief academic officer, which results in the teacher's name being placed on the seniority list by human resources; (2) the teacher is notified by the supervisor or director of the vacancy; (3) the school principal consults the teacher's personnel file (this step is optional); and (4) the principal accepts or declines the teacher. After the voluntary transfer process is complete, the principal will have the ability to hire for positions that are still vacant based on transformation school needs.

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

- The voluntary transfer process allows a teacher to pursue an override to a principal's decision not to accept him or her to fill a vacancy.

- Involuntary transfers are difficult unless documentation in the teacher's file indicates that the teacher's performance is not a good fit for the school's needs. The principal needs to be clear and explicit about expectations for instructional staff at the school when the principal and the teacher are engaged in the transfer conversation.

F. Partnerships

i. Implementation Partners and Their Roles

Erie 1 BOCES was selected to work with Harvey Austin School because it will be able to provide services critical to the implementation of the transformation plan. Specifically, these services will focus on the provision of a behavior specialist. These services are directly aligned with Harvey Austin's goals and prioritized needs presented earlier in this grant application.

Harvey Austin has identified that it lacks specific capacity related to providing the necessary services related to Student Supports and School Climate. There is a lack of fidelity in how Harvey Austin implements PBIS, and there is no shared vision for student behavior among teachers, parents, and students. Students are unaware of behavioral expectations, and teachers do not feel comfortable addressing students' socioemotional and behavioral issues. Harvey Austin selected Erie 1 BOCES because this organization has expertise in areas directly related to the areas in which we need additional capacity to implement our transformation plan. In addition, Erie 1 BOCES has a track record of success in working with populations similar to our students.

Erie 1 BOCES will provide a behavior specialist that will work full time in our school. Having an additional person working with our staff will enable Harvey Austin to adopt a holistic approach to engaging and redirecting students and diffusing crisis situations. The behavior specialist will provide job-embedded support to teachers and staff and teach us new strategies for improving our classroom management practices. In this way, the behavior specialist will assist Harvey Austin's teachers in developing a proactive response to managing behavior in ways that facilitates teaching and learning.

The Erie 1 BOCES behavior specialist also will provide schoolwide supports by facilitating professional development on evidence-based, data-driven and outcome-focused behavior management strategies. This training will help teachers identify at-risk students and clarify a schoolwide approach to collecting and analyzing academic progress indicators, attendance and suspension data, and information collected through informal observations. Erie 1 BOCES also will provide training that focuses on specific strategies for improving our teachers' capacity to address barriers to learning such as bullying, tardiness, and poor attendance. Focus areas for schoolwide professional development will include (1) strategies for supporting struggling students, (2) strategies for supporting students with disabilities, and (3) brief strategies to reengage the child to the learning environment.

Every Person Influences Children (EPIC) Programming. The EPIC program helps parents develop the skills of parents they need to help their children succeed academically, socially and emotionally. EPIC offers consultation, professional development, and training services for schools, school staff, and families to promote family engagement in education. Harvey Austin has found EPIC services related to the analysis of a current schools family engagement climate particularly helpful.

ii. Evidence of Partner Effectiveness

Please see Attachment C, Evidence of Partner Effectiveness Chart.

iii. How External Partners Will Be Held Accountable for Performance

Partner accountability is crucial to the successful implementation of Harvey Austin's improvement plan. With the support of the Office of School Leadership and the Office of Strategic Alignment, our school will develop and implement a monitoring and evaluation plan to ensure that the external partner, school, and district implement the key design elements of the SIG plan with fidelity, work together, equally contribute to the partnership, meets goal, and build capacity. The primary goal for this evaluation system is to foster an environment of continuous improvement. The data made available through evaluation will be used by the school, district, and provider to review and renew—on an ongoing basis—the approaches used to improve student learning. The primary question of the evaluation will be the following: Is adopting this provider's services helping the school make progress toward its goals, especially regarding student learning outcomes? The following formal and structured processes will be used:

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

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

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

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

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

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

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)
Erie 1 BOCES Support Services	1. Buffalo Public Schools Attendance Support Center	1. John Crabbe, Supervisor of Attendance 89 Clare Street, Buffalo NY 14206 jcrabbe@buffaloschools.org
	2. Buffalo Public Schools Committee on Special Education	2. Kim Curtin, Director of Special Education 33 Ash Street, Buffalo, NY 14204 kcurtin@buffaloschools.org

G. Organizational Plan

i. Management and Team Structures

Please see School Level Organizational Chart

ii. Day-to-Day Operations

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

Administrative Team. Harvey Austin's administrative team collaborates on whole-school concerns and planning. The school's current leadership structure is one school principal and one assistant principal. The leadership at Harvey Austin will be focused on the creation and support of a professional learning community that focuses on the data-driven process to inform teaching and learning and to fulfill the school's vision of educating the whole child. Through the formation of various teams, the building administration will branch out and delegate various responsibilities to school leaders. The administrative team will meet formally once per week to analyze and respond to student performance data; monitor and coordinate activities of the leadership team, teacher teams, and student support teams; and analyze data on the implementation of the curriculum and instructional strategies from teacher observations.

Principal. The school principal will be responsible for day-to-day decision making; modeling and monitoring the school's mission and vision; and overseeing professional development, curriculum, and data analysis. Major decisions will be made by the school principal after considering recommendations of the leadership team. Decisions that are made by the school principal with consultation and recommendation with the leadership team will be implemented by the instructional leaders. Recommendations from the leadership team to the school-based management team will be made by the school principal. The role and responsibilities of the school principal will include the following:

- Supervision and evaluation of the assistant principal
- Day-to-day decision making
- Modeling and monitoring the school's mission and vision
- Planning, developing, and overseeing the annual professional development calendar, in collaboration with the leadership team
- Overseeing curriculum, instruction, and assessment
- Hiring and dismissing staff
- Communicating ongoing changes, progress, and developments occurring throughout the school
- Managing the budget and ensuring that spending is aligned with the mission and the school improvement goals

Assistant Principal. The assistant principal will be responsible for curriculum, instruction, and assessment. This will include the following: teacher evaluations, professional development plans, teacher improvement plans, team meetings, data analysis, and intervention planning.

School Leadership Team. The school leadership team leads the development, implementation, and monitoring of the school improvement plan to improve the educational performance of all students through collaborative participation in decision making. Team will meet twice per month, and their responsibilities include the following:

- Monitor the reform, progress, and implementation of the school vision.
- Keep the lines of communication open between all sectors of Harvey Austin, including staff, students, families, the school-based management team, and the larger community.
- Help to disseminate information throughout the building.
- Make recommendations to the principal regarding the major decisions of the school (i.e., culture, curriculum, data development, parental engagement, and professional development).

The school leadership team will use leading and lagging indicators and indicators of implementation to make schoolwide decisions and course corrections.

Student Support Team (SST). The SST includes the behavior specialist, student support team chair, guidance counselor, social worker, and school psychologist, as well as the Say Yes site facilitator and Sister's Hospital social worker. This team provides both academic and behavior support to teachers and students through a formal process. The SST will meet once per six-day cycle. During team meetings, SST members will use behavior and attendance data, functional behavior assessments, and progress monitoring (both academic and behavior) to make decisions about student supports. Team responsibilities include the following:

- Reviewing request for assistance forms submitted by teachers and planning the meeting times to set up targeted interventions.
- Provide families the appropriate services when students encounter academic, personal, and social dilemmas.
- Use a prereferral process with an outside agency (i.e., for shelter, therapy).
- Provide professional development to faculty that addresses the needs of the special education population.
- Analyze PBIS data, and identify students who are not responding to universal schoolwide behavioral supports.
- Create individualized intervention plans that address student behavioral needs.
- Monitor and track intervention plans.
- Support teachers in implementing the targeted interventions with fidelity.

School-Based Management Team (SBMT). The SBMT is responsible for collecting and analyzing school data, developing or adapting common assessment instruments, identifying student learning problems, generating solutions, and monitoring achievement results. SBIT members communicate with staff about findings from data analysis.

Grade-Level Teams. Teachers of the same subject area or grade team work together on a discipline team, usually with an instructional coach. Integrated coteachers and special areas staff also will be involved to ensure integrated instructional strategies that meet all student needs. Teams will meet once per six-day cycle for 60 minutes. During this time, teachers will review

data from common formative assessments, daily checks for understanding, and student work to inform curriculum and instruction. Team responsibilities include the following:

- Use protocols for discussion and peer observations.
- Problem-solve regarding specific student issues that affect the success of the students in the grade.
- Engage in lesson planning and lesson study, and map school curriculum within the content areas.
- Identify best practices within the content area.

iii. APPR Plan

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

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

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

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

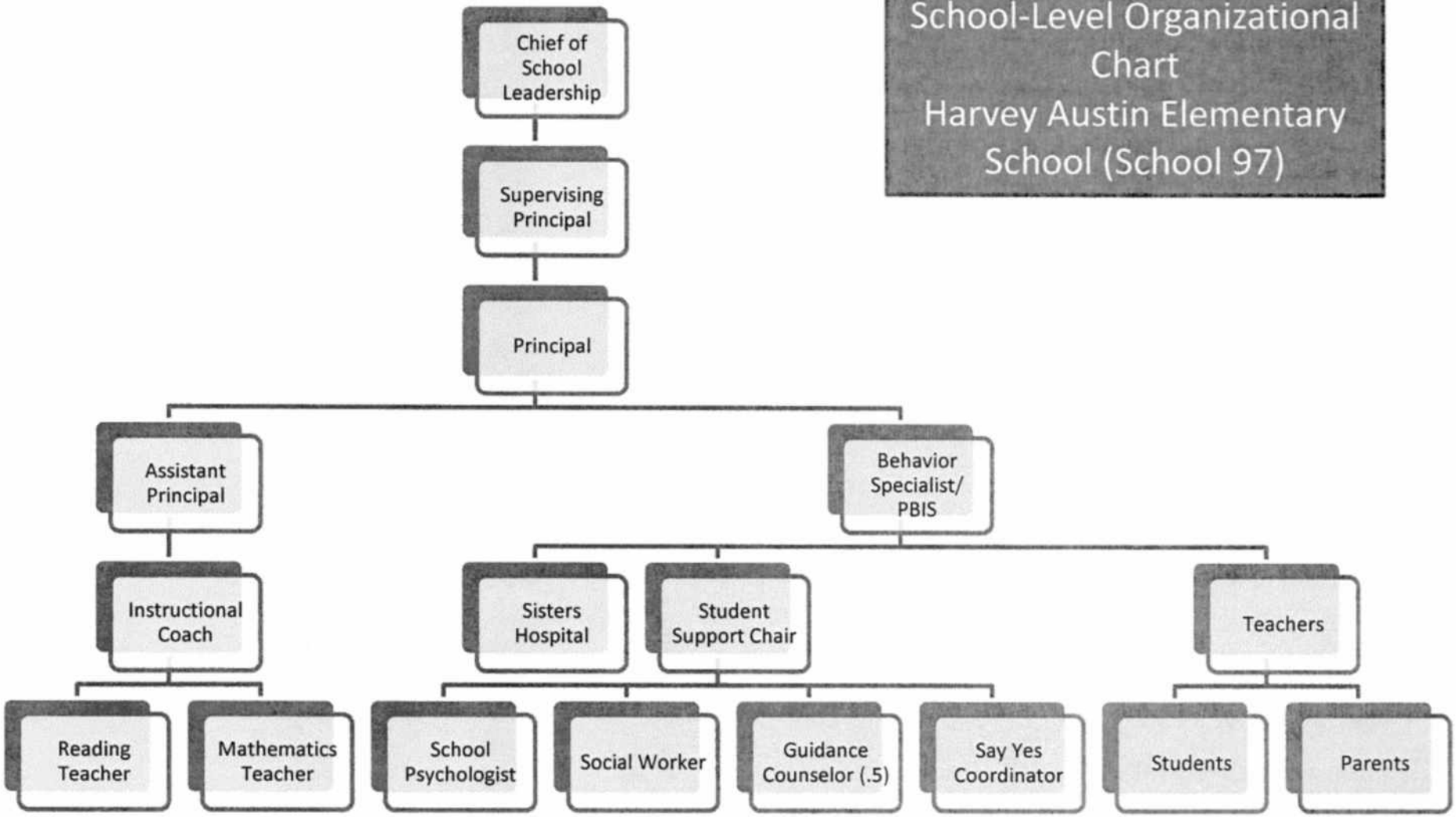
All teacher observations, student learning objectives approvals, and teacher improvement plans will be housed in BCSD's professional growth data system. Teachers and building administrators will use this collection of data as another platform for communication and feedback between face-to-face sessions.

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

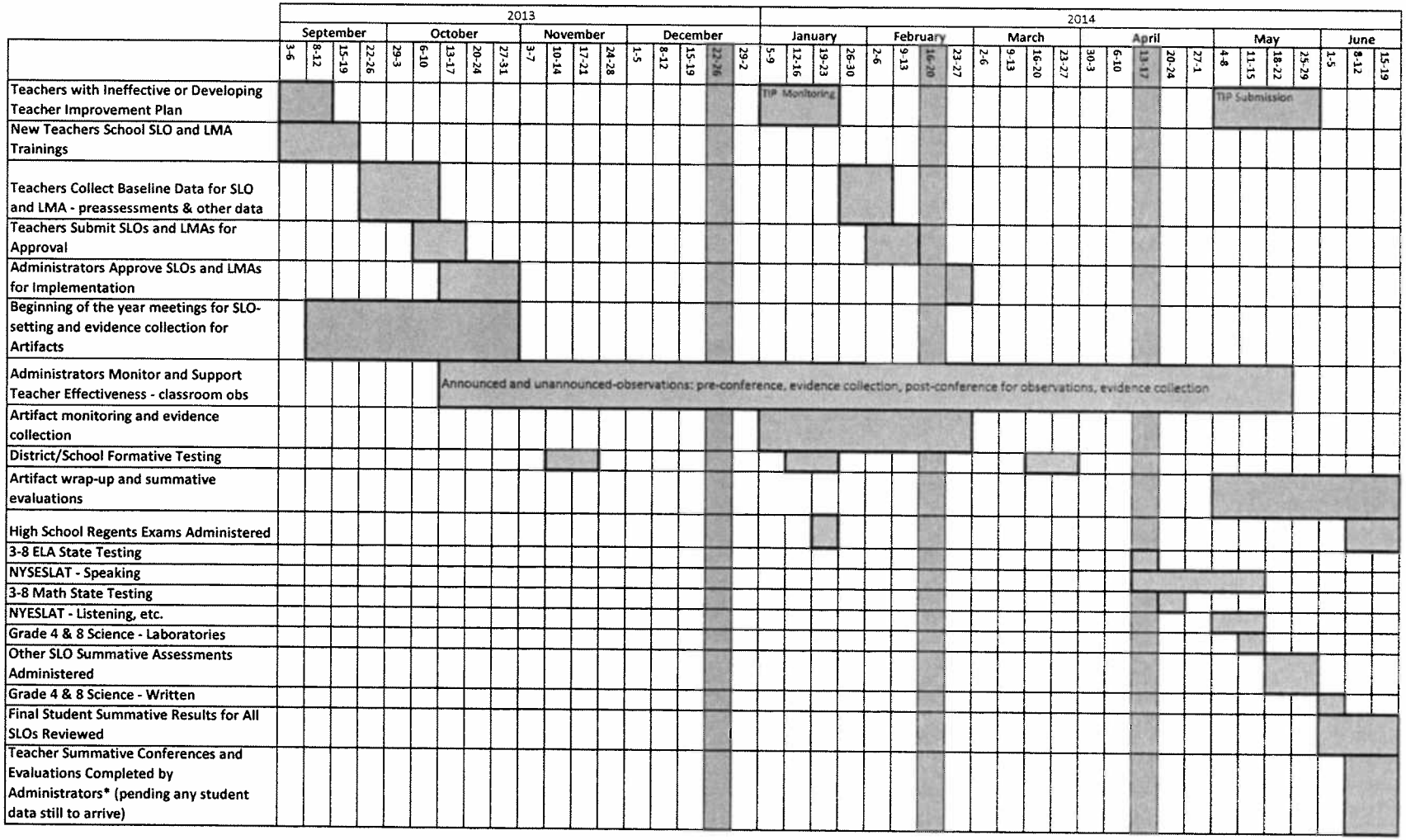
iv. Calendar of Events to Support APPR Implementation

Please see the Full Calendar Schedule of Events for implementing the APPR

School-Level Organizational Chart
Harvey Austin Elementary School (School 97)



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

H. Educational Plan

i. Curriculum

Journeys Common Core, the NYS ELA modules, and Language of Literature will be used for literacy instruction. These programs were selected because they integrate the CCLS into every lesson, helping educators plan, engage, teach, and assess students effectively and efficiently. The programs build a knowledge base to read complex text by focusing on repeated reading of complex text, developing academic vocabulary, and close-reading skills. Through the use of cutting-edge digital learning tools, such as interactive whiteboard lessons, teachers maximize their effectiveness and get students engaged and excited about learning. Included in the programs are comprehensive assessment tools to monitor student progress and provide real-time information on student progress. Students are able to practice their reading skills through a series of daily practice activities and quizzes.

Analysis of student achievement data indicates that there is a gap between the majority of Harvey Austin students' actual reading level and the grade-level materials presented in the Journeys resources. In addition, data from the common formative assessment (CFA) show that many students are unable to identify text-based evidence and details in nonfiction text. To help students access the Journeys curriculum, Harvey Austin will purchase nonfiction text at various lexile levels. We will use these resources to provided scaffold support and increase opportunities for students to use Journeys at the appropriate reading levels. Teachers will use these supplemental tools and materials to help bridge the gap in writing and reading and differentiate instruction.

The NYS Mathematics Curriculum Modules. In addition, teachers will use Investigations, a standards-based mathematics program, to fill identified gaps. A major goal of our mathematics program will be to support students as they make sense of mathematics and learn that they can be mathematical thinkers. The curriculum will provide substantive work in important areas, including rational numbers, geometry, measurement, data, and early algebra, and connections among them. Finally, in tandem with a comprehensive system of mathematics interventions, our mathematics curriculum will focus on developing computational fluency with whole numbers as a major goal of the elementary grades and emphasize reasoning about mathematical ideas.

Harvey Austin teachers will incorporate the use of technology throughout the curriculum. We believe this will help promote high levels of engagement with the curriculum. We also believe increased exposure to technology will help students develop college and career skills. Planned use of technology will include greater use of visual aids for teaching, brainstorming and organizing, increased use of video clips into classroom presentations, increased use of online resources that expand students' access to literature libraries, and the integration of new options for students to demonstrate learning. All of the instructional activities related to technology will focus on helping students develop the skills necessary to create products and understand concepts related to digital publishing.

School 97 will work closely with the District's Career and Technical Education Department, as well as local career and technical high schools, to develop additional curricular resources that help students draw connections between grade-level skills and abilities and career readiness.

Harvey Austin also will incorporate ccSpark!, a fully integrated, comprehensive online learning environment for students from Grades K–8. ccSpark! provides students with access to vocational and career-related educational activities that are interactive and include an age-appropriate personal learning style assessment quiz. These additional online activities are aligned with the CCLS and can be used to extend the teachers' lessons and promote student engagement while providing new exposure to information on vocations and careers. Teachers will use ccSpark! activities to provide enrichment activities that are aligned with the core curriculum subjects. ccSpark! also provides teachers with lesson plan suggestions and strategies for facilitating discussions that enhance students' understanding of important career development concepts. Teachers also will use vocational and career exploration worksheets designed to encourage independent and group problem-solving, reflection, and personal discovery.

Curriculum Development. The NYS modules and supplemental programs were chosen because they provide our students and staff with a comprehensive curriculum that is aligned with NYS Learning Standards, inclusive of the CCLS. However, as a school that spans Grades PK–8, it is critical that learning experiences are aligned from grade to grade to ensure that students are prepared with the skills and knowledge needed to be college and career ready. To ensure that every student masters content-area and grade-level learning standards, we will employ a backwards mapping procedure that first identifies what students are to know and be able to do, next identifies how students will demonstrate that learning, and finally develops activities that support learning and the activities provide students with the necessary knowledge and skills. This process also will include vertical mapping to ensure that prerequisite skills, knowledge, and content from one grade to the next are included in content-area and grade-level curriculum.

ii. Instruction

To improve instruction to reflect the shifts required by the Common Core and provide explicit instruction, the following core actions will be used to guide planning and observable instructional practice:

- Focus each lesson on a high-quality text (or multiple texts).
- The majority of lessons will be spent reading, speaking, listening, or writing about a texts(s).
- Employ questions and tasks that are text dependent and text specific.
- Questions will be sequenced to guide students in delving deeper into text and graphics.
- Provide all students with opportunities to engage in the work of the lesson.
- Provide students with opportunities for student conversations and tasks where students are encouraged to talk about each other's thinking.
- Ensure that instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills in ELA or the content of the lesson in mathematics.
- Teachers will use explanations, representations, or examples to make the mathematics of the lesson explicit.
- Provide time for students to work with and practice grade-level problems and exercise (mathematics).
- Provide all students with opportunities to exhibit mathematical practices in connection with the content of the lesson.

To address students' need to improve their reading and writing skills, we will continue implementing Step Up to Writing. Step Up to Writing teaches strategies to improve reading comprehension using concrete instructional strategies, which include the following: *Responding to text, making connections, marking the text, taking notes, making inferences and analyzing text, recognizing text structures, summarizing, asking and answering questions, and using and creating bookmarks.*

Harvey Austin seeks to provide our students with instruction and guided practice on the use of technology. First, teachers will use technology to create visual aids for teaching, brainstorming, and organizing information. Second, teachers will make increased use of video clips into classroom presentations. In modeling these practices, they also will be showing students how to use different technology tools to think and communicate. Third, teachers will show students how to use online resources that expand their access to literature libraries. These ELA-focused strategies will increase student-directed activity related to researching, reviewing, and interacting with texts that help them learn more about the world. This supports the ELA shifts by creating more opportunities for students to be exposed to informational and literary texts and increasing opportunities to engage texts that can expand their vocabulary. For mathematics, teachers will incorporate new options for students to demonstrate learning. These new opportunities for ongoing assessments will create more of a balance between practicing and understanding. Instructional activities for both ELA and mathematics will use technology to help students develop the skills necessary to create work products. By incorporating the use of technology skills into learning activities, Harvey Austin will better prepare our students to meet the CCLS in ELA, satisfy the requirement to use technology to publish writing, and deepen the focus of mathematics instruction.

iii. Use of Time

See attachment S3- Sample Daily Class Schedule.

The extra time programming outlined in this section will enable Harvey Austin to fulfill its mission and vision by providing students additional instructional time. As has been indicated in the Needs Assessment section of this grant, Harvey Austin needs additional time to provide instruction that is customized to students' specific learning needs. We will implement three key strategies for the use of instructional time that will increase learning time

Afterschool Programing (During the School Year). The afterschool program will add an additional two hours to each school day, for a total of 400 extra hours or 15 extra school days. To support the vision of the SIG implementation period and accelerate learning for our students, our afterschool program will include the following components:

- Literacy-based curriculum—Step Up to Writing
- Targeted interventions for all students—Read 180, Math 180
- Enrichment activities that include the exploration of careers, use of technology, and application of 21st century skills
- Enrichment activities—Yoga, technology club, career club, and a book club

Summer School (After the School Year). Summer school programming will move from a districtwide hub program to a school-based program. Summer school will provide an additional 18 days to each school year for Harvey Austin staff to provide additional, individualized

academic support to students. The summer program will focus on academic skill development and use both district-recommended materials such as Voyager as well as school-based curricular materials. Summer school also will allow us to provide enrichment opportunities that promote social emotional and career and technology education development while providing exposure to vocational and career information.

Maximizing Instructional Time (During the School Day). Harvey Austin's approach to using extra time also includes strategies that maximize the available instructional time in each class period. Teachers will develop more effective lesson plans and learn new strategies for making effective use of available instructional minutes. More effective lesson planning will reduce the amount of instructional time lost because of transitions, poor behavior, and poor classroom management. Harvey Austin's approach to using time in a way that leads to a pedagogically sound restructuring of the school day also includes creating additional time for teachers to engage in common planning time. Additional time for common planning will enable teachers to develop effective lesson plans and units of study and share best instructional practices, and to develop their capacity to align and integrate the curricular and instructional practices to better meet the needs of students.

iv. Data-Driven Instruction and Inquiry

A major change to Harvey Austin's instructional program will be the establishment of systems to monitor student achievement. Harvey Austin's leadership team is committed to employing an approach to data use that is comprehensive, timely, cyclical, and student-centered. Thus, under this transformation plan, teachers will have one full day, five times per year, to conduct data analysis and action planning. Substitute teachers will provide coverage for participating staff during this time. The five data analysis sessions will occur in early September, November, late January, February, and early April. These sessions will follow the data-driven dialogue process in which teachers predict, visualize, observe, and infer. Grade-level teams will use the grade-level meeting time to develop the "action plans" that are necessary to change their instructional practices.

Harvey Austin teachers will administer district formative assessments that help track students' progress on learning goals in the core academic areas. The district-developed CFAs will be administered three times during the school year. In addition, Harvey Austin teachers will administer two school-based common formative assessments each month. Data from both sets of assessments will be analyzed to determine which students in each classroom are mastering standards and are on track to meet predetermined targets; the data also will inform the development of specific plans to address the learning needs of individual students, groups of students, individual classrooms, and grade levels.

See Attachment S4- Schedule for Administering Common Interim Assessments

We will introduce a buildingwide assessment protocol that outlines how teachers can assesses students on an ongoing basis. The key elements of the protocol are outlined here:

- Teachers will use a common written template and structured protocol for a deeper analysis of data reports to each teacher that are succinct and contain an item analysis, standard-level analysis, and bottom-line results. This analysis process will require

reflection and action planning at the following levels: individual teacher, grade level, subject area, and schoolwide. Through the analysis of assessment results, teachers will identify strengths, weaknesses, and gaps by standard and skill.

- Teachers will create a plan for addressing the standards and skills not mastered by the whole class, groups of students, or individual students. This plan will delineate standards and skills that must be retaught to the whole class, what will be addressed through small-group instruction, and which individual students require placement in intervention programs, as outlined in the schoolwide response to intervention framework.
- Instructional Leaders will address trends in performance across the grade and then use an action-results meeting protocol to identify best practices and key actions that everyone will implement to address assessment results. In collaboration with integrated coteachers, English as a second language teachers, and music and arts teachers, the teams will spend additional time developing concrete elements of lesson plans (e.g., "Do Nows," teacher guides, student activities, homework) that will be used to address needs and gaps in specific skills and standards.

v. Student Support

Our framework for supports includes our social worker. Our social worker provides individualized education program counseling and SAIGs. SAIGs are designed teach students who do not respond to the schoolwide program appropriate behaviors, social emotional skills, coping strategies, and model effective responses to high-risk situations. Our social worker also provides short-term informal counseling and crisis management in addition to facilitating parent meetings.

Harvey Austin's SST provides academic, social, emotional, and student supports to the whole school population. The SST's responsibilities include providing social history and counseling evaluations, facilitating meetings and home visits, and linking families to outside resources. The work of the SST will continue in the next school year, but Harvey Austin will work to increase the number of students served through this support service and improve the integration of SST services with other support services provided to Harvey Austin students.

Harvey Austin will work to improve the process we use to identify at-risk students. Our teachers will continue to collect and analyze academic progress indicators and attendance and suspension data, and to conduct informal observations. The SST will create a "Referral Protocol" that includes the relevant forms and timelines to guide teachers' follow-up activities. We also will implement a new quarterly reporting system to allow for ongoing status updates on referred students and parent responsiveness. Harvey Austin's school leadership will work with the social worker, behavior specialists, and other members of the SST to review implementation data and create a set of thresholds for tolerances in changes in academic performance, attendance or suspension. This review process will help the school determine the effectiveness of the referral and support processes and the need for changes.

The core of RTI is research-based instruction for all students. The RTI model holds significant promise for effective academic supports for our students. This instructional model is aimed at prevention and early intervention through a tiered system of instructional support—one that adds

layers of instructional support to the standard core curriculum, based on the demonstrated and changing needs of student learners. Through our curriculum and instruction work, we will strengthen the core instruction that is delivered to all students.

We will refine our Tier 2 intervention programs to ensure that they are intensive, targeted, and aligned to the core curriculum. We will use Read 180 and Math 180. Read 180 provides an integrated set of curriculum, instruction, assessment, and professional development resources and offers students access to instructional software and e-books that align with their instructional needs. Math 180 is an intervention program that helps teachers build conceptual understanding and provides students with scaffold support and allows for self-paced exploration of key mathematics concepts.

Progress monitoring data will be used to make decisions about changing goals, instruction, and services. Student grouping will be flexible to allow students to move in to and out of strategic reading groups based on progress monitoring data.

Our framework for behavioral supports will be coordinated by the behavior specialist and social worker . Our social worker provides individualized education program counseling and Social Academic Intervention Groups. SAIGs are designed teach students who do not respond to the schoolwide program appropriate behaviors, social emotional skills, coping strategies, and model effective responses to high-risk situations. Our social worker also provides short-term informal counseling and crisis management in addition to facilitating parent meetings.

The BOCES behavior specialist will coordinate and implement the positive behavior supports program and provide direct supports to students. Currently, our implementation within and across each of the three tiers is inconsistent and uncoordinated. The BOCES behavior specialist would help Harvey Austin improve the fidelity of its PBIS implementation and help make the PBIS more a part of our school culture.

vi. School Climate and Discipline

Harvey Austin is committed to providing a safe and orderly learning environment. Harvey Austin's current system for managing student behavior is ineffective in addressing the needs of the whole child. Our current approach to responding to inappropriate student behavior represents a case-by-case approach to decision-making that focuses on the application of disciplinary sanctions (i.e., suspensions). As has been documented in the Needs Assessment section of this grant application, Harvey Austin has a high number of disciplinary referrals and suspensions. Typically, when a behavioral issue occurs, staff intervenes and manages the situation by removing the student. This type of response often fails to address the reasons underlying the inappropriate behavior and does not address some of the school climate conditions that may be contributing to inappropriate student behaviors. In addition, it does not ensure a fair and consistent disciplinary process. Improvements in these areas will help foster a safe and orderly environment that is focused on proactive interventions and positive behaviors. We believe that using a more universal, schoolwide positive behavior program will create positive morale in the building by establishing fair and consistent expectations and make it possible to offer meaningful rewards and incentives to students to follow the school's behavioral guidelines.

During the SIG implementation period, Harvey Austin will implement a proactive and preventative approach to reducing the incidence of inappropriate student behavior. We will do this by improving our implementation of PBIS and adding new layers of support that can help prevent behavioral issues. To this end, Harvey Austin will formalize, document and train staff on how PBIS will be implemented at our school. Through this process we will be able to create a clear and easy-to-follow protocol for addressing student needs. Creating a PBIS implementation protocol is critical at Harvey Austin because the majority of our staff find the current PBIS implementation design to be confusing and complicated. In addition, we believe that improved implementation of PBIS will enable our teachers and staff to have access to more accurate behavior data that can be used to drive our strategies to create an environment conducive to learning.

Erie 1 BOCES will support our efforts to improve PBIS implementation and improve school climate. Erie 1 BOCES will support us as we (1) customize our use of PBIS, (2) create new interventions to reduce the incidences of fights and major assaults, and (3) ensure our PBIS protocol is appropriate and implemented with fidelity. Erie 1 BOCES will help train staff on the use of therapeutic crisis intervention (TCI), which will help us more effectively respond to students in crisis. We believe that improved implementation of PBIS and the implementation of TCI can foster a safe and orderly school climate and enable Harvey Austin to decrease school suspensions related to major assault by 5 percent.

vii. Parent and Community Engagement

Harvey Austin also will use our school website to notify parents and the school community about important information. We plan to create regular updates to notify the community about (1) the progress report dates, (2) report card dates, (3) open house dates, (4) town meetings dates, (5) volunteer opportunities, and (6) important updates academic initiatives. To increase the frequency and regularity of home-school communication, Harvey Austin will use the Connect Ed system. The Connect Ed system allows campus leaders and security professionals to send time-sensitive notifications to thousands of people in minutes through phone, e-mail, and text. We expect that the use of this system will provide our school with a new means of engaging families. The use of this service will be particularly helpful with progress reports and report card mailings and will result in increased parent awareness of the distribution of this important academic information. It also will be helpful at the beginning of the year when we are trying to arrange for open house meetings and invite parents to meet the teachers and staff. To increase opportunities to engage parents, we will implement community center rentals to hold "town-hall"-style meetings in various zip codes of the student population.

Harvey Austin will continue to implement EPIC programming. The EPIC program helps parents develop the skills they need to help their children succeed academically, socially, and emotionally. EPIC offers consultation, professional development, and training services for schools, school staff, and families to promote family engagement in education. Harvey Austin has found EPIC services related to the analysis of schools' family engagement climates particularly helpful. In the next school year, we will use the results of the EPIC assessment to create a comprehensive, researched-based family engagement plan that engages the entire school community and advances family engagement to support student achievement. Harvey Austin

staff members also seek to engage professional development to build capacity of school staff in understanding the research and best practices in family engagement and parent outreach. We believe this will enhance parent and teacher relationships and help parents understand the school system, academic standards, assessments, and college career readiness expectations.

I. Training, Support, and Professional Development

i. School Involvement in Development of Plan

School leadership and staff participated in a facilitated workshop on November 1. This workshop focused on identifying and prioritizing school-level needs. The facilitation process enabled participants to recommend strategies that would help address the identified needs. The selection of strategies was based on an assessment of the underlying causes for the identified needs. Next, Harvey Austin's leadership and staff identified the professional development the school community would need to be able to implement the recommended strategies.

The initial list of needs, strategies, and professional development needs was shared with the entire school staff. The school leadership team collected comments and feedback and used this input to create the professional development plan. Thus, the final list of professional development reflects continuous dialogue between leadership and staff. Because the final list of professional development also was developed in collaboration and consultation with BCSD, the planned professional development is complimentary to the professional development being offered by the district. In sum, this process helped to ensure that our school's identified professional development needs are directly related to our school's needs and the improvement strategies we selected and that they are aligned with the district's overall professional development goals.

ii. Implementation Period

See Implementation Period Chart

Harvey Austin developed a professional development plan that is job-embedded, school-specific, and linked to our students' instructional data. Our professional development plan also is aligned with teacher observation data and the identified needs of our systematic in-depth review. The planned training and professional development activities represent a logical and effective approach to helping our school develop the enhanced professional capacity it needs to meet our school improvement goals. Our school's professional development portfolio includes coaching, mentoring, and consultations with external partners in addition to small- and large-group workshops. We believe that this type of professional development is most effective because it is connected to what teachers do each day in their classrooms.

To maximize the use of available time, Harvey Austin has included professional development activities during teachers' daily work activities. This required modifications to the internal organization of the school schedule to allow for common planning time, more frequent observation of classroom practice, and feedback and reflection periods. Harvey Austin will use instructional coaching as the main vehicle for developing teachers' capacity. The instructional coach will help plan and deliver professional development sessions related to the core curriculum, differentiated instruction, and the Data-Driven Instruction and Inquiry process. The instructional coach will work with individual teachers and teams of teachers, conduct focused observations, provide actionable feedback, and deliver differentiated follow-up and support activities such as coplanning and modeling of lessons.

Through the course of the next academic year, Harvey Austin's school leadership team will gather feedback from teachers who participate in these types of professional learning experiences to assess the degree to which they perceive these learning experiences have positively impacted their professional practice. We also will ask participating teachers for their suggestions and ideas for modifying future professional development so that (1) instructional time is maximized and (2) logistical and scheduling complications are minimized.

iii. Evaluation Plan

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

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

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

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

I. Training, Support, and Professional Development – Implementation Period Chart (School 97)

	Actions	Person(s) Involved	Outcomes
June 2014	Journeys reading program training Math Modules training Common Core Learning Standards Differentiated Instruction and Instructional Strategies Summer School Program begins End of school celebration	• BCPS District Training • Coaches: • Instructional, Reading and Math • Teachers	New Lesson Plans that include differentiated instruction Summer school program created; students have increased learning time
August 2014	Step-Up to Writing Journeys Trianing Math Modules PBIS Planning/Support Data Driven Instruction Training SMART Goals Development Grade Level Team Meetings to create lesson plans with differentiated instruction and higher order thinking questions Monthly Turnkey Professional development	• EPIC • Teachers • Coaches: Instructional, Reading and Math • Data/PBIS Coach • Administration •	Classroom level PBIS plans created Classroom level SMART goals created New grade level lesson plans created; increased teacher capacity Tools to support instruction developed during monthly professional development
September 2014	Step-Up to Writing Journeys Training Math Modules Afterschool program starts Administration reviews SMART goals and sets school level targets/goals for student achievement PBIS training and services Awards ceremonies Grade Level Team Meetings to create lesson plans with differentiated instruction and higher order thinking questions Monthly Turnkey Professional development Monthly teams meeting for review of common core learning standards to their assessments.	• Administration • SST Team • Behavior Specialist • Teachers and staff • Parents and students • Team Leaders • EPIC	Revision of Classroom level PBIS plans Website updates and parent communication New grade level lesson plans created; increased teacher capacity Data analysis allows for update of of SMART goals Classroom tools and lesson plans developed during monthly professional development Afterschool program begins Parent input and SBMT recommendations to inform plan implementation

	Family Teacher Community Organization (FTCO) meeting School Based Management Team (SBMT) meeting		
October 2014	Step-Up to Writing Journeys Training Math Modules PBIS training and services School Level PBIS analysis Awards ceremonies Grade Level Team Meetings to create lesson plans with differentiated instruction and higher order thinking questions Monthly Turnkey Professional development DDI training with instructional coach Open House for Parents Monthly teams meeting for review of common core learning standards and align with their assessments. Quarterly Transformation Plan Assessment meeting Family Teacher Community Organization (FTCO) meeting School Based Management Team (SBMT) meeting	• Instructional Coach • Reading and Math building personnel • Teachers • Staff • Administration	Update Classroom level PBIS plans Recognition of most improved PBIS implementation; improved school climate and student supports New grade level lesson plans created; increased teacher capacity Classroom tools and lesson plans developed during monthly professional development New lessons plans and assessments aligned with CCLS Journeys, and Math Modules Documentation of progress in implementing plan and ideas for adjusting future implementation to improve success Parent input and SBMT recommendations to inform plan implementation
November 2014	Journeys Training Math Modules PBIS training and services Awards ceremonies Grade Level Team Meetings to create lesson plans with differentiated instruction and higher order thinking questions Monthly Turnkey Professional development DDI Training with Instructional Coaches and SMART goal setting	• Administration • Reading and Math building personnel • SST Team • Teachers and staff • Parents and students • Team Leaders •	Update Classroom level PBIS plans Recognition of most improved PBIS implementation; improved school climate and student supports New grade level lesson plans created; increased teacher capacity Classroom tools and lesson plans developed during monthly professional development

	Monthly teams meeting for review of common core learning standards to their assessments. Family Teacher Community Organization (FTCO) School Based Management Team (SBMT)		New lessons plans and assessments aligned with CCLS Journeys, and Math Modules
December 2014	PBIS training and services Awards ceremonies Grade Level Team Meetings to create lesson plans with differentiated instruction and higher order thinking questions Monthly Turnkey Professional development Monthly teams meeting for review of common core learning standards to their assessments. Family Techer Community Organization (FTCO) School Based Management Team (SBMT) Faculty meeting	• Administration • SST Team • Reading and Math building personnel • Instructional Coaches • Teachers and staff • Parents and students • Team Leaders	Update Classroom level PBIS plans Recognition of most improved PBIS implementation; improved school climate and student supports New grade level lesson plans created; increased teacher capacity Classroom tools and lesson plans developed during monthly professional development New lessons plans and assessments aligned with CCLS Journeys, and Math Modules Parent input and SBMT recommendations to inform plan implementation
January 2015	PBIS training and services Awards ceremonies Grade Level Team Meetings to create lesson plans with differentiated instruction and higher order thinking questions Monthly Turnkey Professional development DDI Training with Instructional Coaches and SMART goal setting Administration reviews SMART goals and assesses trends in student achievement	• Administration • Reading and Math building personnel • SST Team • Teachers and staff • Parents and students • Team Leaders • Instructional Coaches	Update Classroom level PBIS plans Recognition of most improved PBIS implementation; improved school climate and student supports New grade level lesson plans created; increased teacher capacity Classroom tools and lesson plans developed during monthly professional development

	Monthly teams meeting for review of common core learning standards to their assessments. Quarterly Transformation Plan Assessment meeting Family Teacher Community Organization (FTCO) School Based Management Team (SBMT)		New lessons plans and assessments aligned with CCLS Journeys, and Math Modules Documentation of progress in implementing plan and ideas for adjusting future implementation to improve success Parent input and SBMT recommendations to inform plan implementation
February 2015	PBIS training and services Awards ceremonies Grade Level Team Meetings to create lesson plans with differentiated instruction and higher order thinking questions Monthly Turnkey Professional development Development of Interim Assessments schedule data review/analysis Monthly teams meeting for review of common core learning standards to their assessments. Family Teacher Community Organization (FTCO) School Based Management Team (SBMT)	• Administration • SST Team • Reading and Math building personnel • Instructional Coach • Teachers and staff • DATA/PBIS Coach • Parents and students • Team Leaders • BOCES	Update Classroom level PBIS plans Recognition of most improved PBIS implementation; improved school climate and student supports New grade level lesson plans created; increased teacher capacity Classroom tools and lesson plans developed during monthly professional development New lessons plans and assessments aligned with CCLS Journeys, and Math Modules Parent input and SBMT recommendations to inform plan implementation
March 2015	PBIS training and services Awards ceremonies Grade Level Team Meetings to create lesson plans with differentiated instruction and higher order thinking questions Monthly Turnkey Professional development DDI Training with Instructional Coaches and SMART goal setting Administration reviews SMART goals and assesses trends in student	• Administration • SST Team • Reading and Math building personnel • Instructional Coaches • Teachers and staff • DATA/PBIS Coach • Parents and students	Update Classroom level PBIS plans Recognition of most improved PBIS implementation; improved school climate and student supports New grade level lesson plans created; increased teacher capacity Classroom tools and lesson plans developed during monthly professional development

	achievement Monthly teams meeting for review of common core learning standards to their assessments. Family Teacher Community Organization (FTCO) School Based Management Team (SBMT)	• Team Leaders	New lessons plans and assessments aligned with CCLS Journeys, and Math Modules Parent input and SBMT recommendations to inform plan implementation
April 2015	PBIS training and services Awards ceremonies Grade Level Team Meetings to create lesson plans with differentiated instruction and higher order thinking questions Monthly Turnkey Professional development Quarterly Transformation Plan Assessment meeting Monthly teams meeting for review of common core learning standards to their assessments. Family Teacher Community Organization (FTCO) School Based Management Team (SBMT)	• Administration • SST Team • Reading and Math building personnel • Instructional Coaches • Teachers and staff • Parents and students • Team Leaders •	Update Classroom level PBIS plans Recognition of most improved PBIS implementation; improved school climate and student supports New grade level lesson plans created; increased teacher capacity Classroom tools and lesson plans developed during monthly professional development New lessons plans and assessments aligned with CCLS Journeys, and Math Modules Documentation of progress in implementing plan and ideas for adjusting future implementation to improve success Parent input and SBMT recommendations to inform plan implementation
May 2015	PBIS training and services Awards ceremonies Grade Level Team Meetings to create lesson plans with differentiated instruction and higher order thinking questions Monthly Turnkey Professional development DDI Training with Instructional Coaches and SMART goal setting	• Administration • SST Team • Reading and Math building personnel • Instructional Coaches • Teachers and staff • Parents and	Update Classroom level PBIS plans Recognition of most improved PBIS implementation; improved school climate and student supports New grade level lesson plans created; increased teacher capacity Classroom tools and lesson

	Monthly teams meeting for review of common core learning standards to their assessments. Development of NY State Assessments schedule for administrating and monitoring schedule. Extended School Day program ends Family Teacher Community Organization (FTCO) School Based Management Team (SBMT) Faculty meeting	students • Team Leaders	plans developed during monthly professional development New lessons plans and assessments aligned with CCLS Journeys, and Math Modules Parent input and SBMT recommendations to inform plan implementation
June 2015	End of Year Celebration for families, staff and students and volunteers luncheon Grade level meetings for teachers to develop, review and analysis their posttest for their SLOs. Team Leaders review the school year and survey results End of year Transformation Plan Assessment meeting Begin planning adjustments for 2015-2016 school year regarding trainings, professional development, assessments, summer day and extended day. Family Teacher Community Organization (FTCO) School Based Management Team (SBMT)	• Administration • SST Team • Reading and Math building personnel • Instructional Coaches • Teachers and staff • DATA/PBIS Coach • Parents and students • Team Leaders • RBT and Partners	Determination of 1st year implementation efforts Parent input and SBMT recommendations to inform plan implementation

J. Communication and Stakeholder Involvement/Engagement

i. Regular and Systematic Updates to Stakeholders

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

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

The school leadership team is the mechanism through which a school's leaders distribute leadership and cultivate buy-in around the vision for the school. The school leadership team will serve as the primary mechanism for regularly and systematically updating parents, families, and other stakeholders on the implementation of the SIG plan. Consistent communication and unwavering focus on the school's vision will serve as a framework for messaging. Each member of the leadership team will serve as a primary point of contact for each grade level or subject to ensure a consistent message.

Harvey Austin will develop a communication plan that includes systems and structures to achieve the following:

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

- Develop a visual display of student progress on benchmarks.

Audience	Communication Goal	Method, Time, and Place
Parents	• First concern is with the experience of their own children and then with how their school measures up. • Balance reporting that includes strengths and weaknesses accompanied by what the school is doing to improve. • Provide concrete examples of what is changing or what is new appeal to parent audiences.	• Quarterly formal stakeholder meetings • Monthly informal school meetings • Parent activities, e.g., "coffee with the principal," parent breakfasts, etc. • Weekly newsletters (digital available) • School website
Teachers	• Teachers want to know how their own students are doing, whether their change efforts are paying off, and even how they measure up. • Teachers who see no change need evidence that the change has positive results. Teachers who eagerly embrace change seek validation for their efforts. • Descriptive, nonjudgmental findings supported by measures internal and external to the school and evidence of the relationships between activities and outcomes can help teachers.	• Quarterly formal stakeholder meetings • Monthly informal school meetings • Faculty and Grade-level team meetings • Professional learning communities • Data meetings following benchmark assessments • Data wall • Weekly newsletters (digital available) • School website
Community	• Political audiences, the board of education, the press, and community members who do not have students at the school are less interested in the details. • Message must be both important and credible. • These audiences are likely to want explanations and recommendations supported by data.	• Quarterly formal stakeholder meetings • Monthly informal school meetings • Quarterly progress review sessions with the Office of School Leadership. • Weekly newsletters (digital available) • School website

K. Project Plan and Timeline

i. Year 1 Implementation Period—Goals and Key Strategies

See attachment S5- Year 1 Implementation Period- Goals and Key Strategies Chart

ii. Early Wins

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

- First-quarter gains in targeted grades as measured by CFAs.
- Lesson plans and unit plans that reflect the shifts required by the Common Core.
- The use of high-impact teaching strategies and increased student engagement as measured by classroom observations and instructional walk-throughs.
- Improved implementation of PBIS as evidenced by lower rates of discipline referrals.
- Data from classroom observations that indicate increased use of differentiated instruction.
- Existence of a school improvement plan that clearly outlines goals, objectives, actions, measurable outcomes and timelines.
- Existence of systems to regularly collect, analyze, and use data to determine with improvement strategies are on track.

iii. Leading Indicators

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

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

These meetings will be driven by the leading indicators of success. Harvey Austin will maintain a constant vigil on the leading indicators and closely monitor the fidelity and effectiveness of the chosen programs and interventions outlined in the project plan. The school will perform these activities while creating a culture of continuous learning and action—one that is focused on improving student outcomes through systematically turning data and information into insight and action.

BUDGET NARRATIVE – District

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	Workswith 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.
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.
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.

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Indirect	90	1,550	775	775	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.
District Total		$ 50,000	$ 25,000	$25,000		

BUDGET NARRATIVE SIG #97

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Teacher Ancillary – After School Program	15	27,284	27,284	46,771	Per the collective bargaining agreement, teachers will be paid to teach students in an after school expanded learning time program, specific to the needs of the students at Harvey Austin School #97. During year 1 & 2 part of the cost of the program will be covered, but in year 3 all after school program costs will need to be covered by SIG funds.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.
Teacher Ancillary – Summer School	15	29,232	29,232	29,232	Per the collective bargaining agreement, teachers will be compensated $27.84/hour for 3.5 hours/day for 20 days to teach students in the summer program. Harvey Austin School #97's unique summer program will be tailored to its students' needs, and planned by teachers during after school curriculum development time.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Teacher Curriculum Members – Summer School	15	2,341	2,341	2,341	Per the collective bargaining agreement, teachers will be paid to meet after hours during the school year to develop a unique academic and enrichment summer school program tailored to Harvey Austin School #97's students needs.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.
Teacher Curriculum Chair – Summer School	15	335	335	335	Per the collective bargaining agreement, teachers will be paid to meet after hours during the school year to facilitate the development of a unique academic and enrichment summer school program tailored to Harvey Austin School #97's students needs.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.
Teacher/Student 1/200th - PD	15	75,000	30,000	15,000	Per the collective bargaining agreement, teachers will be paid to 1/200th of their annual salary per day for full day professional development to meets the needs of staff and students as outlined in Harvey Austin School #97's SIG plan.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Administration Ancillary – After School Program	15	5,021	5,021	5,021	Per the collective bargaining agreement, administrators will be paid to oversee the after school expanded learning time program, specific to the needs of the students at Harvey Austin School #97.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.
Principal Stipend – Summer School	15	2,000	2,000	2,000	Per the collective bargaining agreement, administrators will be paid a stipend of $2,000 for the half-day summer program.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.
Substitute Teachers - PD	15	17,920	16,786	13,874	Substitute teachers will be used to cover teacher classrooms while teachers attend job-embedded training to meets the needs of staff and students as outlined in Harvey Austin School #97's SIG plan.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.
Clerical Overtime – After School Program	16	434	434	434	Per the collective bargaining agreement, one clerical staff will provide support for completing payrolls after hours during extended learning time.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.
Transformation Partner – Erie BOCES	40	100,000	25,000	25,000	Erie BOCES will work with the school principal, leaders, teachers, students, and families to help all parties mitigate behavioral issue within the school and learn	After the intensive training with staff and families and work with students in year 1, Erie BOCES with taper off serves in years 1 and 2 to assist school staff in building

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
					how best to address/cope with social-emotional and behavioral issues following the school and district's adopted PBIS model.	capacity while offering support for program fidelity and institutionalization in order to sustain the PBIS program beyond the grant period.
School System Advisor – Turn Around Solutions	40	80,000	0	0	Turn Around Solutions will work with the school principal, leaders, and teachers to restructure school systems and functions, re-organize the master schedule, and re-focus school level committees.	The restructuring and reorganization of the school will happen in the first year of implementation and will be reviewed and revised during that time to allow school staff to continue in the new model successfully beyond the first year.
Step Up to Writing Program - Training	40	5,000	5,000	5,000	Step Up to Writing will work with the school principal, leaders, and teachers to provide professional development the Step Up to Writing Program in order to improve students' literacy skills.	Step Up to Writing will provide training to teachers and help them build capacity in order to sustain the program beyond the grant period.
Step Up to Writing Program - Support	40	4,000	4,000	2,000	Step Up to Writing will work with the school principal, leaders, and teachers to provide support for Step Up to Writing Program implementation in order to improve students' literacy skills through program institutionalization	Step Up to Writing will provided tapered support to teachers to help them stay on track and fully implement the program for deepest institutionalization in order to sustain the program beyond the grant period.

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Career Cruising Online Career Curriculum and Portfolio Membership	40	1,170	1,118	1,107	Career Cruising Online Career Curriculum and Portfolio Membership will be part of the pre-CTE program at school #97 and will provide teachers and students with a career discovery curriculum to use during and after the school day and a career portfolio that will follow the students from year to year.	School funds will cover this cost after the end of grant funding if the program is successful.
Step up to Writing Kits	45	7,623	0	0	Step Up to Writing Kits will be provided to all literacy teachers to help them teach the program with fidelity in order to improve students' literacy skills.	Step Up to Writing Teacher Kits are a 1 time purchase to be used throughout the grant period and beyond.
Student Transportation – CTE Field Trips	46	4,000	4,000	4,000	Transportation will include transporting students to and from the school's pre-CTE field trips which will introduce them to potential career pathways as part of 97's pre-CTE program.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.
Student Transportation – Summer School	46	34,500	34,500	34,500	Transportation will include transporting students to and from the school's summer program.	Other funding, such as Title I, will be used to continue the expanded learning initiative at the conclusion of SIG.

Budget Item	Budget Code	Year 1	Year 2	Year 3	Explanation of Costs	Sustainability
Employee Benefits	80	44,218	30,947	31,383	Employee benefits include Retirement, Social Security, Workers Compensation, Unemployment Insurance, Health Insurance, Supplemental Benefits (dental, vision), and Life Insurance	Same as salaries.
Indirect Costs	90	9,922	7,002	7,002	Indirect costs were calculated at the Approved, Restricted Indirect Cost Rate of 3.2%.	N/A
School Total		450,000	225,000	225,000		

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	176,241
Support Staff Salaries	16	6,177
Purchased Services	40	201,670
Supplies and Materials	45	7,623
Travel Expenses	46	40,953
Employee Benefits	80	55,864
Indirect Cost (IC)	90	11,472
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	121,554
Support Staff Salaries	16	3,306
Purchased Services	40	40,868
Supplies and Materials	45	
Travel Expenses	46	39,726
Employee Benefits	80	36,769
Indirect Cost (IC)	90	7,777
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	123,129
Support Staff Salaries	16	3,306
Purchased Services	40	38,857
Supplies and Materials	45	
Travel Expenses	46	39,726
Employee Benefits	80	37,205
Indirect Cost (IC)	90	7,777
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	420,924
Support Staff Salaries	16	12,789
Purchased Services	40	281,395
Supplies and Materials	45	7,623
Travel Expenses	46	120,405
Employee Benefits	80	129,838
Indirect Cost (IC)	90	27,026
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

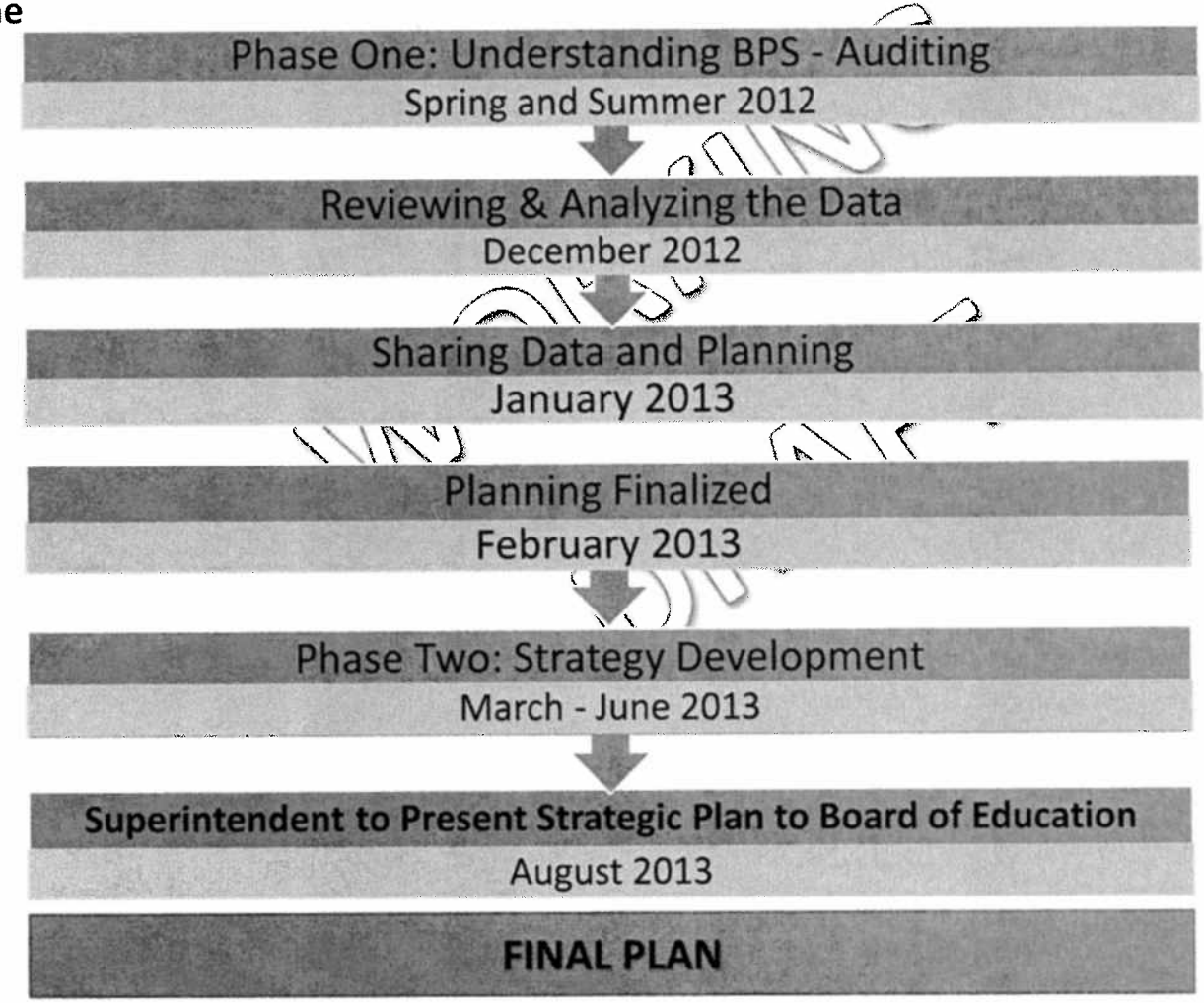
Ensuring Every Child is College and Career Ready

Dr. Pamela C. Brown

Superintendent of Schools

Overview of Process

The Timeline



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Operations	
Financial Planning	
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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

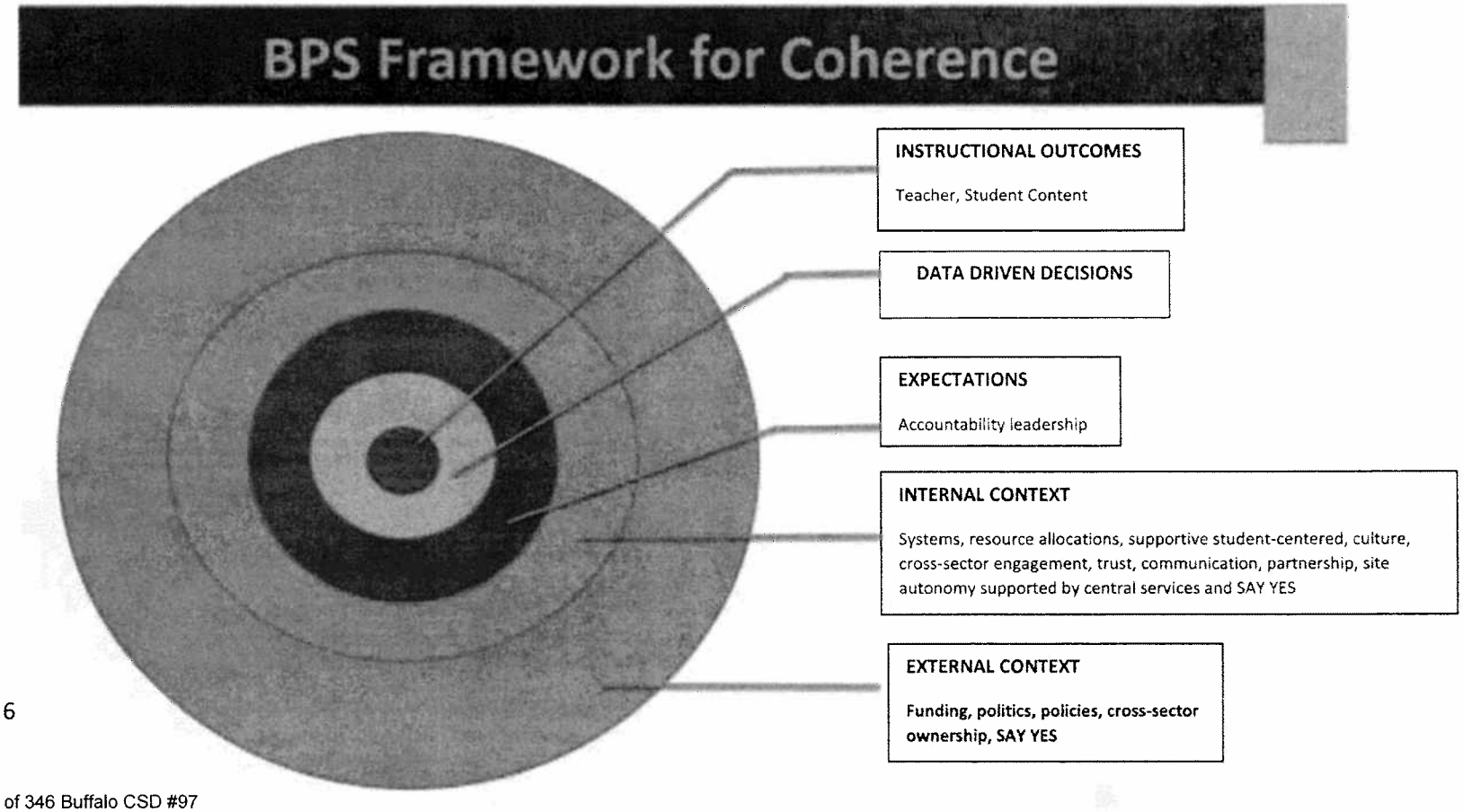
- World-class education: Academics, character, arts, athletics, world languages/cultures, and technology
- Rigorous and relevant curriculum, instruction and assessments, and professional development
- Recruiting, developing and equipping caring and effective staff – a "whatever it takes" attitude
- Central 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

WORKING DRAFT

▪ 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: o Learning activities that require parent and child participation and should consider the diversity of resources and capacity available to students at home. o Multi-layered learning throughout the four core content areas o Makes use of relevant literature and encourages additional study in the five core Reading essentials o Technology based learning in conjunction with the BPS new data center o The level and amount of homework should be research-based and appropriate to the student's age. o 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

WORKING DRAFT

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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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

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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	→	→	→	→ DRAFT	Principals, Teachers, Parents, Community Partners, Central Office

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 **TRANSPORTATION**

SAFETY **TECHNOLOGY**

WORKING

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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. - Guidelines to include an instructional manual and set ratios of staff per school and training to Principals. - Provide training to School Based Management Teams.	X X	→ →	→ →	→ →	→ →	Finance
		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**
				WORKING		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

Assumes lowest grade level at school is enrolled at maximum

Assumes self contained classes are enrolled at maximum

	NON-SELF CONTAINED STUDENTS				SELF CONTAINED STUDENTS		
	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	-	-	-
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
Clerk	1.00	1.00
Typists		0.50
Prep Teacher Asst.		1.20
Art	K-6	1.00
Music (Vocal)	K-6	1.00
Physical Ed	K-6	1.00

This number is Baseline FTE Budget for School Wide

3.50 School Wide

3.00 K-6

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 Prinicipal	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							
$ 87,200.00		ELA Level I	69	ELA Level II	160		
(Includes ELL Students)		$ Allocation Per	$ 200	$ Allocation Per	$ 100		
		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		***Supporting Data:***			
Building Reading Teacher		$ 55,000.00					
Instructional Coach		$ 56,500.00					
Model programs for ELL students:							
		ELL Students	194	$ 9,700.00			
		$ Allocation Per	$ 50				
ESL Teacher		$ 78,410.00		***Rationale for Request:***			
ESL Coach		$ 80,487.00					
Materials in native language							
Translation services							
Translation equipment/supplies							
		$ 87,200.00		Amount remaining			
SIG Transition				***Rationale for Request:***			
$ -							
Assistant Principal-SAM Only		$ 86,500.00					
Instructional Coach		$ 56,500.00					
Contract - Hillside							
		$ -		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)
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)		
		$ - Amount remaining

Rationale for Request:

Central Title I Allocation

Instructional Coach	1.00	$ 80,657.00

Parent Involvement Allocation

$ 5,243.00

Discussion Leader - Teacher		$ -
Discussion Leader - Administrator		$ -
Parent Stipends	$40/day	$ -
Meeting Expense		$ -
Postage		$ -
Incentives		$ -
Instructional Supplies		$ -
Contract Services - specify		$ -
		$ - Amount remaining

Rationale for Request:

TITLE III LEP ALLOCATION (Calculation)

$ 16,102.00

ELL Students 194

$ Allocation Per $ 83

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	$ -
	$ - Amount remaining

Rationale for Request:

TITLE III IMMIGRANT ALLOCATION (Calculation)

$ -

SIFE Students 0

$ Allocation Per $ 93

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	$ -
	$ - Amount remaining

Rationale for Request:

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.

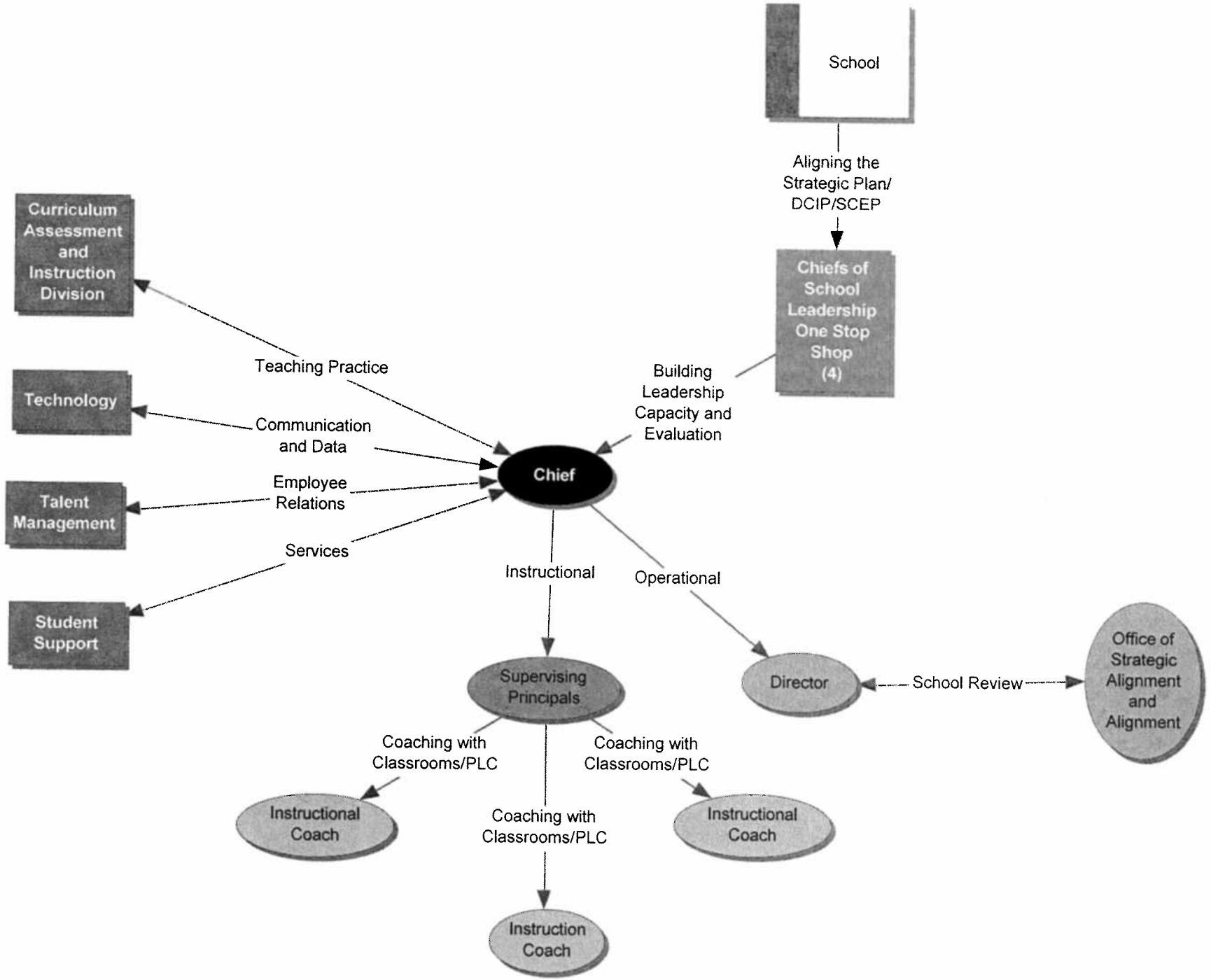
SALARY: Administrator's schedule based on BCSA contract.

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]	Implementation	Specific
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[a]	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	Progress	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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BUFFALO CRITERION -

BUFFALO ROCKET -

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 -

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.

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.

7. 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

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;
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 Planning and Innovation 701 City Hall, Buffalo, New York 14202	Buffalo Professional Development & Technology Center 150 Lower Terrace, 4th Floor, Buffalo, NY 14202
#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)
- 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 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:

- 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. Proposal must be received on or before (insert date)

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

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:

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.

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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.)

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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								
	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	notes
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				

D11-SIG Stakeholder Meetings Info

School Improvement Grant (SIG) Stakeholder Meetings

Purpose: To provide opportunities for staff and stakeholders to review requirements of the SIG application and provide feedback for consideration in the writing of the school turnaround plan.

Dates and School Locations		
Monday, October 28th	**Tuesday, October 29th**	**Wednesday, October 30th**
Schools #17, #74, #99, #305*	Schools #30, #94, #97	School #3

***McKinley Faculty Meeting *only* to be held on Thursday October 24**

Two Meetings to be held at each site:

Time: 2:45pm - 3:45pm Early schools
Meeting for staff

Time: 3:45pm - 4:45pm Late schools
Meeting for staff

Time: 5:30pm - 6:30pm All Schools
Meeting for parents/community members

Facilitators					
Monday, January 14th		**Tuesday, January 15th**		**Wednesday, October 30th**	
17	Faith Alexander Diane Andreana	30	David Mauricio Faye Walton	3	David Mauricio Faye Walton
74	Casandra Wright Marianne Dixon	94	Faith Alexander Diane Andreana		
99	Peggy Boorady Diane Andreana	97	Casandra Harrington Marianne Dixon		
305	Debra Sykes Maianne Dixon				

S2-Assistant Principal Job Description

Attachment S2- (D. School Leadership)
Supporting Leadership Positions—Job Descriptions and Duties

Assistant Principal(s)

Qualifications. Candidates must hold a Master's degree and one of the following certificates by the time of the appointment: New York State School Administrator, New York State School Supervisor, School District Leader, or School Building Leader. Candidates must have a minimum of five years of certificated teaching or supervisory experience. Candidates with prior assistant principal or administrative experience in an urban school district or in a district with a large urban population are preferred.

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

Instructional leadership

- Create and communicate a comprehensive education plan aligned with the SIG Plan and the district's vision and goals to turnaround a Persistently Lowest Achieving school;
- Conduct classroom observations and evaluations of teachers that lead to positive changes in teacher practices and increased student outcomes;
- Assess the strengths and areas in need of improvement of faculty and staff based on a sound knowledge base;
- Communicate school-wide changes and anticipated actions with the support of data;
- Work to develop and maintain clear lines of communication and collaboration between staff, administrators, students, and parents for the purpose of increasing student outcomes;
- Monitor and review all RttT deliverables and metrics as defined by the state and district.
- Meet daily with the principal to schedule instructional leadership time, reflect on impact, and develop a first responder structure in the school.

Teaching and learning

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

Curriculum

- Collaboratively conduct a comprehensive curriculum review to ensure that the curriculum aligns with state and local standards and meets the needs of all students in the school, including students with disabilities and English language learners.
- Rigorously monitor the alignment of the written, taught, and assessed curriculum using scope and sequence documents and pacing calendars.

Collection, Analysis, and Utilization of Data

- Establish a schoolwide data team that sets the tone for ongoing data use to:
  - Define critical teaching and learning concepts.
  - 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 and differentiated according to teacher needs and the subject areas targeted for instructional improvement.

S3 – Sample Daily Class Schedule

Attachment S3- (H. Educational Plan)
Sample Daily Class Schedule

4th Grade Master Schedule	*Homeroom 4-1* *Ms. Krueger*	*HR 4-2* *Ms. Jacobs* *Mr. Peterson (ICT)*	***HR 4-3*** ***Ms. Capitummino*** ***TA- Ms. Mills***
8:55-9:25	Student Arrival/Breakfast Grade Level Meeting- C Day Common Planning Time- C Day (9:40-10:10)	Student Arrival/Breakfast Grade Level Meeting- C Day Common Planning Time- C Day (9:40-10:10)	Student Arrival/Breakfast Grade Level Meeting- C Day Common Planning Time- C Day (9:40-10:10)
PERIOD 1 9:25-10:25 (60 min.)	Math	ELA	ELA
PERIOD 2 **10:25-10:55** **(30 min.)**	Science	Social Studies	Social Studies
PERIOD 3 **10:55-11:25** **(30 min.)**	Writing	Writing	Writing
11:25-11:40 **(15 min.)**	Recess	Recess	Recess
PERIOD 4 **11:40-12:10** **(30 min.)**	LUNCH	LUNCH	LUNCH
PERIOD 5 **12:10-1:10** **(60 min.)**	ELA w/ Jacobs	Math w/ Krueger	Math
PERIOD 6 1:10-1:40 **(30 min.)**	Social Studies w/ Jacobs	Science w/ Krueger (Peterson Lunch)	Science (TA lunch and break)
PERIOD 7 1:40-2:25 (45 min.)	Differentiation PART 2	Differentiation PART 2	Differentiation PART 2
PERIOD 8 2:25-3:05 **(40 min.)**	**A - Art** **B-PE** **C-Music** **D- Art** **E-PE** **F-Music**	**A- Music** **B-Art** **C-PE** **D-Music** **E-Art** **F-PE**	**A-PE** **B-Music** **C-Art** **D-PE** **E-Music** **F-Art**
3:10-3:35	**Dismissal**		
3:35-5:35	**Extended Day Program**		

S4- Schedule for Administering Common Interim Assessments

Sun.	Monday **SEPTEMBER 2014**	Tuesday	Wednesday	Thursday	Friday	Sat.
	1 Labor Day	2 Teachers Report	3 Students Report	4	5	6
7	8 BOY DIBELS NEXT BOY IDEL	9 BOY DIBELS NEXT BOY IDEL	10 BOY DIBELS NEXT BOY IDEL	11 BOY DIBELS NEXT BOY IDEL	12 BOY DIBELS NEXT BOY IDEL	13
14	15 BOY DIBELS NEXT BOY IDEL BOY CIRCLE	16 BOY DIBELS NEXT BOY IDEL BOY CIRCLE	17 BOY DIBELS NEXT BOY IDEL BOY CIRCLE	18 BOY DIBELS NEXT BOY IDEL BOY CIRCLE	19 BOY DIBELS NEXT BOY IDEL BOY CIRCLE	20
21	22 District-Generated Pre-Assessments Terra Nova Testing (Gr 1 and 2) BOY IDEL BOY CIRCLE BOY mCLASS Math	23 District-Generated Pre-Assessments Terra Nova Testing (Gr 1 and 2) BOY IDEL BOY CIRCLE BOY mCLASS Math	24 District-Generated Pre-Assessments Terra Nova Testing (Gr 1 and 2) BOY IDEL BOY CIRCLE BOY mCLASS Math	25 District-Generated Pre-Assessments Terra Nova Testing (Gr 1 and 2) BOY IDEL BOY CIRCLE BOY mCLASS Math	26 District-Generated Pre-Assessments Terra Nova Testing (Gr 1 and 2) BOY IDEL BOY CIRCLE BOY mCLASS Math	27
28	29 NYSAA Window Opens (closes 2/7/14) District-Generated Pre-Assessments BOY CIRCLE BOY mCLASS Math	30				

Sun.	Monday **OCTOBER 2014**	Tuesday	Wednesday	Thursday	Friday	Sat.
		30 District-Generated Pre-Assessments	1 District-Generated Pre-Assessments	2 District-Generated Pre-Assessments	3 District-Generated Pre-Assessments	4
		Supera Testing (Gr 2-12)	Supera Testing (Gr 2-12)	Supera Testing (Gr 2-12)	Supera Testing (Gr 2-12)	
		BOY CIRCLE BOY mCLASS Math	BOY CIRCLE BOY mCLASS Math **BEDS Day: Roster Lock for Pre- /Post-Assessments**	BOY CIRCLE BOY mCLASS Math	BOY CIRCLE BOY mCLASS Math	
5	6 Common Formative Assessment #1 High School	7 Common Formative Assessment #1 High School	8 Common Formative Assessment #1 High School	9 Common Formative Assessment #1 High School	10 Common Formative Assessment #1 High School	11
12	**13 Columbus Day**	14 Common Formative Assessment #1 Grades 5-8	15 Common Formative Assessment #1 Grades 5-8	16 Common Formative Assessment #1 Grades 5-8	17 Common Formative Assessment #1 Grades 5-8	18
19	20 Common Formative Assessment #1 Grades 5-8 Common Formative Assessment #1 Grade K-4	21 Common Formative Assessment #1 Grade K-4	22 Common Formative Assessment #1 Grade K-4	23 Common Formative Assessment #1 Grade K-4	24 Common Formative Assessment #1 Grade K-4	25
26	27	28	29	30	31	1

Sun.	Monday **NOVEMBER 2014**	Tuesday	Wednesday	Thursday	Friday	Sat.
2	3	**4 Election Day**	5	6	7	8
9	10	**11**	12	13	14	15
16	**17 Veteran's Day**	18	19	20 Common Formative Assessment #2 High School	21 Common Formative Assessment #2 High School	22
23	24 Common Formative Assessment #2 High School	25 Common Formative Assessment #2 High School	26 Common Formative Assessment #2 High School	27 **Thanksgiving Holiday**	**28** **Thanksgiving Holiday**	29
30						

Sun.	Monday **DECEMBER 2013**	Tuesday	Wednesday	Thursday	Friday	Sat.
	1 Common Formative Assessment #2 GR 5-8	2 Common Formative Assessment #2 GR 5-8	3 Common Formative Assessment #2 GR 5-8	4 Common Formative Assessment #2 GR 5-8	5 Common Formative Assessment #2 GR 5-8	6
7	8 Common Formative Assessment #2 GR K-4	9 Common Formative Assessment #2 GR K-4	10 Common Formative Assessment #2 GR K-4	11 Common Formative Assessment #2 GR K-4	12 Common Formative Assessment #2 GR K-4	13
14	15	16	17	18	19	20
21	**22**	**23**	**24**	**25** **Christmas Day**	**26**	27
28	**29**	**30**	**31**			

Sun.	Monday **JANUARY 2015**	Tuesday	Wednesday	Thursday	Friday	Sat.
				1 New Year's Day	2	3
4	5 MOY DIBELS NEXT MOY IDEL	6 MOY DIBELS NEXT MOY IDEL	7 MOY DIBELS NEXT MOY IDEL	8 MOY DIBELS NEXT MOY IDEL	9 MOY DIBELS NEXT MOY IDEL	10
11	12 MOY DIBELS NEXT MOY IDEL	13 MOY DIBELS NEXT MOY IDEL	14 MOY DIBELS NEXT MOY IDEL	15 MOY DIBELS NEXT MOY IDEL	16 MOY DIBELS NEXT MOY IDEL	17
18	**19 Martin Luther King Day**	20 Semester 1 Post-Assessments MOY IDEL	21 Semester 1 Post-Assessments MOY IDEL	22 Semester 1 Post-Assessments MOY IDEL	23 Semester 1 Post-Assessments MOY IDEL	24
25	26 REGENTS EXAMS MOY mCLASS Math MOY CIRCLE	27 REGENTS EXAMS MOY mCLASS Math MOY CIRCLE	28 REGENTS EXAMS MOY mCLASS Math MOY CIRCLE	29 REGENTS EXAMS MOY mCLASS Math MOY CIRCLE	30 MOY mCLASS Math MOY CIRCLE	31

Sun.	Monday **FEBRUARY 2015**	Tuesday	Wednesday	Thursday	Friday	Sat.
1	2 MOY mCLASS Math MOY CIRCLE	3 MOY mCLASS Math MOY CIRCLE	4 MOY mCLASS Math MOY CIRCLE	5 MOY mCLASS Math MOY CIRCLE	6 MOY mCLASS Math MOY CIRCLE	7
	Common Formative Assessment #3 GR 5-8	Common Formative Assessment #3 GR 5-8	Common Formative Assessment #3 GR 5-8	Common Formative Assessment #3 GR 5-8	Common Formative Assessment #3 GR 5-8	
8	9 MOY CIRCLE	10 MOY CIRCLE	11 MOY CIRCLE	12 MOY CIRCLE	13 MOY CIRCLE	14
	Common Formative Assessment #3 GR K-4	Common Formative Assessment #3 GR K-4	Common Formative Assessment #3 GR K-4	Common Formative Assessment #3 GR K-4	Common Formative Assessment #3 GR K-4	
15	**16 President's Day**	17	18	19	20	21
22	23	24	25 Second Semester Pre-Assessments	26 Second Semester Pre-Assessments	27 Second Semester Pre-Assessments	28

Sun	Monday **MARCH 2015**	Tuesday	Wednesday	Thursday	Friday	Sat
1	2 Second Semester Pre-Assessments	3 Second Semester Pre-Assessments	4 Second Semester Pre-Assessments	5 Second Semester Pre-Assessments	6 Second Semester Pre-Assessments	7
8	9 NYSAA Scoring Begins Common Formative Assessment #3 High School	10 Common Formative Assessment #3 High School	11 Common Formative Assessment #3 High School	12 Common Formative Assessment #3 High School	13 Common Formative Assessment #3 High School	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sun	Monday **APRIL 2015**	Tuesday	Wednesday	Thursday	Friday	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14 NYS Grade 3-8 ELA NYSESLAT:Speaking Window Opens	15 NYS Grade 3-8 ELA	16 NYS Grade 3-8 ELA	17 NYS Grade 3-8 ELA Make-Ups NYS Grade 3-8 ELA Scoring	18
19	20 NYS Grade 3-8 ELA Make-Ups NYS Grade 3-8 ELA Scoring	21 NYS Grade 3-8 ELA Make-Ups NYS Grade 3-8 ELA Scoring	22 NYS Grade 3-8 Math NYS Grade 3-8 ELA Scoring	23 NYS Grade 3-8 Math NYS Grade 3-8 ELA Scoring	24 NYS Grade 3-8 Math NYS Grade 3-8 ELA Scoring	25
26	27 NYS Grade 3-8 Math Make-Ups NYS Grade 3-8 ELA Scoring NYS Grade 3-8 Math Scoring	28 NYS Grade 3-8 Math Make-Ups NYS Grade 3-8 ELA Scoring NYS Grade 3-8 Math Scoring	29 NYS Grade 3-8 Math Make-Ups NYS Grade 3-8 ELA Scoring NYS Grade 3-8 Math Scoring	30 NYS Grade 3-8 Math Scoring		

Sun	Monday **MAY 2015**	Tuesday	Wednesday	Thursday	Friday	Sat
3	4 NYS Grade 3-8 Math Scoring NYSESLAT: Listening, Reading, Writing Window Opens	5 NYS Grade 3-8 Math Scoring	6 NYS Grade 3-8 Math Scoring	7 NYS Grade 3-8 Math Scoring	8	9
10	11	12	13	14	15 NYSESLAT: Listening, Reading, Writing Window Closes NYSESLAT: Speaking Window Closes	16
	EOY mCLASS Math	EOY mCLASS Math	EOY mCLASS Math	EOY mCLASS Math	EOY mCLASS Math	
17	18 NYSESLAT: Listening, Reading, Writing Scoring	19 NYSESLAT: Listening, Reading, Writing Scoring	20 GR 4 and 8 Science Performance Test NYSESLAT: Listening, Reading, Writing Scoring	21 GR 4 and 8 Science Performance Test NYSESLAT: Listening, Reading, Writing Scoring	22 GR 4 and 8 Science Performance Test NYSESLAT: Listening, Reading, Writing Scoring	23
	EOY mCLASS Math	EOY mCLASS Math	EOY mCLASS Math	EOY mCLASS Math	EOY mCLASS Math	
24	**25 Memorial Day**	26 NYSESLAT: Listening, Reading, Writing Scoring GR 4 and 8 Science Performance Test	27 NYSESLAT: Listening, Reading, Writing Scoring GR 4 and 8 Science Performance Test	28 NYSESLAT: Listening, Reading, Writing Scoring GR 4 and 8 Science Performance Test	29 GR 4 and 8 Science Performance Test	30

Sun	Monday **JUNE 2015**	Tuesday	Wednesday	Thursday	Friday	Sat
31	1 GR 4 and 8 Science Written	2 GR 4 and 8 Science Written Make-Ups	3 GR 4 and 8 Science Written Make-Ups	4	5	6
	EOY IDEL EOY CIRCLE	EOY IDEL EOY CIRCLE	EOY IDEL EOY CIRCLE	EOY IDEL EOY CIRCLE	EOY IDEL EOY CIRCLE	
7	8 EOY IDEL EOY CIRCLE EOY DIBELS	9 EOY IDEL EOY CIRCLE EOY DIBELS	10 EOY IDEL EOY CIRCLE EOY DIBELS	11 EOY IDEL EOY CIRCLE EOY DIBELS	12 EOY IDEL EOY CIRCLE EOY DIBELS	13
14	15	16 REGENTS EXAMS	17 REGENTS EXAMS	18 REGENTS EXAMS	19 REGENTS EXAMS	20
	EOY IDEL EOY CIRCLE EOY DIBELS	EOY IDEL EOY CIRCLE EOY DIBELS	EOY IDEL EOY CIRCLE EOY DIBELS	EOY IDEL EOY CIRCLE EOY DIBELS	EOY IDEL EOY CIRCLE EOY DIBELS	
21	22 REGENTS EXAMS	23 REGENTS EXAMS	24 REGENTS EXAMS	25 Rating Day	26	27
28	29	30				

S5 – Year One Implementation Goals and Strategies

Attachment S5- (K. Project Plan and Timeline)
Year 1 Implementation Period Goals and Key Strategies

Goal 1: Implement a highly engaging and rigorous curriculum aligned to the CCLS that challenges every student and increases instructional learning opportunities. Student achievement for all students will be maximized given the appropriate modifications and the use of data-driven inquiry, differentiated instruction, and instructional strategies that engage in strategic instructional practices and decision making.				
Focus Area	**Strategies**	**Indicators of Success**	**Time Lines**	**Responsibility**
Curriculum and instruction	Instructional coaching	Improved instructional knowledge and skills among teachers Application of instructional shifts and best practice in instruction as measured by instructional observations Increased student achievement Increased use of instructional technology practices and resources Incorporation of additional curricular materials that reflect rigorous college and career standards	September 2014–May 2015	Administration, instructional coaches, teachers, school leadership teams
	Collaborative planning	Time for collaboration built into the school day and calendar Team norms to guide collaboration 8–10 essential common outcomes per semester by course and content area Common assessments Grade-level/content-based improvement strategies	September 2014–June 2015	Administration, instructional coaches, teachers
	Professional development on CCLS	Unit planning and lesson development in alignment with CCLS Implementation of common set of instructional practices that support increased discourse in literacy and mathematics Teachers identify and execute new ways of differentiating instruction within the Math Modules	September 2014–June 2015	District teams, administration, instructional coaches

Goal 2: Create a school culture that embodies high expectations through the identification, promotion, and support of social and emotional development. This will be achieved by fully implementing the PBIS (positive behavioral interventions and supports) multitier system and by adapting an approach to data inquiry that is comprehensive, timely, cyclical, and results-centered.				
Focus Area	**Strategies**	**Indicators of Success**	**Time Lines**	**Responsibility**
Intensive PBIS	Professional development on PBIS	Reduce behavior referrals and increase positive behavior Improve classroom management as measured by classroom observations More on instructional tasks, increase student engagement and improve attendance	September 2014– June 2015	BOCES behavior specialist, program coordinator, teachers, administration
	Partnership with BOCES	Increase schoolwide implementation and articulation and communication of learning expectations	September 2014– June 2015	BOCES behavior specialist, teachers, administration
	SAIG	Increase the number of students served and improve the integration of CSE services with other support services	September 2014– June 2015	BOCES behavior specialist, social worker teachers, administration
	Extended day and summer school	Improvements in students social, emotional, and academic performance	September 2014– June 2015	BOCES behavior specialist, social worker teachers, administration
Goal 3: Facilitate continuous learning and growth through job-embedded, building-level, and evidence-based professional development. These professional development opportunities will expand on strategies to incorporate student-centered career and technical experiences into the instructional plans of teachers.				
Focus Area	**Strategies**	**Indicators of Success**	**Time Lines**	**Responsibility**
Teacher capacity	Embedded professional development	Improved teacher planning Use of extra time to produce resources and address student needs effectively Implementation of schoolwide strategies that assist teachers with the career related resources Increased frequency of coaching and instructional support that addresses student-learning needs	September 2014– June 2015	District personnel, teachers, instructional coach, administration
	Use of ccSpark	Increased student engagement Increased exposure to information on vocations and careers Increased availability of enrichment activities that are aligned with the core curriculum subjects	September 2014– June 2015	District personnel, teachers, instructional coach, administration

	Expanded staff responsibilities	Students understand the relationship between mastery of academic skills and career readiness	September 2014– June 2015	District personnel, teachers, instructional coach,administration, librarian
	DDI training and schoolwide protocol	Increased number and use of formative assessments Increased number of lesson plans with differentiated instructional activities	September 2014– June 2015	Teachers, instructional coach, administration

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 - Harvey Austin School #97-Year 1**

Report Prepared By: **Diane Cart/**

Agency Name: **Buffalo City School District** ORIGINAL

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

INSTRUCTIONS

REVIEWED / RECOMMENDED

- **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 addendum

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 addendum

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
Harvey Austin School #97			
Tchr Ancillary - After School Prog		7 tchrs x 2 hrs x 70 days x $27.84/hr	$ 27,284
Tchr Ancillary - Summer School		15 tchrs x 3.5 hrs x 20 days x$27.84/hr	$ 29,232
Tchr Curr Member for Summer Sch		15 tchrs x 3 hrs x 2 days x $26.01/hr	$ 2,341
Tchr Curr Chair for Summer School		2 tchrs x 3 hrs x 2 days x $27.84/hr	$ 335
Tchr as Student 1/200th - PD		50 tchrs x 5 days x $300/day	$ 75,000
Admin Ancillary - After School		1 admin x 2 hrs x 70 days x $35.86/hr	$ 5,021
Principal Stipend - Summer Schl		1 principal x $2000	$ 2,000
Substitute Teachers - PD		160 days x $112/day	$ 17,920
			$ 159,133
		Subtotal - Code 15	**$ 176,241**

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
Clerical overtime		1 hr/wk x 14 wks x $30.93/hr	$ 434
			$ 434
		Subtotal - Code 16	**$ 6,177**

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
Harvey Austin School #97			
Contract Services:			
Transformation Partner	Erie BOCES	$100,000	$ 100,000
Transformation Partner	Turn Around Solutions	$80,000	$ 80,000
Step Up to Writing Program - Training	Voyager Sopris Learning	$5,000	$ 5,000
Step Up to Writing Program - Support	Voyager Sopris Learning	$4,000	$ 4,000
Career Cruising Online Career Curriculum & Portfolio Membership	Career Cruising Online	$1,170	$ 1,170
			$ 190,170
		Subtotal - Code 40	**$ 201,670**

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
Step Up to Writing Kits	21	$363	$ 7,623
			$ 7,623
		Subtotal - Code 45	**$ 7,623**

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 Meetings 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 addendum

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	$ 13,955
Retirement	New York State Teachers	0.1625	$ 28,640
	New York State Employe	0.205	$ 1,267
	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	$ 5,747
Unemployment Insurance		0.0065	$ 1,186
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	**$ 55,864**

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
Harvey Austin School #97			
Student Transportation	CTE Field Trips	20 buses x $200/bus	$ 4,000
Student Transportation	Summer School	230 students x $150/student	$ 34,500
			$ 38,500
		Subtotal - Code 46	**$ 40,953**

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	
Retirement	New York State Teachers		
	New York State Employe	0.205	
	Other		
Health Insurance	Teachers		
	Administrators		
	Exempt		
	Civil Service		
	Teacher Aides		
Worker's Compensation Insurance		0.0315	
Unemployment Insurance		0.0065	
Supplemental Benefits	NYS Tchrs		
	NYS Administrators	$530	
	Exempt		
	Teacher Assistants		
	Buffalo Civil Service		
Life Insurance $19.80			
		Subtotal - Code 80	$ -

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.)	$ 358,528	(A)
B.	Approved Restricted Indirect Cost Rate	3.20%	(B)
C.	(A) x (B) = Total Indirect Cost — Subtotal - Code 90	$ 11,472	(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	$ 176,241
Support Staff Salaries	16	$ 6,177
Purchased Services	40	$ 201,670
Supplies and Materials	45	$ 7,623
Travel Expenses	46	$ 40,953
Employee Benefits	80	$ 55,864
Indirect Costs	90	$ 11,472
BOCES Services	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Grand Total	$ 500,000

REVIEWED / RECOMMENDED

2/14/14

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

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

Finance: Voucher # First Payment

Log Approved MIR