Buffalo Public Schools

Grants Development Department

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January 25, 2013

New York State Education Department
Contracts Administration Unit, 505 W EB
89 Washington Avenue
Albany, New York 12234

ATTN: Nell Brady, RFP #TA-11

Dear Ms. Brady:

Enclosed please find the original and one copy of the Buffalo City School District's application for SIG Cohort 4 2013 – 2016 for *Highgate Heights School #80.*

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

Thank you for your continued support.

Sincerely,

Diane B Cart

Diane Cart

DC/kaz

Enclosures

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

ORIGINAL

New York State Education Department:
Local Education Agency (LEA) 1003(g) School Improvement Grant Application
Under 1003(g) of the Elementary and Secondary Education Act of 1965

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 B. 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**
Highgate Heights #80			140600010080
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
PK -8			360585000368
Total Number of Students Served by the Priority School Identified in this Application			**School Address *(Street, City, Zip Code)***
547			500 Highgate Ave., Buffalo 14215

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 changed circumstances.

CHIEF ADMINISTRATIVE OFFICER

Signature (in blue ink) — Pamela C. Brown

Date — 1-25-13

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

Dr. Pamela C. Brown, Superintendent

RECEIVED
JAN 25 2013
CONTRACT ADMINISTRATION

DO NOT WRITE IN THIS SPACE

Postmarked

SCHOOL #80 - 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	☒	☐
Two FS-10 Forms: one for the Pre-implementation Period and one for the 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)*	☒	☐
Assurances for Federal and Discretionary Program Funds	☒	☐

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

Reviewer: _____ **Date:** _____

A. District Overview

More than 45 percent of the schools in the Buffalo City School District (BCSD) are identified as priority schools. As such, a central tenant of Superintendent Pamela Brown's approach to strategic planning is to develop clear expectations, provide appropriate supports, and hold school leaders accountable for turning around the district's lowest performing schools.

Superintendent Brown is drawing on her experience turning around schools in Charlotte-Mecklenburg, North Carolina, where she served as a principal from 2002 to 2006, to inform her vision and philosophy for providing support to BCSD's priority schools. Guiding the district strategies for supporting its lowest performing schools is the belief that school leaders must possess or develop the unique competencies required for school turnaround, such as those identified by Public Impact's *Turnaround Leaders: Competencies for Success* and detailed in the Part II, Section D, of this application. In addition, all transformation teams are required to have a school leadership team, rigorous instructional practices and curricula, and frequent assessments, as outlined in this application. BCSD is building capacity to support schools in these and other research-based practices to support school and district capacity.

The superintendent's approach to turning around our lowest performing schools is to build capacity so that school leaders can earn autonomy. Our priority is to focus on capacity-building among both district and school staff to lead and support school turnaround. We will do this with support provided from New York State Education Department through the Systemic Supports Grant, School Improvement Grant (SIG) funding, and the District Integrated Intervention Teams using the Diagnostic Tool for School and District Effectiveness.

We now have the critical resources of leadership and funding needed to implement the necessary structural changes and provide important capacity-building supports to create highly effective teams in our priority schools. Because this is a critical need within BCSD, much of our combined district-level funding will be focused on this area. As this grant application details, capacity will be built through a series of academies, workshops, and job-embedded coaching, and site visits will be used for continuous monitoring and improvement.

In addition to proper training and support, we will make investments in key areas to ensure that our school leaders have the resources they need to improve student achievement. A priority is the utilization of our data warehouse for an early warning system, which will be funded through the Systemic Supports Grant. Our intention is to refine our data warehouse to have a robust set of indicators to identify interventions for students. After the data warehouse is transformed to a true early warning system, district SIG funds will help underwrite much-needed training and support for school leaders, beginning with the 13 priority schools, on selecting and implementing specific interventions indicated by the data. Ultimately, this will solidify our capacity to implement and effectively use an early warning system to prevent our students from dropping out of school.

Another key area for support is in the implementation of the Common Core State Standards. BCSD is in the process of adopting new Common Core materials that include supplemental units for mathematics and resources that focus on instructional shifts in English language arts. This will support teachers in developing new units and curriculum maps aligned with the Common

Core State Standards. We will continue the support training for our Ambassador Teachers so that they can serve as resources for the other teachers in their schools. Lastly, BCSD will also provide support in the development and the implementation of student learning objectives and associated formative assessments that are aligned to the Common Core State Standards.

With these resources, we will begin to reverse our growing list of low-performing schools and realize our vision for a thriving educational model for urban school districts.

In July 2013, Superintendent Brown assumed leadership of BCSD. As she engaged in a strategic planning process, she discovered that there are many district strengths on which to build, including, for example, the following:

- To prepare for broader district-level reform, BCSD created the Office of School Innovation and Turnaround in summer 2011. This office was created to oversee the implementation of all turnaround models implemented by Priority Schools and provide oversight for all charter schools.
- Partnerships were established with American Institutes for Research and Research for Better Teaching to build capacity among leaders and teachers in our priority schools. EPOs were vetted through a rigorous review process for several of our priority schools, and a partnership was established with Say Yes! that is bringing a host of resources to support our schools and students.
- A sophisticated data warehouse has been built, and we are poised to launch an early warning system.

With the wealth of resources about to flow to BCSD, we are committed to ensuring a high level of coordination among our grants, programs, and partners to leverage our resources and design systems to ensure the sustainability of this work and the anticipated outcomes in the years to come.

B. District Operational Autonomies

The superintendent believes in a philosophy of "earned autonomy."Priority schools will be provided with certain autonomies during their first year implementing their school plan as detailed in the narrative below. Upon evidence of increased student achievement and successful practices, more autonomies will be negotiated with school leaders.

Staffing: As the district is developing its principal recruitment strategy, the ability to provide autonomy to principalsrelative to hiring, not just to allocation of positions, is being examined.Examples include the ability to fill existing vacancies and the ability to hire for specific positions the new principals seek to create.During the pre-implementation period, principals will attend training sessions on how to identify teachers who will succeed with children identified as at risk, in poverty, unmotivated, oppositional, or challenging. Training will also be provided to school-based teams to build their competencies in turnaround as identified by Public Impact.

School-Based Budgeting: Buffalo City School District (BCSD)has not historically operated from a platform of school-based budgeting. Much of the decision-making has been centralized in the district office. For the last two years, the district's chief financial officer (CFO) has been

engaged in a process of developing more autonomy for school leaders with respect to allocation of budgets and resources. In addition to collaborating with other district offices, the CFO has formed a staffing/student funding committee to provide advice and guidance during this process. The committee includesfive principals, the Executive Director of Human Resources, the Director of Staffing and Budget, and the community superintendents. On November 5, 2012,BCSD launched its strategic planning process by publicly sharing the findings of strategic reviews focused on finance, curriculum, and instruction that were conducted by external consultantsin thespring of 2012.A list of strategic priorities will be developed by the end of February 2013 and will be used to finalize the budgeting process.

During the outreach process for the development of this grant application and school plan, school staff consistently stated a desire to have more autonomy to choose instructional materials and to have greater supports for parental engagement/outreach activities.With the launch of this new system, principals will have greater autonomy in the use of their budgets with regard to school personnel, services, and materials in preparation for the 2013–14 school year. New principals will have greater autonomy with respect to the allocation of instructional staff, with a notable exception in the area of special education, where the district will retain decision-making authority. In the meantime, through the use of Title I, Title IIa, Title III, and other grant and O&M funds, priority schools are being provided with differentiated resources for parental involvement/engagement, extended day programs, professional development opportunities and school-based instructional and leadership support. During the SIGpre-implementation phase, priority schools will be able to review and analyze their data, determine aligned priorities, and plan for the use of their resources. A training manual will be developed and school staff will be trained.

Use of Time During and After School: During the outreach period for the development of this application, one of the biggest barriers to addressing use of time during the school day was the issue of itinerant teachers. Because the school employs a substantial number of part-time staff, it is virtually impossible to rework scheduling to more efficiently use time during the school day to improve instruction. To address this, the BCSD superintendent is committed to ensuring that priority schools have full complements of instructional staff in core academic areas.Afterschool programming has been a challenge for BCSD because the district does not operatecommunity schools and more than 90 percent of its students are bussed to their assigned schools. This year, the superintendent has committed transportation resources for Grades 2–12 to be able to offer transportation services in support of afterschool programs. With additional SIG funding and current district transportation policies, school leaders will be able to expand afterschool academic offerings.

Program Selection: Because instructional programming is fundamental to every school's academic success, the district will retain a lead role in determining the core instructional programs at each school. However, with SIG funding, schools will have resources to secure materials for supplemental programs in order to realize their unique visions, such as the use of College Board curricula at School 198 or the inclusion of bilingual educational materials at School 76. As an exception School #80, which will be managed by an EPO will, according to the relevant NY state EPO statute, be authorized "to assume the powers and duties of the superintendent of schools for purposes of implementing the educational program of HH, including but not limited to making recommendations to the BCSD on... curriculum..." In return

for this autonomy, "Such contract shall include performance expectations and/or benchmarks for school operations and academic outcomes, and failure to meet such expectations or benchmarks may be grounds for termination of the contract prior to the expiration of its term."

Educational Partner Selection: The district issued a request for proposal (RFP) to solicit proposals for partners for the priority schools. In order to provide more autonomy in this area, decisions regarding specific partners for the schools have been placed on hold in order to ensure that the leaders of each school in the 2013–14 school yearare able to participate in the decision-making process in this area. In addition, the district was disappointed with the breadth of response to its RFP and intends, upon notice of approved SIG applications, to release the RFP again in order to recruit appropriate partners for these schools.The exception to this is the selection of Westminster Foundation as an Educational Partnership Organization for a Restart Model at School # 80, Highgate Heights. For more information see District-Level Plan Section E., School-Level Plan Section C., and the attached MOU.

On December 12. 2012, the Buffalo Board of Education recommended that PS #80 Highgate Heights be submitted for a Restart Model with the Educational Partnership Organization as Westminster Foundation. A copy of the Board Recommendation is attached.

C. District Accountability and Support

Leadership and staff providing oversight and support for priority schools:

- Associate Superintendent for School Innovation and Turnaround, Debra Sykes (0.70 full-time employee [FTE])
- Supervising Principal (0.60 FTE)
- Directors of School Turnaround (two FTE)
- Associate Account Clerk (two FTE)
- Administrative Assistant (one FTE)
- Budget Examiner (0.4 FTE)
- Research Aide (one FTE)

In September 2011, Associate Superintendent Debra Sykes was named to oversee the Office of School Innovation and Turnaround. Associate Superintendent Sykes was charged with two primary responsibilities: (1) providing management, oversight, and monitoring of the district's priority schools with Integrated Intervention Team reviews;and (2) coordinating implementation of the district's RTTT responsibilities for all schools with respect to teacher and principal evaluation, Common Core State Standards, school-based inquiry teams, and data-driven instruction.

By establishing one office for program and project oversight of these initiatives, the district seeks to tightly integrate and align the implementations to better leverage resources and improve effectiveness. This office will also coordinate the variety of services we receive from American Institutes for Research (AIR), the Say Yes Foundation, Research for Better Teaching, and EPOs and will support our priority schools in both specific strategies related to turnaround and implementation of the components of the Regents Reform Agenda to ensure that all students have a world-class education.

The Office of School Innovation and Turnaround has six major foci to efficiently and effectively coordinate support for a portfolio of low-performing schools. These include:

- Provide targeted professional development, oversight, and support to all priority schools to ensure their success in meeting targets and building capacity and long-term sustainability.
- Facilitate the connection and alignment of fiscal resources provided by SIG, RTTT, Systemic Supports for District and School Turnaround, and other programs within schools, and coordinate the work of external providers to ensure that schools are leveraging available resources.
- Monitor implementation of SIG and SCEP and link resources accordingly.
- Conduct school reviews led by the District Integrated Intervention Team (DIIT) using the Diagnostic Tool for School and District Effectiveness (DTSDE).
- Support the BCSD human resources function in attracting and retaining high-quality turnaround teachers and leaders.
- Attract, screen, and facilitate the connection of external providers with schools.

In 2012, the Office of School Innovation and Turnaround evolved to operate on a project basis, with cross-functional teams assigned to carry out specific tasks and with several key staff members who serve in leadership capacities with specific authority and accountability to oversee the work. Although key roles have been identified, significant work needs to be done to build cross-functional teams and to inform all BCSD stakeholders of new district support roles and mechanisms that are in place.

The Office of School Innovation and Turnaround is basing its cycle of planning, action, evaluation, and feedback on an alignment with the state's framework and requirements of this grant. Pre-implementation will provide schools with opportunities to build their plans with this alignment in mind. In addition, BCSD seeks to build its leadership teams' abilities to implement the plans and to enhance the capacity of our district staff to evaluate school progress and provide meaningful, actionable feedback.

During the first year implementing this grant, AIR and Research for Better Teaching will support the district by providing critical support to help school teams build and implement their transformation plans and strengthen administrators' and teachers' capacities to use data to inform instruction. At the same time, through the Systemic Supports grant, AIR will work to help build the district's capacity to support schools in their turnaround process. The EPO is welcome to participate in any of the support services offered by the District as long as space is available and the EPO covers any additional expenses.

Support to enhance school leadership teams' competencies in school turnaround will be delivered by district staff in partnership with AIR and will include:

1. A leadership academy focused on the building blocks of school turnaround for district and school leaders. This session will focus on the research-based elements of successful district and school turnaround. Participants will leave the workshop with a better understanding of their roles in the turnaround, a 90-day

2. Quarterly full-day leadership workshops throughout the school year designed to build leadership team capacity in the discipline of turnaround designed to be"just in time" to meet the pressing needs of school leaders.
3. Monthly individualized coaching visits focused on implementing the turnaround/transformation plan and addressing school-specific issues and concerns.
4. Weekly on-site school visits by the supervising principal to build school capacity and support for the school restructuring team and principal. During these visits, the supervising principal will also monitor improvement strategies to determine if they are leading to desired outcomes for school improvement.

Support for school leaders to develop data-driven decision-making skills will be provided as outlined in the Systemic Support Grant in partnership with AIR and Research for Better Teaching.

The monitoring plan for district-led school reviews will be based upon the state's Integrated Intervention Team Review Process tool. After the school plan has been finalized during the pre-implementation period, a companion tool for use in conjunction with the DTSDE tool will be developed to monitor the quality of implementation. Using the state framework for school reviews, AIR will work with district staff to modify the implementation continuum and to create a monitoring tool to ensure that work is being completed with quality and fidelity. AIR will also build a process for providing feedback on a monthly basis, with more comprehensive reviewssupplied at the implementation's mid-point and at the end of its first year. AIR will partner with BCSD as monitoring activities are initiated and will gradually transfer full responsibility to district staff as appropriate training and capacity building occurs. By the end of the first year of implementation, district staff will be expected to assume full responsibility for these monitoring visits and processes.

With respect to monitoring and accountability, the District believes that each EPO should report to the Board, on at least a quarterly basis, its academic data, financial data and any compliance issues. To ensure that the EPO is working to accomplish its stated goals, the District will reserve the right to audit the EPO's financial, compliance, and academic data at any time. The District believes that such provisions should be included in a contract between the Board of Education and each EPO.

It is the district's intention that such contracts will include at least the following provisions:

- Clear articulation of the autonomies to be provided the EMO
- The delegation of responsibilities between the district and the EMO (transportation, suspension hearings, attendance, data reporting, food services, etc.)
- Delivery of required services to special education students and English language learners
- Compliance with federal Title I requirements
- Submission of a yearly budget
- Submission of required data for State and Federal compliance purposes such as information on attendance, staffing, students, number of highly qualified teachers, parent

- Maintaining student enrollment of all subgroups previously enrolled at the school and at percentages relative to other demographically-like district schools
- The ability to terminate the contract with the EPO if the EPO fails to demonstrate adequate progress

Additionally, the District's Associate Superintendent for Compliance will monitor the implementation of the performance contracts at the Restart Model schools -- although the EPOs will report directly to the Board of Education. This monitoring is likely to be similar to the School Site Visits for the transformation schools identified in the chart in subsection iii. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.

Pre-Implementation			
Type of Activity	**Frequency/Timing**	**Purpose/Description**	**Personnel**
Planning meetings	April–July	Organization meetings with school's restructuring team to identify roles and responsibilities, map out a timeline for updating the school plan, and finalize the school plan with the school's new restructuring team.	AIR and district staff
Leadership Academy (planning)	May (timing based upon availability of principal)	Build competencies in school turnaround.	AIR
Data training	SY 2012–13	Engage school teams in a process of collaborative inquiry to promote a data-driven culture in the school.	Research for Better Teaching
Year 1 Implementation			
Training on Early Warning System	June, July, August	Train school staff on the new EWS and its use for data-driven decision-making.	AIR
School site visits	September (weekly) October–December (biweekly) January–July (monthly)	District liaison will attend school's leadership team meeting and tour school with principal, using observation tool based on state tool. A debrief with the principal will follow. Activity will enable principal to request specific support and liaison to identify feedback.	AIR, district liaison, principal, supervising principal, community superintendent.
Coaching	Monthly 2013–14	Direct coaching with principal and school leadership team.	AIR, supervising principal
Leadership workshops	Quarterly 2013–14	Full-day leadership workshops for leadership teams.	AIR and district staff
Reality check	January 2014	Mid-year meeting to assess progress and readjust.	AIR, district team, school team
End-of-year check	June 2014	End-of-year meeting to assess progress	AIR, district

		and finalize Year 2 plan.	team, school team
On-site data coaching sessions	September 2013–June 2014	Meets with SBIT to support and monitor the process of a data-driven inquiry during common planning time and/or grade-level meetings.	Research for Better Teaching

D. Teacher and Leader Pipeline

The Buffalo City School District (BCSD) and its Office of Human Resources are currently developing new recruitment strategies to attract teachers for our high-poverty and high-minority schools. The following table identifies goals to meet this need and strategies that are currently under consideration.

Recruiting Goals	Identified Strategies for Consideration to Achieve Goals
Increase capacity of HR office	Hire additional staff to support recruiting efforts and to oversee the implementation of other strategies (identified below) that are adopted by the district.
Strengthen partnerships with local colleges and universities and other teacher preparation programs that have appropriate candidates who meet BCSD needs for additional recruiting	For local programs, focus on the following recruitment areas: • Total available candidates/minority candidates • Available candidates in critical teaching fields • Success of employees hired from a school's campus • Conduct job fair activities • Network strategically with Teach For America, Reach to Teach, and urban teaching fellows programs. For example, Teach For America offers applicants who are not accepted into the program the opportunity to complete a contact release form so that other organizations, including school districts, can contact these prospective teachers.
Refine the BCSD interview process to better identify candidates for high-need schools.	Create a multitiered application and interview process that may include written responses, a teaching demonstration, a writing sample, a discussion group during which candidates talk about an issue related to teaching in high-need schools, and a personal interview.
Allow current certified employees to add critical area-teaching fields to their certificates.	Approve financial support for training and test fees to aid current professional teaching staff seeking to add critical teaching fields to their certificates.
Broaden the geographic reach of advertised job openings.	Post job openings on the district job line and on the Internet. The HR department has increased its advertising budget in order to post nationally for a large number of available positions.

As part of the Office of Human Resources planning process to improve teacher and principal recruitment, staff are discussing the feasibility of speeding the timeline for transfers and, ultimately, for new hires for all BCSD schools. At this time, however, we cannot alter the hiring process without the consent of our teachers' union.

With respect to principal recruitment, BCSD will utilize an extensive recruitment process to identify prospective principals who have successfully led dramatic interventions at schools with

similar student populations. The recruitment process is two-fold: identifying principals with records of success in improving student performance within the district and simultaneously engaging in a national search. Recruitment of individuals with competencies in school turnaround will begin in February 2013, with the goal of having principals selected for board approval by May 8,' 2013. Section D of the School-Level Plan elaborates on this process.

In the last two years, Science, Technology, Engineering, and Mathematics (STEM) Leadership funds, in combination with Wallace and Tower Foundation funds, were integrated with Race to the Top (RttT) educational priories and funding to advance and accelerate instructional leadership reform efforts in Buffalo. This leadership work is aligned with the plan set forth in Buffalo's RttT application and conforms to metrics as defined by the NYSED *CCLS, APPR, and DDI Workbook.* Our instructional leadership initiative was designed to enhance Buffalo's commitment to reform across three areas necessary to support the work of whole-school reform:

1. Common Core Learning Standards
2. School-based inquiry and data-driven instruction
3. New performance evaluations for teachers and principals

This work was meant to focus on building capacity, developing infrastructure, and creating sustainable reform. The activities in each area were created to ensure that Buffalo's leaders receive training to strengthen their instructional leadership skills to help improve student achievement. *"Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school."*(Wallace Foundation, 2011)

The outcomes for all leadership professional development learnings are:

- To emerge with a clear focus on instructional leadership necessary for turnaround
- To understand and implement all components of the RttT assurance areas
- To learn and integrate best practices in leadership based on the Interstate School Licensure Consortium Standards
- To test and assess individual competencies and skills in an effort to refine and embellish personal practice
- To develop collegial relationships and engage as critical friends who nurture and support one another

As described in Section C of this narrative, newly hired principals and other school leaders will participate in ongoing training and coaching session to build their capacity through a two-day leadership academy,quarterly full-day leadership workshops, and monthly individualized coaching visits focused on implementing the turnaround/transformation plan and addressing site-specific issues and concerns. The leadership academy was offered last summer to priority schools, but the yearlong support could not be provided due to lack of funding.

Principals have been participating in courses delivered by Research for Better Teaching that include *Observing and Analyzing Teaching and Unleashing the Power of Collaborative Inquiry: A Professional Development Program for School-Based Inquiry Teams (SBITs).* At the school team meeting on January 7, 2013, conducted as part of our needs assessment process, it was evident that members of the school-based management teams who participated in these trainings possessed a foundational understanding of using data to drive instruction. Future training from

Research for Better Teaching and training on the Early Warning System funded through the Systemic Supports grant will further develop the capacity of these school leaders to apply data to improve instruction.

Turning around struggling schools involves a complex change strategy. 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. BCSD began work with the National School Administration Manager (SAM) Innovation Project in September 2010 and will continue to expand the partnership with the use of SIG funds to hire SAMs for each priority school. Our intention is to elevate the SAM position so that it can be utilized to grow a pool of turnaround leaders.

Principals and assistant principals also participate in Administrators' Learning Community sessions after school and on Saturdays to continue to strengthen their skills as instructional leaders focused on supporting effective teaching and improved student learning. This collaborative work involves identifying the problem of instructional practice and focusing on the next level of work to improve teacher effectiveness and to provide students with rigorous coursework to improve graduation rates. The four assurance areas as defined by RttT include: (1) Common Core State Standards, (2) Data-driven instruction (DDI), (3) teacher evaluation, and (4) turning around low-performing schools. These four areas serve as the topical foundation for the course work.

Turnaround principals also participate in turnaround leadership meetings and network team institutes provided by the New York State Education Department.

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

1. Shape teacher leadership skills.
2. Strengthen teacher content knowledge and technological skills in support of implementation of Common Core State Standards.
3. Master processes to improve knowledge and skills required for data-driven instruction. This year, the district is providing a course for teachers and coaches in priority schools in building teachers' capacity—the knowledge and skills, as well as the courage and conviction—to promote learning and increased achievement.

Many of the teachers at BCSD priority schools participated in the trainings outlined below. Some of this work will continue to be the district's focus in the first year of implementing these grants.

To shape teacher leadership skills, the district partnered with Niagara University in a Teacher Leader Quality Partnership (TLQP) grant. The program at Niagara University was the Teacher Leadership Certificate of Advanced Study program.Participants were recruited primarily from persistently low achieving (PLA) high schools and from two PLA elementary schools with an expectation that they would take on teacher leadership roles within their schools and departments. Tuition and fees for the course work and materials were covered through a TLQP grant and required participants to complete all six courses for the Certificate of Advanced Study. Generally, each cohort of Buffalo teachers took two courses per semester, including the summer session. Of the 44 teachers who completed the program, more than 50 percent now serve as

Curriculum Lead Teachers or coaches for the district's priority schools. Five of the participants are continuing their studies in order to earn administrative certification.

Using STEM Leadership funds over two years, all BCSD high school counselors participated in the Education Trust Transforming School Counseling program to move forward with their work of aligning the school counseling program with the school's comprehensive education plan goals. As a result of their intensive work around understanding systemic change, developing a system-focused action plan, and learning how to use data, counselors now serve on the School-Based Inquiry Team.

Common Core Learning Standards (CCLS) implementation training occurs through the delivery of turnkey training of the locally developed English Language Arts and mathematics training modules provided by district support teachers who attend the NTI trainings and work with building-level literacy and mathematics specialist teachers and coaches. Any required funding for CCLS work has been provided from a variety of funding sources, including Title I, Title IIa, RttT, 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 a 12-hour CCLS course for implementation of the Common Core Learning Standardsfor English Language Arts and a 12-hour CCLS course for implementation of the Common Core Learning Standards for Mathematics, along with an eight-hour SBIT/DDI course for implementation of School-Based Inquiry and Data-Driven Instruction teams.

All teachers received nine hours to 12 hours of training in writing and setting target for student learning objectives as required under New York State law 3012-c, funded by RttT.

Research for Better Teaching's foundational course for building teachers' capacity is being provided to all literacy coaches and offered to teachers in priority schools to promote learning and increased student achievement. While supplying an overview to a comprehensive model of the knowledge base on teaching, this course focuses on several areas in depth, including planning lessons that are clear and accessible to all students; communicating high expectations; and using a variety of assessments to inform planning, teaching, and reflecting on lessons. Participants learn how to collect and analyze data and how to respond to data by drawing on research-based instructional strategies. In addition, the course consistently emphasizes the need to understand and respect our students' diverse cultural backgrounds. This work has been funded through a combination of SIG 1003(g) and RttT funds.

These same funding sources have been used to provide every BCSD school with a trained School-Based Inquiry Team consisting of the principal, school counselors, attendance teacher, coaches, and classroom teachers. The team participates in a 38-hour class to learn about 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 a student learning problem, 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 three annual on-site coaching visits.

E. External Partner Recruitment, Screening, and Matching

To establish effective turnaround partnerships, the Buffalo City School District (BCSD) engaged in a request for proposal (RFP) protocol that followed Regulation 5420.R.1 of BCSD's *Administrative Manual for Non-instructional/Business Operations Procurement Guidelines.* The supervisor of secondary education in the Office of School Innovation and Turnaround (OSIT) was charged with preparing the RFP (12-13-053) to acquire competitive bids for several types of instructional services for current and new School Improvement Grants (SIGs). American Institutes for Research guided the process with exemplars, articles, and research on how to attract high-quality partners. BCSD's director of purchase and the associate superintendent for school innovation and turnaround reviewed the drafts and made suggestions to improve the quality of the RFP. The superintendent of schools approved the RFP in December 2012. The director of purchase published the RFP in accordance with district policy. The closing date for responses was January 8, 2013, at 11:00 a.m. Seventeen proposals were received. The supervisor of secondary education met with the director of purchase to determine the procedure for rating each proposal. A rubric and a rating sheet were developed, and prime stakeholders were contacted to read and score each proposal.

When budget approval is gained from the New York State Education Department (NYSED), principals, selected partners, and the OSIT supervisor will prepare the necessary documents for Board of Education approval. OSIT will follow the documented consultant contract protocol set forth by BCSD's legal and finance departments and execute a consultant contract no later than September 1, 2013.

District personnel and principals provided suggestions for potential partners or providers. In some cases, the potential partner had a previous or a current relationship with the school. The director of purchase posted the RFP on the district website dedicated to RFPs. District personnel, principals, prime stakeholders, and community leaders participated in the RFP rating process. Principals for schools applying for SIG funding have not yet been appointed; partner matches for their schools will not be determined until the new principals are appointed to allow these people a stake in the selection of a turnaround partner. The deadline for new principal appointments is May 8, 2013. At that time, newly appointed principals will be able to read each proposal, the scoring rubric, and the rating received. Each principal will determine which partner is the best match for his or her school and turnaround plan.

Our RFP competition response was not as robust as we had hoped. Upon SIG approval, we asked NYSED to allow us to prepare another RFP competition to solicit a more vigorous response. This will allow the newly appointed principals the opportunity to fully participate in the competition, review, and rating process.

F. Enrollment and Retention Policies, Practices, and Strategies

Table 1. School Enrollment Characteristics

Priority School	Enrollment	Percentage of ELL Students	Percentage of SWDs	Percentage Below Proficiency in ELA	Percentage Below Proficiency in Mathematics

31	486	0%	22.5%	91.2%	86.9%
66	352	0%	17.2%	80.9%	80.9%
74	527	0%	18.1%	84.2%	83.8%
76	699	49%[a]	17.5%	90.7%	84.4%
80	562		14.9%	82.9%	84.6%
89	808	0%	14.1%	77.4%	78.4%
91	534	0%	20.7%	86.8%	90.1%
95	868	24%	14.5%	79.7%	76.3%
198	515	23%	16.5%	80%	80.9%

[a]PS 76 houses one of the district's five bilingual education program sites.

As shown in Table I, identified priority schools for the Cohort 4 School Improvement Grant (SIG) application hover around the district average enrollment of 17.8 percent SWDs. Twenty-eight schools in BCSD have percentages lower than the overall district average of SWDs. Thirteen schools have the same percentage or higher, of which five schools are priority schools. Each school in BCSD has its own continuum of services to ensure that SWDs are in the least restrictive environment possible in their respective schools.

Students with limited English proficiency represent 10 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 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. Among the priority schools, ELL services are concentrated at PS 76. In order to expand staff expertise in ELL services, district leaders are working in partnership with Niagara University under a Teacher/Leader Quality Partnership grant to help teachers obtain a second certification in ESL.

The district average for students performing below proficiency in ELA is 72.2 percent and 76.3 percent in mathematics. The priority schools identified in Table 1 have students performing below proficiency that ranges between 5 and 15 percentage points higher than the district average.

SWDs needing RR/CT/ICT services have school choice, just as every other district student has. Special education class students, with the exception of New York State Alternate Assessment students, are accessing the general curriculum. All SWDs have the opportunity to take the entrance exams for criteria-based schools and may attend if they meet the criteria. Each school in BCSD offers some level of service for SWDs. Students in Grades K–6 students 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. Although BCSD concentrates bilingual and freestanding ESL programs in a limited number of elementary buildings to maintain program quality; provide continuity from grade to grade; and target supports such as professional development, extended day programs, and native language

supports, 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).

During the development of this plan, district staff indicated that we would benefit from expert assistance to build our expertise in working with the ELL population). At the district level, American Institutes for Research (AIR) staff will work with the Director of ESL services and staff members from other relevant offices to examine district data related to ELLs and determine how best to assist the district in meeting the needs of these students. At the school level, AIR staff will work with school-level administrators and teachers to determine how best to support school staff to ensure that ELLs at all levels of proficiency make progress in developing academic language and meeting the rigorous new standards in ELA, mathematics, and science through supports such as the following. Professional development topics in this area may include supporting academic language development, content-area instruction for teachers of ELLs, and/or professional development delivered in Spanish.

Because more than 45 percent of BCSD school are priority schools, we must broaden and differentiate our approach to serving them. We know that in a district this size, it is critical that these schools have the supports they need to effectively implement the turnaround and transformation plans while also 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, the SIG plans, and so forth, 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 be always given to the percentage of SWDs when opening or closing classrooms. The Placement Office and special education administrators carefully consider the continuums in each building. SWDs are encouraged to take entrance exams 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. Student placement is also a priority area for the district's Multilingual Education Advisory Committee plan. The plans include 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. Nonpriority schools are being identified for the expansion of ESL programs.

G. District-Level Labor and Management Consultation and Collaboration

The Buffalo City School District (BCSD) process to develop plans for each priority school emphasizes consultation and collaboration with school leadership and teachers. The New York State Education Department (NYSED)schedule by which each priority school is required

toimplement a whole-school reform modelas part of its Comprehensive Improvement Plan was shared in October 2012 with the BCSD Board of Education. In December, the district's superintendent met with the president of the administrators' collective bargaining association, all principals whose schools will implement school reform in the 2013–14 school year, and their community superintendent to review the requirements of the SIG application, begin research around school turnaround, review the collected data, discuss the model, and begin developing plans with their staff. On December 12, 2012, the BCSD board approved the model for each school, and on January 7, 2013, school-based management (SBM) teams from identified BCSD transformation schools convened with district staff and facilitators from American Institutes for Research (AIR) to review school-specific data relative to the core SIG focus areas. Typically, each school's SBM included its union representative, other school teacher-leaders and, in many instances, the school's current principal and assistant principal. Details of this meeting can be found in Section J of the school plan.

On January 14 and January 15, 2013, meetings with teachers and school leaders were held at the school. Prior to these meetings, staff was provided with drafts of the school's educational plan, which was based upon feedback from the SBM meeting of January 7. The intent of thissecond meeting was to inform all teachers and leaders of the SIG process, communicate the vision for the school's successful turnaround, and gather teacher insights and feedback. All meetings were well attended, and information that was gathered was incorporated into BCSD's SIG plans. Feedback from these meetings was collected and synthesized in the second draft of the school's plan.

At the time school plans were being developed, the district was engaged in final negotiations regarding its Annual Professional Performance Review (APPR) process. During APPR negotiations, Buffalo Teachers Federation (BTF) leaders were informed as to which schools would be implementing whole-school reform models each year. At subsequent APPR negotiations, additional information relative to the school's meeting with AIR and to its Community Stakeholder meeting was shared with BTF. Federation leaders requested that the building delegate, who serves on the SBM team, be included in the school's planning meetings. This request was honored. During the week of January 20, 2013, unedited drafts of each school plan were shared with both teacher and administrator unions for their review. The CBAs and their members will continue to be involved during the pre-implementation period as additional detail regarding actions and timing is included in each school's plan.

School-Level Sections for SIG Project Narrative: Highgate Heights Elementary

A. School Overview

"Effective instruction is not about whether we taught it.
It's about whether the students learned it."

Paul Bambrick-Santoyo, Uncommon Schools

For over 80% of Highgate Heights students, those not proficient in ELA or Math, the future is at risk because they are learning too little, too slowly. The Highgate Heights Restart Model is an integrated set of solutions designed to ensure that each student is ready to learn, each teacher is ready to teach, and school leaders are supporting both students and teachers with the time, resources, and supports to ensure their success.

The school's mission remains unchanged: "Highgate Heights, School 80, is focused on developing students who are academically proficient, physically and emotionally healthy, and also who are respectful, responsible and caring individuals."

The vision and goals for this Restart plan are to double the current year-to-year rate of student learning over the next three years, thus increasing student proficiency in ELA and Math to 45%, by operating a coherent set of agile, student-centered, individualized learning and support processes that will help each Highgate Heights student build on his/her strengths and overcome obstacles at school and home.

Major Design Elements

1. To develop, manage, and integrate practices and programs that will support each student's readiness to learn with the instructional and professional development strategies supporting teachers, the ***Westminster Foundation*** will serve as the Educational Partnership Organization (EPO) for Highgate Heights. Westminster Foundation is the lead agency for ***Buffalo Promise Neighborhood*** (within which Highgate Heights Elementary School resides), Transformation Partner for both Highgate Heights and Bennett High School, and operator (through an affiliate entity) of the neighboring Westminster Community Charter School (K-8). Under the EPO agreement with Buffalo Public Schools, Westminster will assume "the powers and duties of the superintendent of schools for purposes of implementing the educational program of the school, including but not limited to making recommendations to the board of education regarding: budgetary decisions, staffing population decisions, student discipline decisions, and decisions on curriculum and determining the daily schedule and school calendar."[1]

2. To help HH students arrive at school each day ready to learn, Buffalo Promise Neighborhood (BPN) is a $40 million enterprise backed by a 2012 federal implementation grant and dedicated to improving family health, safety, and stability by linking and integrating a continuum of partners and supports with great schools at the center. ***BPN's Early Foundations initiative***, which aligns key community partners to provide health, parenting,

[1] NYS Education Law 211-E

and early learning supports to neighborhood children from prenatal to 3rd grade, will focus on the readiness of children entering pre-kindergarten at HH and partner with HH to elevate early literacy. In addition, BPN is teaming with the ***Buffalo Public Schools*** to shift HH to a neighborhood/community school, through voluntary parental choice, that will more fully foster student readiness through neighborhood and family partnering. Finally, Westminster will take the lead on a complete overhaul of the communication and engagement systems at HH to empower parents in supporting their children's success.

3. To increase HH students' readiness to learn once they are at school, the Restart plan adds staff and systems to ensure that students are receiving more individualized attention from caring adults as well as academic and socio-emotional supports. The new ***Student Support Structure***, installed this year, includes a student support facilitator and services through ***Closing the Gap***, academic supports designed and coordinated by national turnaround partner ***Talent Development***, and six ***BPN AmeriCorps*** members (working with grades 6-8). The research-based ***Responsive Classroom*** program will be added alongside the existing ***Positive Behavior Intervention System*** to ensure a safe and supportive environment for learning. An agile, individualized system of assessing and supporting student needs will be delivered through these partners as well as HH's school leadership and site-based teams; the system combines a tiered ***Response to Intervention (RTI) system***, with Talent Development's early warning system for dropout prevention and BPN's longitudinal data system for child/family stability and success.

4. To create a system where teachers are ready to teach to individual student levels and needs, the Restart plan adopts college-ready standards and new curriculum materials that support those standards as well as enabling differentiated, leveled instruction. In addition, the Restart plan optimizes learning time within the school day and year, and adds an additional hour of learning time to each student's day. The system will be grounded in the research-based approach of frequent assessment, use of data, and differentiated small group instruction developed by ***Paul Bambrick-Santoyo*** at Uncommon Schools and now being adopted in NYS.

5. To prepare and support teachers to be ready to teach in this new system, the Restart plan invests heavily in teacher professional development and collaboration. First, to increase cohesion and support for teachers and students, the school will be grouped into three Houses each under the guidance of a House Facilitator: Primary (pre-K to grade 2), Elementary (grades 3-5), and Middle Grades (grades 6-8). On-site literacy and math coaches will help teachers improve instruction and common planning time will be created for teachers to develop common assessments, evaluate student progress, and adjust instructional approaches. Additional coaches from ***Read to Succeed Buffalo*** (literacy in the early grades) and Talent Development (middle school) will also work with teachers. All of these teacher development initiatives are part of an overall professional development plan which will prepare teachers in the new college-ready standards, curriculum materials, Responsive Classroom, data-driven instruction, effective parent engagement, and other components of the Restart plan.

An evidence-based approach

These five design elements align with the analysis of the strategies most important for improving disadvantaged urban schools presented in The Turnaround Challenge (Mass Insight Education, 2007). That meta-research emphasizes the need to attend to all three aspects of what they call the Readiness Model: Readiness to Learn – ensuring student readiness for meaningful engagement

with learning; Readiness to Teach –high-quality, tiered, and individually-focused teaching; and Readiness to Act – appropriately flexible conditions for managing teaching and learning within the many demands and challenges faced by high poverty schools. This reform framework is now informing school intervention in districts around the nation as well as the federal School Improvement Grant program and other federal policies and initiatives.

In addition, all the major BPN partners and programs have been vetted for evidence of their effectiveness, in accordance with Promise Neighborhood requirements. Other research-based components of the Restart Model include Responsive Classroom, Positive Behavior Intervention System, Response to Intervention, Talent Development's instructional initiative for middle school, new curriculum materials (from Fountas & Pinnell, Marilyn Burns, McGraw Hill, Lucy Calkins, and others), and data-driven instruction from Bambrick-Santoyo.

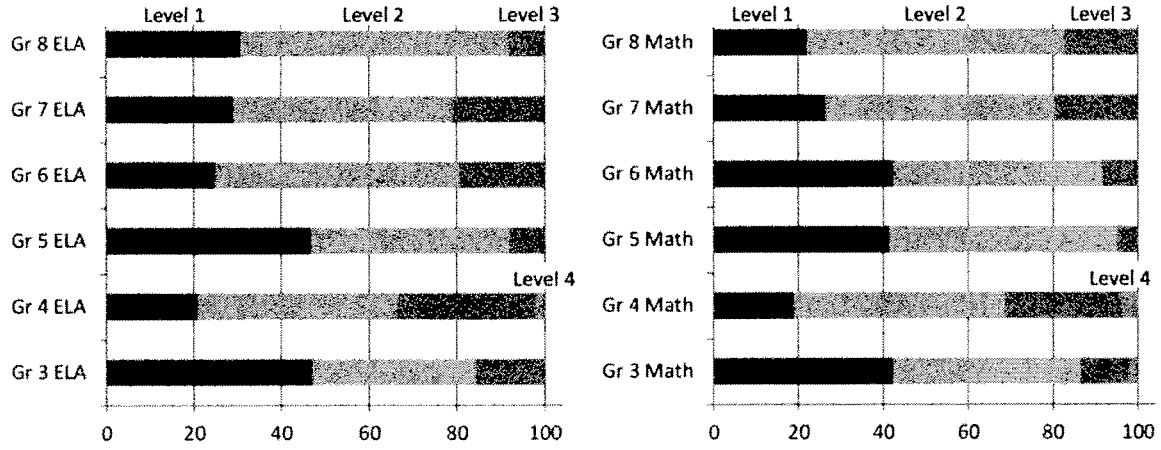
B. Assessing the Needs of the School Systems, Structures, Policies & Students

i. School-level Baseline Data and Target-Setting Chart (see Attachment B)

ii. The population of students the school serves

Challenging indicators in student achievement, attendance, and discipline: In 2011-12 only 17% of students were proficient (Level 3 or 4) in ELA and only 14% were proficient in Math. In addition, a tenth of the students are over age and thus considered at high risk of becoming a future dropout. Overall, these scores emphasize that students are at widely differing academic levels regardless of their assigned grade. Our Restart strategy directly addresses this need.

An Overwhelming Percentage of Students are Not Proficient in ELA or Math, 2011-12



The attendance rate for 2011-12 was 90%. However, using data from the Johns Hopkins University's Dropout Prevention Early Warning Indicator system, fully 60% of students fall below the goal for satisfactory attendance of 90%; only 20% of students exceed that standard. Reducing chronic absenteeism is a critical need and a priority initiative that began in 2012-13.

The suspension rate for 2009-10 was 27%. While this rate is too high, it is somewhat mitigated by recent success in reducing major behavioral incidents by 20 percent by adopting the Positive Behavior Intervention System. Nevertheless, because suspensions and behavioral incidents are a

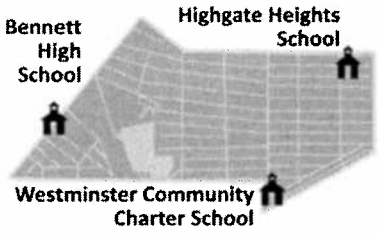
key metric in reducing the dropout rate and improving academic performance, Westminster began working with Highgate Heights in 2012-13 to reduce behavioral disruptions by funding student support elements that will be expanded through the Restart Plan.

A minority student demographic facing a wide range of economic and social challenges: The 547 students at Highgate Heights are 93% black and 4% white. There are very few Hispanic or Asian students and only 2 English Language Learners are noted in the school's records. Six out of every seven students is eligible for Free or Reduced Lunch.

Special education students comprise 15% of the school; many of whom are autistic and none are proficient in ELA or Math. A new, more individualized Restart Model must be tailored to meet the needs of all special education students.

A large majority of students would be first-generation college-goers which places particular importance not only on the improvement of academic performance but also on college and career awareness and readiness – a need reflected in the Promise Neighborhood continuum of programs.

Children at risk, a neighborhood on the edge – Buffalo's Promise Neighborhood (BPN), within which Highgate Heights resides, is a predominantly African-American community of 12,000 residents in the northeastern corner of Buffalo. The neighborhood faces critical problems of housing, employment, health care, and basic safety; Buffalo experts believe it is a neighborhood on the edge, and one which could rise or fall depending on what action is taken now.



There are more than 3,000 children living in the neighborhood, most growing up poor in single parent families, often without caring adults to turn to, worried about safety, lacking regular access to quality health care, healthy foods and exercise, and prone to teen pregnancy. Not surprisingly, neighborhood children tend to do poorly in school, treading a perilous path from cradle to career, failing in core academic subjects, not showing up for school, losing hope and dropping out. The neighborhood is not without physical and social assets—most notably the children themselves—but people who know Buffalo recognize that this is a neighborhood that could go either way. Later sections of this application describe Westminster's overall Promise Neighborhood response to improve these conditions.

Two needs are of particular significance to Highgate Heights and the success of its Restart plan. First, fully 86% of new families—those whose only children are 5 years old or younger—are headed by a single parent, typically a mother. A quarter of newborns have a teenage mother, a rate 2.5 times that for children nationally. (Over 15% of BPN girls age 15-19 become pregnant.) Upon entering school, 88% of BPN children are eligible for Free/Reduced Lunch. And their readiness for kindergarten is incomplete: over a third of pre-kindergarteners exhibit gaps or delays in age-appropriate functioning, fewer than half under five have a medical home, and 40% do not attend early learning programs. Westminster is currently working to interrupt the cycle, raise readiness for kindergarten; address child and parent needs including health care and employment; and reduce teen pregnancy. Working closely with Highgate Heights and the other two BPN schools is crucial to developing more effective support systems for young families and, in turn, to partner with them to raise school readiness and student achievement.

The second neighborhood need that challenges Highgate Heights is the unintended consequences of school choice. BPN is home to 1,650 public school children and three participating public schools. However, enabled by school choice policies, fewer than one in four neighborhood children attend a BPN school and only 15% attend Highgate Heights. To quantify the pattern further, only 149 of Highgate Heights students live in BPN; the remaining 398 students are bussed from across the city each day. As a result, students and parents are less engaged in school activities and supports; teachers face a greater challenge to know and work with parents. In order to increase parent engagement and provide a more effective system of student and family supports, Westminster and BPS are committed to increasing the attendance of neighborhood children at Highgate Heights and establishing the school as a community hub and gathering place for neighborhood services and programs.

iii. An extensive assessment over the past two years of student and school needs

As part of Buffalo Promise Neighborhood and as a low-performing school, Highgate Heights has been the subject of numerous assessments over the past two years. Westminster has worked with the HH leadership team, BPS officials, and community partners to formulate an in-depth diagnostic review of needs, strengths, and capabilities in order to develop a reform strategy. Here are some of the elements of that review:

- A detailed demographic and needs analysis of the students, neighborhood, and school was conducted by Westminster Foundation with assistance from the Regional Institute at the University at Buffalo, in accordance with the comprehensive requirements of the federal Promise Neighborhoods program;
- A school climate assessment was made by BPN partner Closing the Gap with assistance from the Children's Aid Society;
- During its engagement as school turnaround partner to Westminster Foundation, Johns Hopkins University's Talent Development group conducted their own review of academic, organizational, and climate needs with particular focus on closing student gaps and dropout prevention;
- A School Quality Review (SQR) was conducted by NYSED in December 2011;
- The NYS School Report Card for 2010-11 was issued in April 2012;
- The school leadership team completed Highgate Height's Comprehensive Education Plan (SCEP) in December 2012 incorporating its own assessment of needs and priorities across NYSED School and District Effectiveness Tenets 2-6;
- NYSED calculated teacher effectiveness scores for ELA and Math teachers in Grades 4-8 as part of state's scoring for the first 20 points of the 100-point APPR scores;
- A team of school reform consultants, coordinated by Westminster Foundation, have worked with the school to evaluate curriculum, instruction, and use of time and make recommendations for the Restart design.

iv. Highlighting the structural/systems gaps and needs at Highgate Heights

- **Tenet 2: School Leader Practices and Decisions** – The School Quality Review and other elements of Westminster's diagnostic review cite six critical areas of need in School Leadership Practices: **1) A stronger culture** and expectation of high student achievement must be inculcated and school leaders must ensure that students internalize those expectations and that staff are delivering rigorous and relevant instruction reflective of high expectations; **2) A well-organized pathway** for student success must be articulated to facilitate smooth transitions through the grades and from elementary to middle grades to high school; **3) A substantial, school-wide initiative** is needed to use data to assess the differentiated needs of students and respond with an array of instructional strategies that will accelerate student growth among all sub-groups in an increasingly effective manner; **4) The needs of the whole child** should be supported by sustaining the successful implementation of the Positive Behavior Intervention Supports (PBIS) system and building new partnerships with Westminster and Buffalo Promise Neighborhood; **5) Stronger school development systems** are needed, particularly in the areas of teacher development and evaluation, and curriculum and instructional improvement; and **6) The Principal and Assistant Principal positions** should be augmented with additional professional staff to work with and support teachers. Finally, as reinforced in the RFP, school leaders need **increased flexibility** to allocate staff and other resources to deliver agile, student-centered, tiered interventions to match each student's strengths and needs.

- **Tenet 3: Curriculum Development and Support** – Six critical areas of need in the area of curriculum and supporting resources have been identified: **1)** Given that only 17% of students were proficient in ELA and 14% in Math, there is an urgent need for **new research-based ELA, Math, and other curriculum platforms** that are designed to support both the widely-differentiated levels and needs of Highgate Heights students and the shift to college-ready NYS P-12 Common Core Learning Standards (CCLS); **2)** Although work has begun to incorporate CCLS at HH, much more is needed to fully support teachers (and parents) in **implementing CCLS with fidelity**; **3) More tutoring and academic support** is required; **4) Learning time and instructional staff** need to be increased; **5)** The school's 3-year initiative to add more **advanced courses** needs improvement to increase student proficiency; and **7)** While the school facilities are recently remodeled and supportive of the academic program, the **technology assets in the building need to be upgraded along with the library program**.

- **Tenet 4: Teacher Practices and Decisions** – Four critical areas of need exist within the teacher practice area: **1) Adoption of instructional strategies** centered on small group differentiated instruction capable of accelerating student growth, building strong student fundamentals, and supporting students with extra learning time and resources where needed; **2) Building competencies in data-driven instruction** including assistance to teachers in analyzing formative and interim data to plan instruction, address specific needs of individual or groups of students, and identify their strengths; **3) Deepen instructional practices** that currently demonstrate some elements of CCLS and the strategic use of research-based best practices, that increase rigor, and that promote high levels of student engagement and an emphasis on critical thinking; and **4) There is a**

need to further develop the co-teaching model, with emphasis on aligning methodologies and delivery of instruction for students with disabilities and general education students.

- **Tenet 5: Student Social and Emotional Developmental Health** – Five critical needs must be address to support students' social-emotional health: **1)** Much more must be done to ensure that **students' basic needs** are met by partnering with parents and community partners to help students arrive at school each day safe, secure, cared for, and ready to learn; **2)** Build on the belief of students, parents, and teachers that HH is a **safe and respectful environment** by fostering a culture of positive social and emotional development for all students; **3) Reverse recent trends in staff and budget cuts** that cause some students to fall through the cracks; **4)** Ensure that the school day provides **opportunities for students to connect with teachers and other caring adults** on a regular basis; and **5)** Respond to the call from students, parents, and teachers for **more student activities and enrichment**.

- **Tenet 6: Family and Community Engagement** – Four key needs are at the core of increasing constructive engagement: **1)** There is a critical need for a **strong outreach and communications program** with families so they can share the responsibility for student academic progress; **2)** Part of this work is to **overcome an apparent disconnect** between teachers' perceptions that they encourage parental support and involvement, and statements from some parents that they mainly hear from the school when their children are having a problem; **3) Find workarounds to several barriers** to more effective parental engagement, including the physical distance of many parents from the school, pressures on parents' time, and the lack of suitable meeting space; **4) Continue to use the Promise Neighborhood initiative as a vehicle for building bridges** between the school and neighborhood residents and community organizations.

v. **Prioritizing these identified needs in the implementation of the SIG plan**

The Restart plan prioritizes HH's needs in the following way:

- **First**, because 80% of students are not currently proficient, the model focuses on doubling current year-to-year rate of student learning over the next three years, thus increasing student proficiency in ELA and Math to 45%.

- **Second**, through BPN and its partners, building a continuum of supports to improve family health, safety, and stability to help HH students arrive at school each day ready to learn. (Design element #2 in Section A above)

- **Third**, adding staff and systems to increase HH students' readiness to learn once they are at school. (Design element #3)

- **Fourth**, revamping academic standards, curriculum materials, and use of time to create a system where teachers are ready to teach to individual levels and needs. (Design element #4)

- **Fifth**, investing heavily in teacher professional development and collaboration to prepare and support teachers to be ready to teach in this new system. (Design element #5)

C. School Model and Rationale

i. Rationale for the Restart model

a) **Buffalo Public Schools and Westminster Foundation** began collaborating about corrective action for Highgate Heights in 2010 as part of a planning grant application for Buffalo Promise Neighborhood. The relationship deepened a year later when BPS and Westminster teamed on a full needs assessment and reform strategy, putting a Transformation Partner MOU in place as a result. Westminster, the top-ranked national Promise Neighborhood implementation grant winner in December 2011, began working with the district and HH leadership team in 2012 to implement the reform strategy. Westminster's partners and team are now working on-site with the school principal and the HH staff on a daily basis.

When Buffalo Public Schools evaluated the intervention options for HH (Turnaround, Transformation, Restart, Closure), there was no question that a Restart with Westminster as EPO was the best way to build on three years of planning, a successful and productive relationship between Westminster and HH leadership, and the unique assets and capabilities of Westminster and BPN. Because BPN is one of only 12 Promise Neighborhood implementation grant winners, the Highgate Heights Restart Model, if funded, would be one of the most fully integrated Promise Neighborhood and School Improvement initiatives in the country.

To help identify the most appropriate intervention model for a given school, the Center on Innovation and Improvement created A Decision-Making and Planning Tool for the Local Education Agency. Based on the tool's selection factors, here is a synopsis of how each model aligned or did not align for Highgate Heights:

- **Closure** – Highgate Heights is a recently renovated facility in a neighborhood with a large student population. Closure is a mismatch for HH.
- **Turnaround** – Most appropriate when granting operational flexibility and replacing the school principal and at least half the staff will profoundly improve outcomes, the Turnaround model favors changing people over changing the curriculum, instructional strategies, use of time, and student supports required to meet the extreme needs at Highgate Heights, as described in Section B above. Not a match for HH.
- **Transformation** – Most appropriate where a district can play a direct role in strengthening a school that has partial under-performance and some response to prior reform efforts, the Transformation model does not match a school like HH with system-wide shortcomings and student proficiency under 20%.
- **Restart** – Most appropriate where a conversion to a new educational design and new management organization is needed, the Restart model enables a partnership with a strong education operator deeply woven into the local neighborhood, fully familiar with the problems at HH, and already providing academic and socio-emotional supports at the school as of 2012-13.

In selecting Westminster Foundation as the Educational Partnership Organization for Highgate Heights, Buffalo Public Schools is turning to a partner of 20 years. A 501(c)(3) organization, the Westminster story began in 1993 with the adoption by M&T Bank of Buffalo's lowest-performing K-8 school and its evolution into the Westminster Community

Charter School in 2005 — a full-service community school that became one of the city's highest performers. While M&T Bank remains a profoundly important part of Westminster Foundation, the organization today is comprised of many of Buffalo's top organizations as well as significant neighborhood involvement through a 16-person Advisory Board. The lead agency for Buffalo Promise Neighborhood, Westminster manages a $40 million enterprise providing an integrated continuum of programs and supports from prenatal-through college-to career. Its innovative work has been recognized by two highly competitive Promise Neighborhood grants, Family-Centered Community Change funding from the Annie E. Casey Foundation, and a Byrne Criminal Justice Innovation grant from the U.S. Department of Justice.

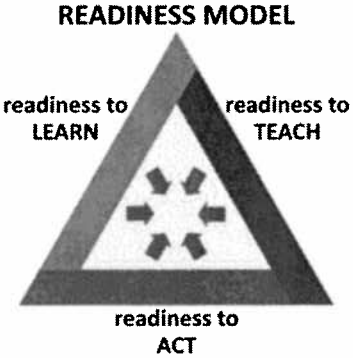
Westminster is focused on improving education prospects for children in the Buffalo Promise Neighborhood and on providing outstanding education at three neighborhood schools: the Westminster Community Charter School which it currently runs, as well as Highgate Heights and Bennett High School in its current role as Transformation Partner. Westminster is also currently building an Early Childhood Center in the neighborhood for 150 children as well as working with Bethel Head Start, Read to Succeed Buffalo, and a network of early childhood providers and partners to dramatically improve child health and literacy from prenatal to 3rd grade. Through Westminster, the well-respected school turnaround group at Johns Hopkins University, Talent Development, is also on-site assisting Grades 5-6 on a daily basis this year and expanding to Grades 7-8 over the next two years. Talent Development, together with BPN's student support coordinator, Closing the Gap, and BPN AmeriCorps members, from AmeriCorps, are instrumental to Westminster's Student Support Structure (see Section G).

b) **The five key design elements** described in Section A and summarized below are founded in the evidence-based approach to school intervention in high-poverty communities outlined in *The Turnaround Challenge* by Mass Insight Education (2007) and reinforced by the comprehensive, neighborhood-based strategies developed in Harlem Children's Zone and now being replicated in other cities through the U.S. Department of Education's Promise Neighborhoods Program. The component parts of Buffalo Promise Neighborhood met the program's rigorous requirements for evidence-based solutions.

The five key design elements of the Highgate Heights Restart Model balance a child's **readiness to learn** with teachers' **readiness to teach**, supported by leadership's **readiness to act** to allocate staff, time, and resources to make each student and teacher successful.
(A full description of the Readiness Model can be found in The Turnaround Challenge, Mass Insight Education, 2007)

2. To help HH students arrive at school each day ready to learn:
- BPN's Early Foundations initiative
- Community school features & activities
- BPN parent engagement initiative

3. To increase HH students' readiness to learn once they are at school:
- Added staff for more individualized attention
- New Student Support Structure
- Academic supports - Talent Development
- Responsive Classroom & PBIS
- Response to Intervention
- Dropout prevention early warning system
- BPN's data system for child/family success



4. To create a system where teachers are ready to teach to individual student levels and needs:
- New college-ready standards
- New curriculum materials
- Differentiated, leveled, small group instruction
- Optimized learning time
- An added hour of learning time each day
- Strategic use of assessments & data

5. To prepare and support teachers to be ready to teach in the new system:
- Three Houses (Primary, Intermediate,Middle)
- House Facilitators, Literacy & Math Coaches
- Talent Development support (Middle Grades)
- Read to Succeed Buffalo support (Primary)
- Professional development for all initiatives

1. To support school leaders' readiness to act:
- EPO autonomy & supports
- BPN programs augmenting SIG & general education funds
- BPN partner collaboration

Over the past two years, these five design elements have been carefully matched to the extensive needs outlined in Section B above, including the extremely low proficiency of HH students, their attendance and discipline indicators, the economic and social challenges faced by many students and families at HH and the BPN neighborhood, and the in-depth assessment of HH's structural/systems gaps covering Tenets 2-6.

Details on the design elements are located in Section A and later sections of the application.

ii. Process and steps by which the Restart model was chosen

The three-year collaboration between Buffalo Public Schools and Westminster Foundation has been described above. This section outlines the steps taken to engage other stakeholders in defining a corrective course for Highgate Heights.

One of the assets of BPN, as previously mentioned, is the dedicated community stakeholders committed to education reform and neighborhood revitalization. Community engagement was a key component of BPN's implementation planning including the development of a 10-point education reform initiative. BPN's involvement in the community has experienced an enthusiastic response as a result. BPN Community Engagement Director Tanya Perrin-Johnson, and Community Engagement Specialist Kenya Hobbes have been a constant presence at meetings of the 15 block clubs active in the community, allowing them to identify and bring together 25 community leaders to create a formal Community Council. The Community Council meets on a monthly basis, has established mission, vision, and values statements, and has been trained to plan and implement a quality of life plan for the neighborhood. They are currently in the process of conducting 1:1 relational interviews and a SWOT analysis with 125 community members.

School principals at Highgate Heights, Bennett High School, and Westminster Community Charter School also worked with Westminster in 2011 on the original education reform initiative, along with Westminster Foundation staff and partners, representatives of Buffalo Public Schools, and Dr. Grace Belfiore and Dave Lash, education consultants and two of the four authors of *The Turnaround Challenge*.

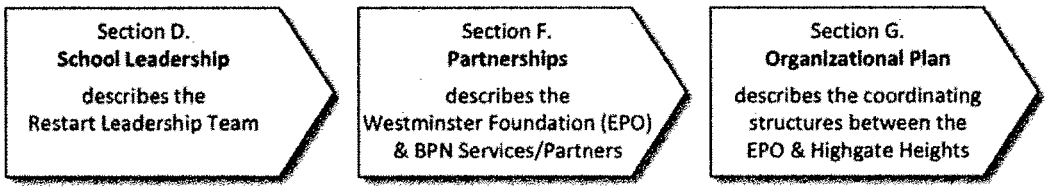
In the fall of 2012, the school leadership team (Principal, Assistant Principal, Talent Development Site Facilitator, Closing the Gap Facilitator, ELA coach, a building math teacher, guidance counselor) organized a school self-assessment and drafted the School Comprehensive Education Plan.

When Highgate Heights was designated a Priority School, the Buffalo Public Schools asked Westminster to lead the planning for a Restart model. Under the leadership of its Director of Education Transformation, Dennis Ford, and Director of Curriculum & Instruction, Dr. Ayinde Rudolph, Westminster has incorporated the aforementioned plans and participants in developing the Highgate Heights Restart Model. Included in that process have been conversations with teachers and staff represented by the Buffalo Teachers Federation. Mr. Ford and Dr. Rudolph have also engaged curriculum and instructional consultants with expertise in each of the three House areas to help develop strategies that are well matched to the student needs and teacher capabilities at HH.

D. School Leadership

i. Core competencies of the school principal and Restart Leadership Team

This section of the SIG application is the first of three sections to describe the organizational capacities and structures for the Restart implementation:



Because Highgate Heights is a Restart with an EPO, the relationship between the school principal and the EPO is of critical importance. Accordingly, this section describes the abilities of the four members of the Restart Leadership Team and their individual and collective roles. Together, this group plans and monitors every aspect of the Restart implementation, ensuring through their "Readiness to Act" that teachers and students have the resources, guidance, and time to be successful. In addition, the Restart Leadership Team coordinates the efforts of Westminster's EPO team and the school leadership team, closely tracks progress against goals, and fosters continuous improvement. The four members of the Restart Leadership Team are:

Dennis Ford, Director of Education Transformation, Westminster Foundation. Mr. Ford oversees all BPN academic initiatives including the operations and improvement of four schools: Highgate Heights School, Bennett High School, Westminster Community Charter School, and the Early Childhood Center which will be opening this fall. He is the lead contact with Buffalo Public Schools and the Buffalo Teachers Federation. Mr. Ford has almost 40 years of distinguished experience as a superintendent, principal, and education administrator. A pioneer and leader in teacher evaluation and development, he has also been instrumental in making middle school a more positive and supportive experience for students. He holds a Bachelor's of Arts degree in Secondary English Education from Canisius College and a Master's in Education from SUNY Geneseo, with additional post-graduate study at Teachers College.

Dr. Ayinde Rudolph, Director of Curriculum & Instruction and Assistant Director of Education Transformation for Westminster Foundation and Principal of the Westminster Community Charter School. Dr. Rudolph will work closely with the Highgate Heights principal and leadership team to implement the new Restart curriculum and instructional strategies. He was recruited to Westminster Foundation for his leadership, as school principal, in successfully turning around two schools in the Charlotte-Mecklenburg School District and his expertise in using data and research to improve instruction and student achievement. Dr. Rudolph holds four degrees including a Master's in Education from George Washington University and a doctorate in Leadership, Policy and Organization from Vanderbilt.

Gayle Irving-White, Principal, Highgate Heights School. Ms. Irving-White has been principal of Highgate Heights since 2007-08, after serving 15 years as teacher and assistant principal in the Buffalo Public Schools. To improve instructional strategies and student performance, she has effectively implemented the Positive Behavior Intervention System, formed a principal leadership team and data team, developed strategies to increase parental involvement, and formed

partnerships with community organizations to enhance academic and extracurricular programs. This year, she is spearheading the implementation of the multiple Promise Neighborhood initiatives at the school. Ms. Irving-White sits on the district's Health and Wellness Committee and holds Bachelor's and Master's degrees in Elementary Education from Buffalo State College as well as a School District Administrator Certificate from the University at Buffalo.

Jennifer Huber, Field Manager, Talent Development. Ms. Huber plays a key role in implementing the Talent Development program at Highgate Heights, focusing in 2012-13 on the Grades 5-6 and adding Grades 7-8 over the next two years. In this capacity, she works very closely with the school principal, is part of the school leadership team, and coordinates Talent Development's dropout prevention early warning program throughout the school and with the Closing the Gap student support site facilitator, and the BPN AmeriCorps team. A teacher for over 10 years, Ms. Huber has shown significant leadership ability through a series of teacher coordinator, developer, and manager positions. A former aircraft mechanic in the Air Force National Guard, she has received an unusual and valuable set of certificate trainings in Educational Administration, ELA 7-12, Literacy B-6 and 7-12, and Social Studies 5-12. Ms. Huber holds a Bachelor's of Science in Social Studies and Secondary Education from Buffalo State College and a Master's of Education (Literacy Specialist) from the University at Buffalo.

ii. <u>The rationale for the principal at this particular school</u>

Working with SIG funding and Westminster Foundation, Talent Development, Closing the Gap, AmeriCorps, and the other BPN partners, Ms. Irving-White has the skills, partners, and resources to significantly improve student performance at Highgate Heights. While a principal must assume accountability for performance, budget cuts and staff shortages are among the reasons HH has a mixed AYP record over the past five years. For professional staff, HH has only a principal, assistant principal, counselor, psychologist, and one K-6 literacy coach for 547 students and 42 teachers. Especially problematic is that HH is burdened with a high number of part-time teachers at the middle grades in ELA, math, social studies, and science, and at all grades in art and music. These part-timers are frequently much less engaged in student relationships and do not participate in professional development, faculty meetings, and grade level meetings; furthermore, there is high turnover from year to year.

Among Ms. Irving-White's achievements is this year's implementation of the Talent Development dropout prevention early warning program. The first quarter report (see Section D Supporting Document) tracks how many students in Grades 5-6 went off track on the early warning indicators of attendance, behavior, and course performance. The Student Support Structure that Ms. Irving-White is installing and managing uses early warning data to focus Closing the Gap partners and six BPN AmeriCorps members to step in student by student to ensure that every student is in school and ready to learn. The implementation is on schedule and, while early results are mostly anecdotal, expectations are high.

iii. <u>Steps to put (new) leadership in place</u>

Not applicable; the school principal is already in place and is likely to be successful in effectively implementing the SIG plan. (Since the RFP requests information as the mechanism to replace the existing principal, all staff will be evaluated annually and principals will be evaluated under the new APPR process, including an assessment of leadership and management actions, student

growth, and other local measures. The mechanisms for replacing any administrative staff person will reflect the latitude granted to the EPO in the forthcoming EPO contract.

iv. Job description and duties for supporting leadership positions
See item v. below.

v. The current supporting leadership profile and anticipated changes
The future leadership profile will be redesigned to support the Restart shift to three academic houses, a partner-supported Student Support Structure, and a comprehensive Instructional Effectiveness Structure.

The current Assistant Principal will become one of three House Facilitators in the new model, overseeing the creation of a successful learning community including the implementation of the new Student Support Structure and Instructional Effectiveness Structure for that age group, as well as the daily leadership and supervision of students and staff.

At this time, we do not envision creating a separate School Improvement Manager. The school principal is the "chief restart officer" working with the Restart Leadership Team (above), the House Facilitators, the Student Support Structure, the Instructional Effectiveness Structure, the coaches, and teachers. Every adult on staff at HH will have new roles and responsibilities under the new model. See Section G, Organizational Plan, for more on the future leadership profile and organizational structures.

The "current supporting leadership profile" is, frankly, a moot issue – too under-staffed to be effective in any way; accordingly, a new profile has been designed. The current non-teaching professionals at HH are the principal, assistant principal, school counselor, and school psychologist. The principal and assistant principal are already transitioning successfully into the Restart model with this year's partial implementation of the Student Support Structure. The current school leadership team and site-based student support team are transitioning as well. The role of school counselor and school psychologist will remain and be fully integrated with the new Student Support Structure. In conclusion, a new leadership profile will replace the current one to achieve "quality, effectiveness, and appropriateness to the model proposed and needs of the students." Staff buy-in and support are certainly important and, in that respect, the partial implementation of BPN programs at HH this year have been heartening as staff and students are responding with enthusiasm to the arrival of the BPN AmeriCorps members, the early warning indicators, student supports, and new Talent Development academic supports.

E. Instructional Staff

i. Current staffing and changes needed

For 547 students, Highgate Heights currently has 42 teachers (including 9 special education, 1.5 building reading teachers, 1.5 building math teachers, and 1 literacy coach. The school also has 7 teaching assistants). With the move to a Restart Model that is based on the ability of teachers to 1) implement teaching models ranging from direct instruction to expeditionary learning, 2) closely analyze data to determine individual needs, 3) differentiate instruction to address those

needs, and 4) work collaboratively as a teaching and learning team, Westminster has identified three changes that need to be addressed to ensure a successful launch and continuing implementation of the model:

- First, the Restart Plan will address **teacher effectiveness**. A recent state assessment of effectiveness for 4th to 8th grade ELA and Math teachers sampled 11 out of the 42 Highgate teachers. Only 6 were rated as "effective," with 3 "developing" and two "ineffective" – a significantly lower performance profile than even most other Priority schools. (None of the teachers were rated "highly effective.") There are a number of reasons for quality effectiveness issues at Highgate (see, for example, the next two bullet points), but there are also design elements built into the Restart Model to address these. The Restart is founded on a vision that provides as much support and opportunity to teachers as to children, and puts them into ***structures that maximize their chances of success*** (such as three House learning communities) The Plan launches with immediate, ***intensive training*** and opportunities to rapidly develop working ***learning communities***. It continues with ***on-going professional development and embedded coaching,*** sharing of student work and other supports to be provided to teachers by a comprehensive Instructional Effectiveness Structure. This teacher effectiveness strategy will be fully communicated to existing teachers and those considering transfer into Highgate, as an incentive to those who are eager to take on such work and fair warning to those whose interests lie in a different approach.

- Second, the Restart Plan and SIG will provide **the additional resources required to implement the new instructional methods and student supports**. The school administration and faculty have been frustrated for years by the introduction of new initiatives and repeated inability to access the resources to implement them – or the cutting of such resources as have been allocated. The Restart Plan includes the creation of ***House Facilitator positions*** (two additional positions and one converted from Assistant Principal) in order to create smaller learning communities and communal age-banded focus on individual student growth through data-driven decision-making), along ***with two additional literacy specialists, one additional math specialist, and eight teaching assistants,*** with the majority clustered in the primary years to assist with the one-on-one, small group, differentiated and tiered approaches to instruction being implemented. Fore more details on the rationale for new hires, please see the Budget Narrative. With the commitment of the EPO to the model, the resources necessary to implement it over the long term, and indeed, additional resources through Buffalo Promise Neighborhood (such as the funding of the BPN Student Support Structure, including a full-time Talent Development Field Manager for the Middle Grades and full-time Closing the Gap coordinator to connect students with intense needs to family/community resources), the focus can be on consistent support of students and teachers and resulting improvements in quality and results.

- Third, Westminster will lead **an effort to address, over time, the number of part-time staff at Highgate.** The school has a much higher proportion than usual of staff who are only in the building for part of the day or week – down to teaching only one or two classes a day or even one day of a 6 day cycle, with resulting issues in terms of vested commitment and the ability of the staff to develop effective learning communities and/or teaching teams.

Westminster experienced instructional specialists will analyze schedules, staffing and subject offerings to suggest ways to decrease the number of part time positions going forward.

ii. Characteristics and competencies for key instructional staff

In addition to the Westminster instructional experts described in Section G, who will be integrally involved, the Highgate Restart will feature the following key instructional staff within the building: The Principal, the three House Facilitators (for Primary, Intermediate and Middle Grades), The Talent Development Field Manager, Literacy Coaches, and Math Coaches.

The characteristics and core competencies highlighted for these lead staff have been determined with the specific needs of Highgate Heights students in mind. They include:

- **Up-to-date, research-based school leadership competencies** based on the Interstate School Leaders Licensure Consortium (ISLLC)'s six performance standards: 1. Setting a widely shared vision for learning; 2. Developing a school culture conducive to student learning; 3. Ensuring management of a safe, effective learning environment; 4. Collaborating with faculty and community members; 5. Acting with integrity, fairness, and in an ethical manner; and 6. Influencing the political, social, and cultural contexts.
- **Characteristics specifically suited to the Restart environment**: these include characteristics clustered around Driving for Results (persistence, achievement motivation), Influencing for Results (developing others), Problem Solving (being driven by data and improved outcomes), Showing Confidence to Lead (self-confidence), and the Ability to Take Action (calculated risk taking, goal setting, planning). (Drawn from Public Impact School Turnaround Leader Competencies)
- **Instructional competencies relating to differentiation and individualization**: Like all the teachers in the Highgate Restart, the instructional leaders will also require specific competencies relating to raising the performance of a highly-challenged student population with a broad range of skill levels. These include the ability to use agile cycles of formative assessment and data analysis, adapt teaching strategies to differentiate instruction, and communicate effectively with a diversity of students and families.

iii. **Processes and action steps for informing existing instructional staff about new model**

a) Process: The Highgate Heights Restart instructional staff is familiar with the EPO, Westminster Foundation, because the school has worked with Westminster on the formation of Buffalo Promise Neighborhood since 2010. Furthermore, the outlines of the Restart Model were part of the BPN School Transformation section of the 2011 BPN Implementation Plan. The BPN Student Support Structure, including Talent Development curricular input, AmeriCorps near-peer tutor supports, and Closing the Gap delivery of intensive supports) began in the current 2012-2013 year.

However, in moving to the position of EPO, Westminster will be providing a stronger educational vision, more resources and full accountability for the instructional program and performance of the school, so they have designed a full launch process. This began with the

involvement of instructional specialists in the development of the application as well as the opportunity in January 2013 for all staff to hear about and discuss the model.

b) **Action steps** for further engagement of staff with the model to include:

- Three meetings for staff to be scheduled, on approval of the grant, before the beginning of the Pre-Implementation period. Westminster officials, building administrators, and BPN representatives will provide detailed information on the model and planned implementation, and answer staff questions.
- Placement of the approved plan on the school website for continual access by all.
- An initial professional development activity in April for staff to create a joint vision for a true professional learning community through which the model can be achieved.

iv. <u>Process and mechanisms for screening and selecting staff</u>

a) The process for screening and selecting staff: All current staff will be screened for allocated positions in the 2012-13 school year. Upon approval, staff will have 30 days to notify the principal in writing of their plans to pursue a voluntary transfer or remain at the school for the turnaround period. The district will honor transfers and post job bulletins to replace transferred teachers and other new hires.

The school leadership team will screen each applicant to ensure he or she meets all qualifications to be a part of a system of continuous instructional improvement. This includes a commitment to team instructional planning, professional development, and teacher evaluation aligned with 3012c requirements. Teachers must commit to being a learning community in order to improve learning outcomes for the students in Highgate Heights.

The Offices of School Innovation and Turnaround and Human Resources will provide assistance with this process, which will include: posting of all positions and screening of applicants. Recruitment of highly effective teachers and evaluation of staff will be conducted per BCSD policy and agreements with Buffalo Teachers Federation, Buffalo Educational Support Team, Professional Clerical and Technical Employees Association, and Buffalo Council of Supervisors and Administrators. The district will be proactive in recruiting competent staff to fill the vacancies with a combination of current staff requesting transfer to a restart school and new hires. All candidates for the restart schools, whether current teachers or new hires will be interviewed for restart-related knowledge, skills and competencies such as, persistence, achievement motivation, self-confidence, the ability to take actions (calculated risk taking, goal setting planning), and being driven by data and improved outcomes. BCSD uses the Public Impact Teacher Competencies and Selecting Teachers for Level 4 Schools from the Massachusetts Department of Education. For further information see District-level Section D.

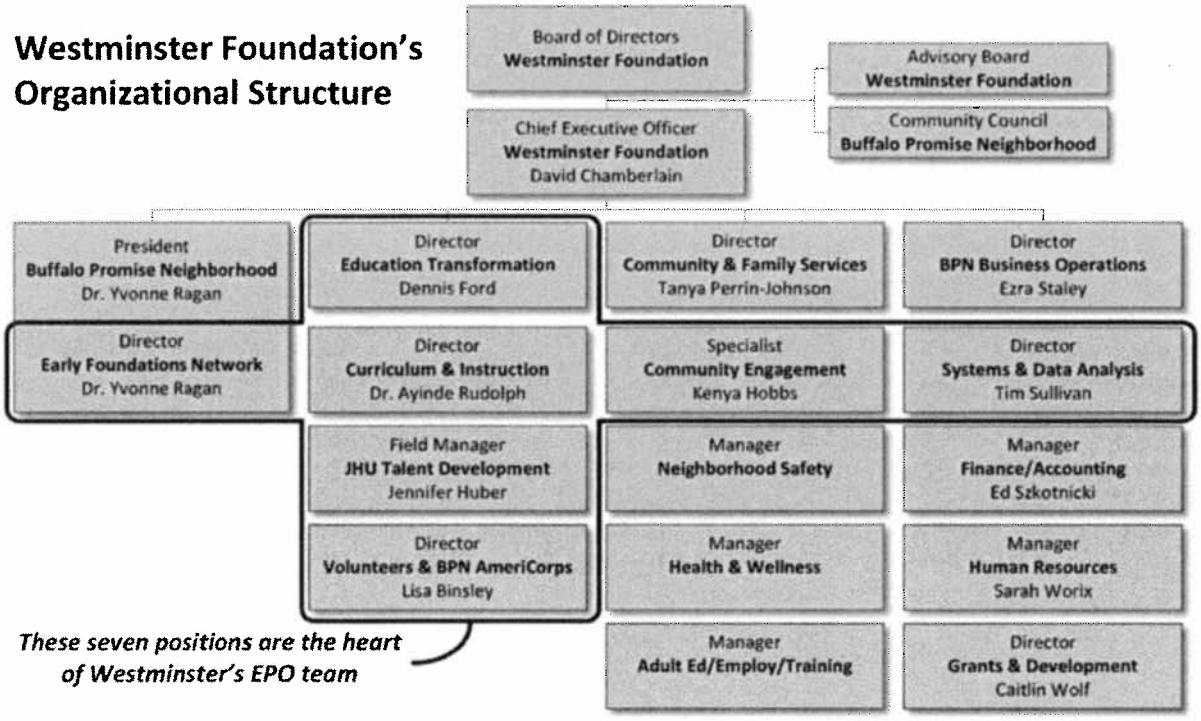
b) Barriers to assigning appropriate staff for the model and strategies for overcoming them: On the issues of school assignment and transfer of staff, the Highgate Restart will work within the required EPO policies of the Buffalo Public Schools and consistent with collective bargaining agreements and any other agreements made with the Buffalo Federation of Teachers (BTF). Westminster Foundation and its associated organization M&T Bank have for almost twenty years worked cooperatively and successfully with these partners on the support and

successful reform of the Westminster Community School, as both a regular district school and a conversion charter, in both cases staffed by BTF members. Westminster will build on these relationships to work with the Buffalo Public Schools and the BTF in improving learning and opportunities for both students and teachers in the HH Restart Model.

F. Partnerships

i. Five partners for Highgate Heights and the rationale for each

The rationale for selecting Westminster Foundation as EPO has been outlined in Section C above. This section describes the capabilities of Westminster and four other partners involved with the HH Restart: the Early Foundations Network, Talent Development, Closing the Gap, and the Community Health Center of Buffalo. While Buffalo Public Schools has ongoing collaborations with each of these organizations independently, for this application, they are serving as partners to Westminster and will be coordinated and overseen accordingly. Each Westminster partner has specific performance goals in their services agreement which are measured and evaluated as part of the mandated data-driven Promise Neighborhoods accountability process with transparency to the community through a broad-based 16-member Advisory Board, 25-member Community Council, and community engagement plan.



Westminster Foundation's theory of action is to act as a "backbone organization" for all partners to work creatively and sustainably together in a role, described by John Kania and Mark Kramer in an article titled "Collective Impact," that uses dedicated staff and an adaptive

management approach to lead successful coordination across systems.[2] Currently in the first year of implementation under its Promise Neighborhood grant, Westminster has accomplished much of the preparation for a comprehensive two-generation strategy: we have developed the partnerships, organization and staffing, program strategy, management and data systems, financial resources, and community engagement capacity to "link and integrate seamlessly" a continuum of programs and supports.

"Great schools at the center" has been BPN's top priority in this first year of implementation. Along with Buffalo Public Schools, **Westminster** is extending the success of Westminster Community Charter School, - a full service community school which the Buffalo News called "a rallying point for the community and a center of its life," with deep parent engagement and support, wraparound services, a health clinic, and one of the most advanced nutrition programs in the country – to two other persistently lowest-achieving schools in the neighborhood: Highgate Heights and Bennett High School. In addition, Westminster has organized the BPN Family & Community Services Network, allowing Westminster to coordinate the programs and services of over 70 community organizations. The Services Network is a response to the common inconsistency and fragmentation of programs and services supporting disadvantaged families. Schools, for example, often lack the resources to manage properly all the well-meaning programs and organizations approaching them with offers of help. On the other hand, community organizations and service providers often lack the breadth and experience to deal with the "whole child" or to collaborate effectively with other providers. In the end, it is the children and families who suffer when a system is broken. Westminster acts as a catalyst to lead coordination across these systems.

***Early Learning Network*:** Early Foundations, one of BPN's four major initiatives, is the core of our strategy for integrating services to 800 neighborhood children under the age of five, and helping support their further development through 3rd grade. **BPN's Early Learning Network** is responsible for the initiative; key partners include EPIC (hospital and home visits and parenting skills), Bethel Head Start (center-based early learning), Read to Succeed Buffalo (literacy assessment, coaching, and system improvement in all settings), Closing the Gap (family advocates and supports), Community Health Center of Buffalo (CHCB) (primary care), Buffalo Public Schools, and the Westminster Community Charter School. Overseeing and coordinating Early Foundations is Dr. Yvonne Minor-Ragan, President of the BPN and an educator deeply respected in the community.

Early Foundations is comprised of nine key components: **a)** Outreach and new parent classes; **b)** High quality medical home for every young family; **c)** BPN Advocates located at the health center (see below); **d)** Establishing a collective campaign for child screenings; **e)** Elevating professional practice through literacy advocates (Read to Succeed Buffalo); **f)** Construction of a new Early Childhood Center for 150 children for 2013; **g)** Continuing our early adopter work with the New York State QualityStars program; **h)** Tackling the teen pregnancy epidemic; and **i)** Continuous improvement through an Early Learning Improvement Team. Through Early Foundations, young HH students will enter ready for kindergarten, parents will be better equipped to help their children with reading and learning, and health and family supports will help families remaining in the HH neighborhood and higher student stability.

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[2] John Kania and Mark Kramer, "Collective Impact," *Stanford Social Innovation Review*, Winter 2011.

Westminster engaged the i3 award-winning ***Talent Development*** from Johns Hopkins University, one of the nation's most well-respected school reform organizations, as its in-school transformation partner at all three schools in the BPN: Westminster Community Charter School, Highgate Heights, and Bennett High School. Recognizing the challenge in reclaiming a persistently lowest-achieving high school, as well as concerns about how to elevate middle grade achievement at Highgate Heights and even Westminster, BPN chose to partner with a national transformation model with a strong evidence base, an acceleration curriculum, team-based small learning communities, and middle grades and ninth grade Academy programs, to address the academic transformations required. Talent Development's dropout prevention early warning system, built on an extensive body of research by Bob Balfanz and his team at Johns Hopkins, is already showing results at HH after just one semester.

Funded by BPN, ***Closing the Gap*** will provide at HH one-to-one student counseling, case management, and coordination of service providers as part of the new Student Support Structure. Closing the Gap, a 10-year, full service community school collaboration between Buffalo Public Schools and two dozen local health and social service agencies, is led by BPN partners Catholic Charities and United Way. Closing the Gap has its own pre- and post-test evidence showing substantial improvement in student indicators over a three-year period in Buffalo. In 2008, CTG was one of ten community school initiatives awarded a US ED five-year, $2.5 million federal grant to expand its program.

A close partnership with the ***Community Health Center of Buffalo*** (CHCB) is enabling BPN to infuse every part of the continuum of solutions with expert health services and education. CHCB, one of only two Federally Qualified Health Centers in the city, relocated to the Neighborhood in 2011, and provides culturally competent primary and preventive medical and dental care for all residents, including the underinsured and uninsured. CHCB uses a family-centered, community health model and is adept at "bending and braiding" funding sources in innovative ways and practicing a key role described by Kaiser CEO George Halvorson in *Health Care Will Not Reform Itself*, as a "connector" organization, able to reach across organizational and regulatory lines to achieve meaningful system change. CHCB is a crucial building block in BPN's campaign to secure a medical home for every young family, perform developmental screenings, help reduce teen pregnancy, and work with BPN schools including HH to alleviate many of the physical, mental, and social health issues that interfere with students' readiness to learn.

ii. Evidence of Partner Effectiveness Chart (Attachment C) – attached

iii. How the LEA will hold the partner accountable for its performance

One of the great benefits of engaging Westminster as EPO is that Buffalo Public Schools does not have to monitor and manage multiple partners: with one EPO contract, the district receives a well-conceived Restart plan comprised of school reform leadership, new curriculum and instructional strategies, wraparound services, early childhood development, health services, and much more. Buffalo Public Schools and Westminster will convert their existing Transformation Partner MOU into a full EPO contract with performance standards, a quarterly review process, and clear stipulations for how the responsibilities of both parties will be upheld. All of these considerations will, in turn, be put in place between Westminster and the other partners described herein.

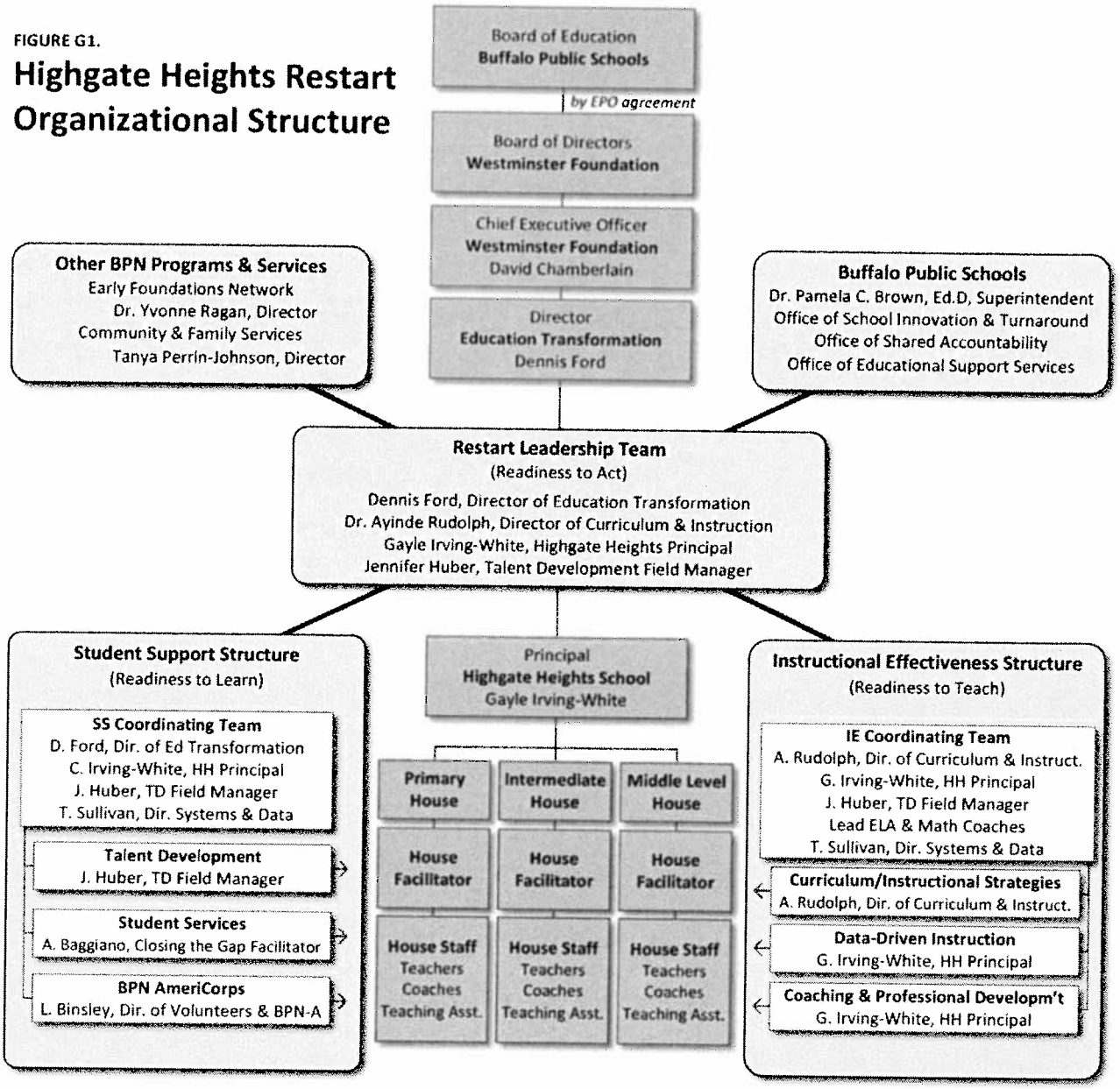
G. Organizational Plan

i. Organizational charts and lines of reporting

a) **Organizational charts** (including this one) have been uploaded as requested.

FIGURE G1.

Highgate Heights Restart Organizational Structure



b) **Specific role of EPO in governance and decision-making compliant with EPO Law:** Westminster Foundation's role as EPO will be as stipulated in Education Law 211-e: "[The EPO assumes] the powers and duties of the superintendent of schools for purposes of implementing the educational program of the school, including but not limited to, making

recommendations to the board of education on budgetary decisions, staffing population decisions, student discipline decisions, decisions on curriculum and determining the daily schedule and school calendar, all of which recommendations shall be consistent with applicable collective bargaining agreements..."

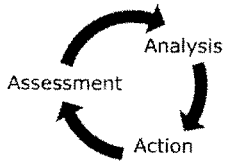
The formal lines of reporting are as noted vertically in Figure G1 above. Westminster reports to the Buffalo Public Schools through the Board of Education. The school principal will report to Westminster's Director of Education Transformation, who in turn reports to the Westminster CEO, and then to the Westminster Board of Directors. The three House Facilitators, whose duties combine aspects of assistant principalship and instructional coaching, report to the principal. Teachers and coaches are supported by the House Facilitators.

Day to day operations and interactions, which, of course, are far less hierarchical and more collaborative, are described next.

ii. <u>Day-to-day operations and interactions</u>

Organizationally, Highgate Heights will be operating with four interconnecting structures shown on Figure G1 above: 1) the Restart Leadership Team overseeing all operations within the schools and coordinating with outside partners and stakeholders within BPN, Buffalo Public Schools, or the community at large; 2) the coordination of students, parents, and staff in the three Houses; 3) the management of the Student Support Structure, and 4) the management of the Instructional Effectiveness Structure.

The coordinating teams for each of these four functions will be responsible for a data-driven and student-centered approach dedicated to getting the right students the right supports (academic or otherwise) at the right time. While each function has its own role in achieving that school-wide mission, three principles inform how day-to-day operations and interactions within all functions will be structured and managed. ***First,*** each function must have clear goals broken down by month or week with easy to measure leading and lagging indicators. ***Second,*** each function must be agile, interdisciplinary, team-based, and "silo-free" with partners and participants dedicated to team and student success. ***Third,*** to foster a data-driven approach in teachers' instruction, each function must first model what a data-driven approach looks and feels like; accordingly, each will use variations of the Assessment > Analysis > Action cycle championed by Bambrick-Santoyo.



The ***Restart Leadership Team*** is the coordinating interface between Westminster (EPO) and the building leadership. The group's responsibilities are three-fold: 1) implement the Restart Model with fidelity; 2) oversee and support the Houses, Student Support Structure, and Instructional Effectiveness Structure; and 3) manage external relationships and resources with Other BPN Programs and Services, Buffalo Public Schools, and the community. The Restart Leadership Team is already meeting frequently and was previously described in Section D above.

The ***House Structure*** reflects the goal to create a more collegial and effective learning community by creating Primary, Intermediate, and Middle Level Houses. Reporting to the Principal, each House Facilitator will have both coordinating and instructional coaching

responsibilities for their House, in addition to fostering a collaborative culture between students, parents, and staff. The House Facilitators and their teams must ensure that Instructional Effectiveness and Student Support are meeting the needs of each of their students and, where progress is not being made, working diligently and inventively with the other teams to find solutions.

The ***Student Support Structure*** is modeled on the national Diplomas Now program that combines Talent Development's academic solutions with wraparound services from Communities in Schools and near-peer mentors from City Year. The objective is a seamless fabric of student support and academic empowerment. For Highgate Heights and the other two BPN schools, Westminster has combined Talent Development with wraparound services coordinated by Closing the Gap and near-peer mentors from AmeriCorps. The day-to-day operations of the Student Support Structure are already in place as part of BPN's initiative at HH. The use of Talent Development's Dropout Prevention Early Warning System is a prime example of the agile, data-driven, team-based approach described above. The agenda for each adult each day is literally derived from data that Westminster is pulling together from the Early Warning System, as well as Response to Intervention. Under the Restart Plan, data from DDI and Responsive Classroom, including formative and benchmark assessment cycles will drive more and more effective Analysis and Action for student support, individual student learning, small-group formation, class-level curriculum adjustments, and school organization.

Finally, the ***Instructional Effectiveness Structure*** will be led by a coordinating team working with teachers to implement the new curricular and instructional strategies to accelerate learning. A key challenge for this group is to cultivate a culture that embraces the hard facts that data often reveal, avoids blame and punitive measures, and strives for improvement. The work of this team is further described in Sections H and I below.

iii. <u>Plan for implementing APPR</u>

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 and one formal observation with a pre and post conference. Each principal will work with the assistant principal and SAM (in the Highgate Restart, it is the Principal and Middle Grades House Facilitator who is also Assistant Principal) to develop a weekly-monthly-yearly observation calendar (sample below) using the TimeTracker™ as part of the School Administration Manager project. This product is a cloud-based calendar that the principal uses like a lesson plan. The calendar tracks the time the principals spends with individual and groups of teachers and provides specific detail of the interactions, for example was the time spent with the teacher on observation versus feedback, TimeTrack records and charts are used in a daily meeting with the principal and SAM team to determine next steps for teacher follow-up, next steps, and track time use. The SAM project and calendar is a professional development process using a unique set of tools to change a principal's focus from school management tasks to instructional leadership.

Sample Weekly Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
7am					
:30		Morning Duty		Morning Duty	Morning Duty
8am	Community Circle	7/8 Circle	5/6 Circle		Community Circle
:30					
9am		Obs: James, Armstrong, Love, Cusato, Edwards			Mtg-Goncalves
:30					
10am				Mtg-James	Mtg-McNeil
:30	Obs:McNeil, Smiley, Ravits, Condron, Frost,	Mtg-Dowling	Mtg-Dowling & Schultz		
11am				Mtg-Smith	
:30					
12pm	Lunch Duty	Lunch Duty	Lunch Duty		
:30					Mtg-Decina
1pm	Obs: Gary, Jones, Frost, James, McNeil	Obs: Goncalves, Frost, Feinstein	Obs: Cusato, Metz, Goncalves, Lunch, Ravits, Decina	Mtg-Jones, IL	
:30					Mtg-Feinstein, IL
2pm					
:30					Mtg-Frost
3pm			Mtg-Paul, Kelly	Faculty PD	
:30					
4pm					Mtg-Schultz
:30					

All teacher observations, SLO approvals, and TIPs will be housed in the District's Professional Growth Data System. Teachers and building administrators will use this as another platform for communication and feedback in between face-to-face sessions. The SLOs and TIPs will also be included in the TimeTracker calendar.

At the start of the year each principal will assign the assistant principals (in the Highgate Restart, the Middle Grades House Facilitator (who is also Assistant Principal) the teachers he will be responsible for managing. The principals will manage the assistant principals.

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 (TIP). The TIP is used to assist teachers in meeting District expectations in one, but no more than three, of the Annual Professional Performance Review criteria, which is aligned with the NYSUT Teacher Practice Rubric. The TIP will be jointly developed by the teacher and the principal.

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. The system also provides the administrators to track action steps more systematically to be able to hold teachers accountable to implement recommendations. Specific goals for teacher success will be set and progress towards the goal will be tacked. This will allow the principal and the Westminster EPO

administrators who evaluate the principal to see trends in teacher strengths, challenges, and recommendations through the year. All principals' observations on of 60 points of other measure are based on the ISLLC standards through multiple school visits by the Community Superintendent, who has been certified in accordance with Commissioner Regulation 30-2.9 and/or the relevant Westminster EPO administrator. The visits will include a structured review process of school documents and classroom visits. One of the visits will be unannounced. The Community Superintendent and/or relevant Westminster EPO administrators will also keep a weekly-monthly-yearly observation calendar using a process similar to the principal's calendar.

iv. Full calendar schedule for implementing the APPR for 2013-2014

The calendar for performance review of all instructional personnel who will staff the building will be set by the Highgate Heights principal in the pre-implementation period, based on the Full Calendar Schedule of Events 2013-2014 provided by the district in line with recent APPR negotiations. (Document uploaded separately, as required.)

H. Educational Plan

In Section A we outlined the five key design elements of our Restart Plan, which are founded, as we explain in Section C, on *The Turnaround Challenge* Readiness Model as follows: 1) to develop, manage, and integrate practices and programs as EPO (Readiness to Act); 2) to help HH students arrive at school each day ready to learn, and 3) to increase HH student's readiness to learn once they are at school (Readiness to Learn); 4) to create a system where teachers are ready to teach to individual student levels and needs, and 5) to prepare and support teachers to teach within this new system (Readiness to Teach). In Section G we introduced specific structures designed to help the Restart focus on agile, student- and growth-centered processes, such as the House structure, and Student Support and Instructional Effectiveness Structures. These broader pedagogical and structural elements **provide the foundation for and are an integral part of the following comprehensive plan for transforming the school experience** for Highgate Heights students and educators.

i. Curriculum

a) Description: The curriculum to be used in the Highgate Heights Restart Model varies by House, in alignment with the developmental needs and age-appropriate standards of each. However, these curricula have also been linked and designed across all three houses to be:

- Rigorous, challenging, and fully college-ready, based on alignment with the Common Core Learning Standards (see below).
- Viable for all Highgate Heights students, through deliberate consideration of the needs and characteristics of the student population of Highgate Heights,
- Paired with carefully designed curricular supports to provide solid fundamentals for the youngest learners, accelerate learning to close achievement gaps, and aim to enable outgoing eighth graders to enter high school geared for success.

Primary and Intermediate House Curriculum

For its PreKindergarten to fifth graders, the Highgate Restart Model has chosen curricula for each subject area that is research-based and either tiered or individualized to accelerate learning growth for a population of students performing at highly variable levels:

- ***Responsive Classroom*** Social Competence Curriculum, an evidence-based, tiered approach that fosters academic and social/emotional competencies, and has been shown to result in academic gains, higher student engagement and fewer discipline problems
- ***The National Literacy Collaborative Model augmented by Fountas & Pinnell materials.*** This evidence-based, tiered reading approach incorporates focus on CCLS-based fundamentals of reading (decoding strategies, phonics, fluency and comprehension), and a tiered program with Guided Reading for all at Tier 1, and the use of Leveled Literacy, a highly structured and sequenced, intensive, and highly engaging intervention at Tier 2. At the PreK level we will use Fountas and Pinnell's ***Literacy Beginnings***, a NYS standards-based, developmentally appropriate program.
- ***Catch Up and Keep Up Math,*** focused on fluency with whole numbers and fractions. The core Tier 1 program for 1-5th graders is Do the Math, supplemented with My Math. Tier 2 will involve more intensive use and progress monitoring of Do the Math or Fast Math Intervention.
- ***Writer's Workshop*** for K-5, with mini-lessons and workshops, grouped by ability, using common formative assessments with Westminster Community Charter School, which has implemented Lucy Calkins' Writing Workshop for years. PreK will use ***Already Ready.***
- ***Science/Social Studies Expeditionary Learning*** - hands-on science and social studies curricula, based on the requirements of the Intermediate House and Primary House and learning approaches developed by nationally-recognized expeditionary learning organizations. Each unit or module will culminate with meaningful projects that require students to generating reports, research and write from multiple sources.

Middle Grades Curriculum

For its sixth, seventh and eighth grades, the Highgate Restart Model is integrating CCLS-aligned curricula and improved instructional strategies with the Talent Development middle grades program that promotes improved student achievement through challenging curriculum, cooperative learning, intensive support for teachers and students, and Early Warning Indicators to identify those at highest risk. Core components of the Middle Grades curriculum include:

- ***Advisory Period and Mastering the Middle Grades***, a Talent Development student success course that explicitly teaches the academic, social, and life skills needed for a successful transition to middle grades learning, including 40 interactive lessons at each grade level
- ***A Balanced Literacy curriculum paired with Student Team Literature.*** The former is a research-based approach used at HH's sister school, Westminster Community Charter, and the later a Talent Development curriculum that is also supported by the ***Savvy Readers' Lab***, which provides intensive assistance over a ten- to twenty-week period to successive targeted cohorts of students with significant gaps in literacy,
- ***A CCLS-aligned Mathematics sequence*** that uses EngageNY's math pacing guides and cooperative learning, supported by the ***Math Acceleration Lab***, Talent Development's computer- and teacher-assisted intensive course of ten to twenty weeks targeting students identified as presenting significant gaps in math understanding and achievement

b) Process to ensure alignment with CCLS: The process to ensure that the curriculum aligns with the New York State Standards (inclusive of the Common Core State Standards and the New York State Testing Program) comprises the following:

- A Westminster Foundation team, working with the school leadership and consultants experienced in CCLS and the instructional shifts, has selected and approved the new approaches and curriculum materials to be used in the Restart.
- Teachers have already been involved in training for CCLS for the past two years.
- The Restart Summer Institute, as outlined in Section I, will include in its Literacy, Math, Social Studies and Science components, development relating to the alignment of curriculum and instruction with CCLS, including active learning sessions to help teachers "unpack" the standards and address the instructional shifts require.
- The Westminster Director for Curriculum and Instruction, the Principal, and the three House Facilitators will be responsible for continued alignment of the curriculum with CCLS. Westminster Foundation as the EPO will also be accountable to the Buffalo Board of Education.

ii. Instruction

a) Strategies to address instructional shifts: The Restart Education model will significantly change how instruction will occur at Highgate Heights. Learning will be more explicit, varied, and differentiated, employing rapid intervention cycles, flexible small groupings, and co-teaching to enable students to work and practice at their own pace. These instructional strategies incorporate the latest research-based practices and are also designed to implement the instructional shifts identified as most critical for preparing students for the CCLS in ELA and Math:

Key Primary/Intermediate House Instructional Strategies
Students in **Reading and ELA** classrooms will access the world and their learning through text. Our core reading/ELA program, Fountas and Pinnell, provides a balance of authentic narrative and informational text ***(Shift 1: Balance of Fiction and Informational Text).*** (Shift 2 is for upper grades). The program focuses on scaffolding the development of specific behaviors and understandings enabling students to demonstrate thinking within, beyond, and about text at each level, leading to deep understandings of complex text. ***(Shift 3: Staircase of Complexity).*** Elements within the Guided Reading and Leveled Literacy programs that focus on evidence-based conversations about text will be supplemented by the close reads and evidence based questioning built into the Social Studies and Science Expeditionary Learning program at grades 3-5 and domain study units for grades K-2. ***(Shift 4: Text-based Answers)*** Writer's Workshop and the Social Science/Science instruction also emphasize analyzing ideas and arguing points using evidence from multiple sources, and strategically building transferable vocabulary ***(Shift 5: Writing from Sources and Shift 6: Academic Vocabulary)***.

Math teachers will significantly narrow and deepen the scope of what they spend time on, to focus deeply on the most critical math foundations at each level ***(Shift 1: Focus)***, and to carefully connect the learning across grades and Houses so students can build new understanding on previous learning ***(Shift 2: Coherence)***. **Do the Math** (our core program) targets the standards within the CCSS that focus on fluency with whole numbers and fractions ***(Shift 3: Fluency)*** The program provides scaffolded lessons drilling deep in the eight mathematical practices embedded in CCLS ***(Shift 4: Deep Understanding).*** 's instructional approach provides more time for

students to reason with, reflect upon and practice mathematics (***Shift 6: Dual Intensity***).**My Math** is specifically written to the CCSS with the emphasis placed on development of better conceptual understanding and an increased focus on proficiency and application ***(Shifts 5 &6).***

Middle Grades Instructional Strategies
In middle grades ELA, students will use Student Team Literature, an approach that uses award-winning novels, higher-order thinking activities, and cooperative learning to create a motivating environment for reading. The approach includes close reading at gradually increasing student-appropriate levels. Students will be grouped into three ability levels, and groups will be adapted based on frequent student progress tracking. ***(Shift 3: Staircase of Complexity).*** This work will be supported by Social Studies instruction that maps to ELA standards and an Empower period that will be used to reinforce skills, provide assistance and enrich learning ***(Shift 2: Knowledge in the Discipline, Shift 4: Text-based Answers, Shift 5: Writing from Sources and Shift 6: Academic Vocabulary).*** (Note: Shift 1 is for K-5)

The **CCLS math program for grades 6-8** will: follow the EngageNY guide for mathematics ***(Shift 1: Focus and Shift 2: Coherence)***; use a blended approach to learning, which allows for individualization, as well as practice to mastery ***(Shift 3: Fluency and Shift 4 Deep Understanding)***; each unit will end with a hands-on cooperative learning activity to help gauge student success ***(Shift 5: Application*** and ***Shift Six: Dual Intensity)***; and the use of both Khan Academy and Castle Learning during the Empower period will provide additional focus on practice and understanding ***(Shift 6: Dual Intensity).***

b) How additional required and elective courses will reflect these instructional shifts: The Restart Instructional Effectiveness Coordinating Team will ensure the application of instructional shifts that contribute to student engagement and growth in other required and elective courses as well. The Science curriculum's project- and problem-based approach to instruction ensures that students focus deeply on a more focused and intentional set of topics, providing learning events that support the shifts toward coherence, deep learning and application, as well as knowledge in the discipline and academic vocabulary. The Social Studies program provides similar opportunities to apply and extend the shifts relating to knowledge in the discipline, text-based answers, writing from sources, and academic vocabulary. The Empower period provides an additional opportunity for exposure to these instructional opportunities, at levels of challenge or enrichment suited to individual students.

c) Highgate Restart's plan to accelerate learning: A significant part of our Restart Plan, and within that, this Education Plan, is aimed at precisely this goal: accelerating student learning in academic subjects by making meaningful improvements to the quantity and quality of instruction. This plan for acceleration includes the following components, the details for which are included elsewhere in this application:

- The ***adoption of research-based instructional practices*** tailored to the Highgate Heights student population (e.g. Explicit Instruction, Data-Driven Instruction)
- ***Initial and on-going Professional Development*** for Highgate Heights staff to help them become skilled in these methods of instruction
- The ***development of active Professional Learning Communities*** that is central to the operation of the school. These PLCs will provide ongoing and embedded support, coaching,

and mentoring for teachers through additional in-building instructional staff (Talent Development Facilitator, House Facilitators, Literacy Coaches, Math Coaches), as well as among teaching colleagues (peer sharing of practice, joint assessing of student work)

- Adoption of performance review-related ***processes and tools that support teachers and their professional advancement i***n instructional expertise (The NYSUT Practice Teacher Rubric, observations, conferencing)
- ***Increasing the quantity of instruction*** through increasing the length of the school day, re-thinking schedules to prioritize key subjects, increasing personalization of learning to maximize the time each student spends in their zone of proximal development, focusing on work that is most likely to result, with appropriate support, to result in student growth (see more on use of time in next section).

iii. Use of time

a) The number of days the school will be in session: We will be working within the standard Buffalo Public Schools District annual calendar, which includes 186 days in session. **Sample daily class schedules** for the Primary and Intermediate Houses and for the Middle Grades House are provided below.

Highgate Heights Restart Sample Primary and Intermediate Class Schedule	
9:00 - 9:40	Student Specials – Grade level block schedule - students 3x/week PE, 1x/week art, 1x/week music - teachers 3x/week contractual planning period, 2x/week collaborative planning time
9:45 - 10:15	Town Meeting - students 3x/week possible intervention pull out
10:15 - 11:15	ELA Guided Reading/Independent Reading - no pull out
11:15 – 12:15	Content Area Application of Skills - Grades 3-5 Science/Social Studies Expeditionary Learning mods - Literacy Specialist support
12:15 - 12:45	Lunch
12:50 - 1:50	Math Instruction
1:50 - 2:30	Writers' Workshop
2:35 - 3:15	Intervention/Extension and Choice - Intervention/Extension with AIS/Classroom teachers - Choice 2x/week Grades 3-5: PE, Music, Art, LMC, Tech; Grades K-2 TA's
3:15 - 3:30	Afternoon Meeting
3:30 - 4:30	Extended Time - Grades 3-5: Foreign Language, Instrumental Music, Chorus, Tech, Homework, Project-based Learning, Fast Math - Grades K-2: 5x/week 30 min 1-1 reading recovery and other AIS services
4:30 - 6:00	Afterschool Wraparound Care

Highgate Heights Restart Sample Middle Level Class Schedule	
9:00 - 9:15	BF/Character Education/Advisory
9:17 - 10:00	English Language Arts – double block

10:02 – 10:45	English Language Arts – double block
10:47 – 11:30	Math
11:32 – 12:15	Social Studies
12:17 - 1:00	Lunch
1:00 - 1:43	Science
1:45 - 2:28	PE/Art/Music rotation
2:30 - 3:13	Tech/SP/HC rotation/Empower Block
3:15 - 4:15	Extended Time - AIS/Acceleration/Electives

b) Strategies to increase learning time and extend the school day: As a central component of the Highgate Heights Restart Model, we have both re-structured and expanded the instructional time available to all students on a daily basis, in order to increase opportunities for Highgate Heights students to maximize their learning each day, month and year. Our strategies include:

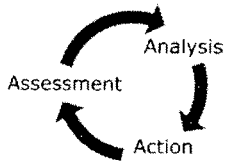
- **Extending the day for all students by an hour, providing time for** additional time for (a) instruction in core academic subjects; (b) instruction in other subjects and provision of enrichment activities that contribute to a well-rounded education; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. This extended day (Monday-Thursday from mid-September to early June) will address the key elements of Extended Learning Time required for priority schools implementing a School Improvement Grant (incorporating the ESEA waiver turnaround principles). For more information on the extended day, please see the Budget Narrative.

  The extended day is likely to be staffed through staggered start and end times for some staff, through paid extra time, or through the posting of positions for qualified teachers from outside the building. In either case, in order to maximize integration of the entire extended day, ***the Buffalo Promise Neighborhood Americorps workers***, who assist in Highgate classrooms during the standard school day assisting moderately at-risk student groups to stay on task and engaged, ***will remain for the full extended day*** in order to help integrate the work and provide extended relationships with the students. This model mirrors the role of City Year workers in the Talent Development/Diplomas Now model that won an Investing in Innovation Fund grant from the US ED for implementation in 30 cities nationwide.

- **Re-envisioning the school day schedule** to optimize learning time. This includes, within the Primary and Intermediate Houses: extended 60-minute blocks for ELA and math, with ELA scheduled in peak morning hours without pull-outs, an Intervention/Extension block, and Responsive Classroom Morning and Afternoon Meeting. Within the Middle Grades House, the new schedule achieves: the teaching of every core every day, double periods for ELA, and, for teachers, daily team meeting time, in to common prep time.

iv. <u>Data Driven Instruction/Inquiry (DDI)</u>

a) Highgate Height Restart's functional cycle of Data-Driven Instruction/Inquiry follows closely Bambrick-Santoyo's Instruction and Inquiry (DDI) model, a precise and systemic approach to improving student learning throughout the school year through Assessment, Analysis



and Action. Following this approach Assessments will be aligned, interim, and transparent. Analysis will be agile, bottom line, teacher-owned, performed with tests-in-hand, and involve deep scrutiny and discussion; and Action will be planned, those involved will be held accountable and students will be kept engaged. Westminster Foundation has prioritized the establishment of a data-driven culture that relies on both the intangibles of vision and leadership and the concrete details of assessment, with significant up-front and continuing training on data analysis and instructional adaptations that can improve the interim results of each cycle for each student. DDI teams are currently being formed as part of the school's CEP plan, and the Instructional Effectiveness Coordinating Team will provide professional development sessions during the Year One Implementation to facilitate this team-driven process.

Note: Along with the over-arching DDI structure of frequent interim assessment, analysis and action, the Highgate Heights Restart will incorporate a number of other data-driven approaches that utilize similar iterative cycles of assessment and adaptation of services: in particular, ***Response to Intervention*** (both behavioral and academic), and ***Talent Development Middle Grades' Early Warning Indicators*** progress monitoring and response work in such cycles. The Westminster EPO will also be able to draw upon the student and family data, as well as the data system and data analysis expertise, from Buffalo Promise Neighborhood's significant and growing ***BPN Longitudinal Data System***. As this system incorporates more and more information about students and families, and develops better ways to link with academic data from the school system, it will help broaden understanding of the whole student at the heart of the data cycle, and thus improve the efficacy of Action steps as they apply to those students.

b) Schedule for administering common interim assessments in ELA and Math: As part of its pre-implementation planning, the Highgate Restart Leadership Team will create schedules for administering common interim assessments in ELA and Math appropriate to each House, drawing on best practice such as the Uncommon Schools/North Star Academy Assessment Schedules features on NYSED's EngageNY website, and designing the schedules around building- and House-specific needs.

c) **Procedures and schedule/time for the examination of assessment data and test-in-hand analysis, along with supports provided as a result of analysis:** Each major initiative in the Highgate Restart comes with its own benchmark assessments, but Westminster has developed procedures and schedules that will intensify the typical implementation of such assessments. First, the Restart has intentionally designed the new House structure on DDI themes, as well as the practical aspects of implementing assessment analysis and action through coaching strategies, revision of lesson plans, and agile provision of individual student supports. One of the main responsibilities of the three House Facilitators will be to champion, model, assist and adapt the data analysis and action cycle. In this they will be supported by the EPO-led Instructional Effectiveness Team and the enhanced House- and subject-based coaching staff.

Second, rather than following the typical cycle length of 3-4 months, the Restart has designed an interim assessment cycle for math and ELA that runs at a maximum of five to six week intervals. Building on training already completed through BPS, the Restart EPO will provide a continuous, embedded suite of opportunities for the teaching staff to individually and collaboratively analyze completed assessments, the resulting data, and options for action, including; during daily team

meeting time, common prep time, House meetings, math and ELA coaching sessions, and summer and school year professional development time.

v. **Student Support**

a) School-wide frameworks for providing academic, social-emotional, and student support to all students, the identification of students at-risk in these areas, and interventions to support them: The Highgate Heights Restart model is all about whole-child tiered and individualized supports, so elements of this approach are infused throughout this application. The key strategies and frameworks for support rest in three areas: first, the school-wide ***Student Support Structure,*** already partly implemented as part of Buffalo Promise Neighborhood; second, the integration of carefully chosen ***research-based tiered support programs***; and third, the broader support to help students arrive at school ready to learn provided ***by the extensive Buffalo Promise Neighborhood Services Network.***

The School Support Structure
The core elements of this structure, which provides and integrates all student supports, was introduced in Highgate Heights this year with the management and support of Westminster Foundation as part of Buffalo Promise Neighborhood school reform efforts, and will be strengthened and enhanced within the Restart model. It is designed around the research-based Investing in Innovation Fund (i3) award-winning Diplomas Now model for dropout prevention, which incorporates accelerated academics (also from Talent Development), early warning and support for those at risk (from City Year), and whole-child community school services (from Community Schools).

The Student Support Structure in BPN schools, including Highgate, also consists of three coordinated sets of support for students and their teachers: 1) ***Schoolwide academic and behavioral approaches*** led by the Westminster EPO and (in the middle grades) the inclusion of partner Talent Development, 2) ***Early warning tools and tiered interventions*** to identify and serve Tier 2 students, including the embedded presence of BPN's answer to the acclaimed City Year -- six 17-24 year old AmeriCorps "near-peer" mentors and tutors, to help this moderately at-risk population (for grades 6-8) remain engaged and learning throughout the extended day and afterschool activities, and 3) ***A school-embedded full time Closing the Gap Facilitator*** to act as an advocate for students with intensive social-emotional needs (Tier 3), connecting them and their families to the extensive services available through the BPN network, as discussed in the previous section.

The BPN AmeriCorps near-pear mentor group has vital role both in building relationships with students and in integrating the various programs and supports that will maximize the individual student growth in learning and developing life skills. During the school day, the Corp members spend time helping motivate students and improve behavior (facilitating morning greeting activity, making phone calls home to students who are chronically absent, meeting with behavior groups, organizing a student council, or monitoring halls between periods), as well as helping at-risk students to stay on track academically (assisting with Early Warning Indicator data analysis, providing 1:1 or small group tutoring in English or math, assisting teachers in the classroom, and providing a vital role model for college-going that students can relate to). After school, the Corps

members help to ensure that academic tutoring actually links to individual student challenges experienced in the classroom that day, as well as extending their relationships with the students through facilitation of clubs, service projects and social enrichment lessons.

For those with more intensive socio-emotional and behavioral needs, the full time, building-based Closing the Gap Facilitator provides student and family advocacy services. Internally she serves as the coordinator for all non-academic services in the building, working closely with all other staff to identify and serve students with the greatest needs. Externally she serves as the liaison to BPN service providers, aligning provision with individual students as well as developing new service provision when necessary to better meet the needs of the student population. She is an active member of the school's management team. For further information on the individual elements of the Student Support Structure, and how they fit together, see the supporting Student Support Structure graphic that has been uploaded.

Research-based Tiered Intervention Programs

The Highgate Restart will use academic *Response to Intervention* approaches across core academic subjects, as well as the highly regarded *Responsive Classroom* for the social competence domain.

Academic ***Response to Intervention*** and related tiered and individualized intervention approaches will be utilized throughout the Highgate Houses. In Primary/Intermediate Reading, for instance, this will involve differentiated instruction designed to accelerate each student's growth, as well as tiered interventions ranging from daily Guided Reading for all students, to small group intensive interventions with precise progress monitoring, and when necessary referral to special education for alternative reading programs like Ortin Gillingham. (Math instruction is similarly tiered – see sub-sections i and ii.) In the Middle Grades House, RTI will also be used with whole-class differentiation in tier one; creative used of the Empower period for tier two interventions requiring extra time, alternative approaches, small groups formed weekly on the basis of individual student needs, and enrichment activities; and adapted special ed curricula for tier three. This approach will also be augmented by the use of a blended approach to math, enabling students to practice skills to mastery through the use of Talent Development-specific and other adaptive learning software for ELA and Math, in an AIS educator-staffed afterschool program.

While all of these tiered academic interventions, as well as the social interventions described below, are driven by frequent data collection and analysis, the Restart team is particularly interested in the potential of Talent Development/Diplomas Now's Early Warning Indicator tool, which will be implemented in the middle grades.

The early-warning system is a pivotal part of a dropout prevention model. A computerized database, it allows school staff members to closely track "the ABCs" three important indicators—attendance, behavior, and course failures—to detect right away which students need help. Research by Johns Hopkins University found that a 6th grader with serious troubles in even one of those areas has at least a 75 percent chance of never finishing high school. The model, according to Johns Hopkins researcher Robert Balfanz, is "about getting the right supports to the right kids at the right time."

The Westminster EPO has been working with Talent Development and Johns Hopkins about the best way to roll the EWI system out within the Highgate Restarts. The Restart Summer Institute will include EWI Meeting training by Talent Development staff, and on-going support working to the EWI Meeting Rubric will be provided by the Talent Development Facilitator embedded in the school. The EPO is also spearheading conversations with Buffalo Public Schools about how it can implement School Loop, an improved communication and information sharing application for identifying and monitoring interventions and progress.

Responsive Classroom, to be used in the Primary and Intermediate Houses at Highgate, is a well-regarded research-based social competency curriculum that fosters both academic and social emotional knowledge and skills, and has been shown to result in academic gains, higher student engagement, fewer discipline problems, and a stronger, safter school community. Highgate EPO will follow a full implementation of the model, including tier one full-class responsive teaching and responses to misbehavior elements including morning meetings, guided discovery, academic choice, and collaborative problem solving; tier two interventions, including progress monitoring, individual behavior plans and social support groups; and tier three interventions, most likely to be referred to the Closing the Gap intensive socio-emotional interventions and/or the special education department. In the Middle Grades House, the Advisory system will build on the Responsive Classroom base to provide an aligned and age-appropriate social supports and tiered interventions for its students.

Note: Highgate is also involved in a nationally-recognized implementation of the ***Positive Behavior Intervention System (PBIS),*** which includes tiered student supports and interventions. PBIS is described in section vi because of its central role in school climate and discipline.

Extensive resources of Buffalo Promise Neighborhood Services Network
In addition, all students, and particularly those with intensive individual or family social, emotional, or health needs, will benefit from the community partnerships and services provided by Buffalo Promise Neighborhood (BPN). BPN is a $40 million enterprise backed by a 2012 federal implementation grant and dedicated to improving family health, safety, and stability by linking and integrating a continuum of partners and supports with great schools at the center. The CLOSING THE GAP Student Advocate system gives the schools access to these services for students identified as having intensive needs. But all students and the school community will also benefit from the breadth and depth of services offered, including in ***Neighborhood Safety*** (see the next sub-section, for example, for BPN programs relating to gang prevention, youth outreach and crime reduction that will directly benefit the Highgate Restart), ***Stability*** (The Oishei Foundation and Belmont Shelter Housing Resources of WNY in partnership with BPN are tackling the abandoned and blighted homes surrounding Highgate Heights. Four homes have already been purchased and one completely renovated. Belmont recently received a $1 million HOME grant through the City of Buffalo to expand these efforts in the neighborhood), and ***Engagement*** (see the last sub-section in H for significant community engagement activities, including community forums,

b) How the school's operational structures function to ensure that these systems of support operate in a timely and effective manner: Highgate Restart's core operational structures (the

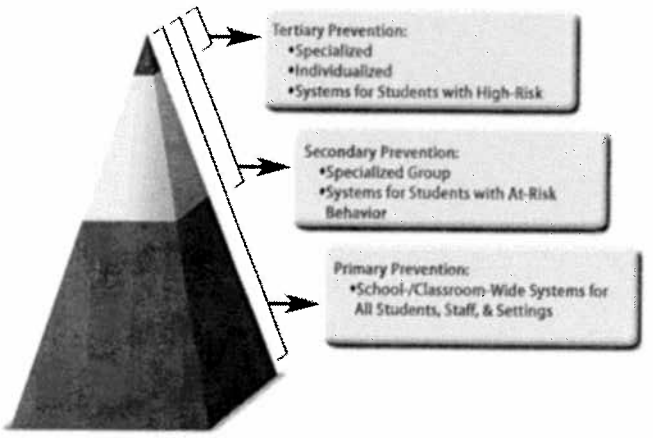
Community School model, the creation of the Primary, Intermediate, and Middle Grades Houses, the mechanisms of Response to Intervention, Responsive Classroom, and Middle Grades Advisory, as well as the Student Support and Instructional Effectiveness Structures) have all been designed to ensure an environment that maximizes the efficacy of academic and social supports. For detailed information on these structures see Sections A and G, as well as other parts of this Section.

The ***Student Support Structure*** outlined above integrates the academic and social supports, as well as those originating from within the school and from BPN community connections to ensure maximum effectiveness in supporting student readiness to learn and academic and life outcomes.

vi. **School Climate and Discipline**

a) Strategies to develop and sustain an orderly school climate, including student behavior management and discipline for all students and those with special needs: Key strategies in this area include the ***Positive Behavioral Intervention System***, which is supported by the work of the ***Building Student Support Team***, and a dynamic targeted initiative called the ***Council for Unity*** anti-gang program.

Continuum of School-Wide Instructional & Positive Behavior Support



Positive Behavior Intervention System (PBIS): PBIS, is nationally-recognized and provides a framework to: 1) develop a continuum of research-based behavior and academic interventions and supports, 2) use data to make decisions and solve problems, 3) arrange the environment to prevent the occurrence of problem behavior. 4) teach and encourage pro-social skills, 4) implement evidence-based behavioral practices with fidelity and accountability, and 5) screen universally and monitor student performance & progress continuously. The resulting support and intervention system is a well-designed, effective three-tiered prevention and intervention system, as summarized in the graphic above.

Highgate Heights has been involved for the past two years in a PBIS initiative led by Erie 1 BOCES in Buffalo Public Schools. *The success of this program is being nationally recognized at a PBIS conference in* Chicago in January 2013. In Buffalo, Erie County and nationally, PBIS has been credited with: reduction of office discipline referrals, reduction of suspensions, decreases in dropout rates, and increases in both student and staff attendance. ***Using the program Highgate Heights has already reduced major behavioral incidents by 20 percent.*** The Restart model will build on this excellent start to reinforce this program.

Student discipline and/or conduct report data are reviewed by both the school PBIS team and the Building Student Support Team (consisting of the school guidance counselor, social worker, psychologist, Closing the Gap Facilitator and general and special education teachers) on a monthly basis to identify students who have more severe needs. Highgate uses the ***PBIS School-wide Information System (SWIS), a web based program which graphs office discipline referral***

data. This program creates instant graphs for behavioral incidents per day- per month, time of day, specific behaviors, location, and by specific student. The identified students participate in various programs addressing these needs, such as Check In, Check Out, Behavioral Groups, and Mentoring Programs. The Restart will also support the PBIS approach through related Classroom Management training at the Restart Summer Institute. Efficacy of the training will be evaluated by assessing the action plans created, observations, and behavior, academic, and attendance data.

Council For Unity (CFU): Council for Unity is an established national program that has led to significant reductions in violent incidents, academic improvement within student populations prone to failure, and a reduction in cutting and truancy. This school-based anti-gang program incorporates academics, a service curriculum, and character education for at-risk youth, who are taught leadership, self-expression, and conflict resolution skills.

Buffalo Promise Neighborhood's Bennett High School began a CFU pilot with two classes in 2012-13 at Bennett High School, and ***BPN has just received a Department of Education Supplemental grant to operate Council for Unity Program in Highgate Heights*** and Westminster Community Charter School, with an anticipated launch in 2013-14. (BPN also recently announced receipt of a Department of Justice Bryne Criminal Justice Innovation Grant to develop a comprehensive crime reduction strategy to improve quality of life in BPN, that will include a coordinated anti-gang and youth outreach initiative.)

vii. <u>Parent and Community Engagement</u>

a) Mechanisms and strategies for encouraging parent/family involvement and communication to support student learning: As part of its Student Support Structure, the Restart plan makes parent and community engagement a central plank of its support of student learning. In this work, Westminster will leverage its extensive BPN community engagement program (see Section J) to invest in parent and community relationships, as well as drawing on the practices of Westminster Community Charter School, which excels at partnering with parents through school events, paper and electronic communications, and parent conferences.

Westminster Foundation and the Highgate leadership will create a full parent and community engagement plan, both around the Restart launch and for on-going involvement and support that will include the following features:

1) Acknowledging the important role of parents in the success of the ***dropout prevention early warning system***, parents will receive much more detailed and individualized information on student progress as well as training for parents in supporting their children's learning and other needs their family may have.

2) Westminster staff with extensive experience of outreach and relationship building, as well as deep familiarity with the neighborhood, ***will deliver training on Building Positive Parent Relationships*** to all Highgate staff during the Restart Summer Institute.

3) ***The use of electronic communications*** will be increased with a focus on parents less likely to visit the school regularly, including communications on school improvement progress, new initiatives, and "early wins."

4) ***The BPN Community Council***, which represents residents and constituents within BPN, meets on a monthly basis and is developing a Quality of Life Plan that includes strategies relating to Education, Youth Development, and other areas of relevance to the schools in the neighborhood. Highgate Heights will be involved in this planning.

5) The Highgate Restart will also leverage ***BPN's Early Foundations in establishing relationships with new parents*** from EPIC's *Ready, Set, Parent!* program in local hospitals up through the preschool years. BPN will be making a major impact on families with young children, from the opening of a new Early Childhood Center in September 2013, to the development of a comprehensive Early Child Network of home-based childcare providers, and a partnership with the Community Health Center of Buffalo for the provision of a medical home and child screening. BPN will take explicit actions to ensure that the proactive role that BPN fosters for parental involvement in young child health and wellness is intentionally extended to a positive introduction to Highgate Heights as those children arrive at preK and kindergarten age.

6) Westminster will also assist in ***increasing parental activity in school planning and committee work***, building on the active participants who helped create the School Comprehensive Education Plan.

b) How the model will gauge parent and community satisfaction: The new Student Support Structure will be integrated with Westminster's longitudinal data system to enable powerful, low-cost ways to collect information on parent satisfaction and involvement at each contact event. In this outreach, we are following the model of the Harlem Children's Zone: collecting small amounts of information at each point of contact, charting parent and community satisfaction indicators quarterly, compiling that information into meaningful student and parent profiles, and using those profiles to deliver meaningful services and supports. Our ultimate measure of parent and community satisfaction will be neighborhood families selecting Highgate Heights over more distant schools at a much higher rate than the current 15%.

I. Training, Support & Professional Development

i. The process by which school leadership/staff were involved in development of the plan

Westminster Foundation worked closely with the Restart Leadership Team and the rest of the school leadership to create the Highgate Restart Model. Staff had a particularly important role at the early stages of the process, during which they provided significant input into three in-depth reviews of needs and capabilities: a school climate assessment made by BPN partner Closing the Gap in September 2011, the School Quality Review (SQR) conducted in December 2011, and Highgate Height's Comprehensive Education Plan (SCEP) created in December 2012. The SCEP, in particular, engaged the school staff and leadership in a self-assessment of needs and priorities across NYSED School and District Effectiveness Tenets 2-6 that resulted in the creation of invaluable design parameters for the Restart Plan.

The development of a training, support, and professional development plan was an integral part of this Restart design process. Given the focus on the introduction of new instructional models, Westminster hired a small team of consultants with experience in such models at the elementary and middle school levels to assist the Restart Leadership Team in developing professional development that is job-embedded, school-specific, and linked to student instructional and support data, as well as teacher observation and interim benchmark data. The Assistant Director of Curriculum and Instruction's experience successfully turning around two schools in the Charlotte-Mecklenburg School District proved particularly useful in contributing to a development plan that is both ambitious and practical.

ii. Pre-Implementation Period Training, Support, and Professional Development Chart and iii. Implementation Period Training, Support, and Professional Development Chart

The Pre-Implementation and Implementation Training, Support, and Professional Development Charts have been uploaded to the appropriate file. For each planned event, the chart identifies the specific agent for delivery, the desired measurable outcomes, the method by which outcomes will be analyzed and reported, and a rationale for why the event will be critical to the successful implementation of the SIG plan.

As the charts show, the planned activities take a staged approach to introducing the key components of the Restart Model: Creating a Vision, CCLS shifts, ELA and Math training in the chosen approaches, Explicit Instruction, Data-driven Decision-making, Responsive Classroom, Talent Development Early Warning approaches, and other topics vital to a concentrated focus on student growth.

iv. Schedule, plan for evaluating effects of training, support & PD, including modifications

1) Westminster, as EPO, will be responsible for the overall design, evaluation, and refinement of the overall teacher development program in consultation with the Principal and staff.
2) Reporting to Westminster, the Instructional Effectiveness Coordinating Team will administer the program including the evaluation of all training objectives, programs, and trainers. Daily oversight will be by the Principal, House Facilitators, and coaches. Westminster's Director of Curriculum and Instruction (Dr. Rudolph) will have final decision making authority after appropriate review and collaboration with the team and other appropriate EPO staff.
3) Westminster will establish a weekly reporting system regarding progress on all expected outcomes found in the application timeline.
4) The training objectives and evaluation plan will be built into the design of every training program. All training will include instant participant evaluation surveys, follow up surveys and/or interviews, and analysis against changes in student learning outcomes. Coaches, including those from Talent Development and Read to Succeed, will be instrumental in evaluation; however, an independent evaluation of all training programs will be done at least twice a year under the supervision of the Director of Curriculum and Instruction.
5) All teachers will be observed using the Buffalo Public Schools state approved APPR plan which has provisions for Teacher Improvement Plans.

6) Student progress will be monitored regularly in two ways; first, staff will be trained to implement a true DDI model with intermittent testing leading to alteration of unit plans, lesson plans, and classroom instruction. Second, the major literacy efforts and math efforts for the building will have expectations for benchmark assessments followed every three months by follow-up assessment.

7) Westminster's Director of Education Transformation will report at each Board of Directors' meeting on progress towards all goals and indicators. Reports will be submitted no less than quarterly to the Buffalo Public Schools.

J. Communication and Stakeholder Involvement/Engagement

The overall success of Buffalo Promise Neighborhood, and of the Highgate Heights Restart, depends on strong community support and, in this first year of implementation, Westminster has built a strong community engagement program under its Director of Family & Community Services, Tanya Perrin-Johnson, and Community Engagement Specialist, Kenya Hobbs. The program reaches residents, neighborhood leaders, churches, block clubs, and small businesses throughout the BPN area as well as the schools and parents. In addition, Westminster's data-driven programs and longitudinal data base are designed to collect information on each child and family to better serve them over the span from birth through college to career. Dashboards that readily report statistical progress towards goals are features of the system. In addition, there are monthly meetings of the BPN Community Council and quarterly meetings of the Westminster Advisory Board at which statistical progress towards annual goals are reported.

The HH Restart will dovetail with the Westminster/BPN community engagement program: using Westminster's staff and technology systems to plan and administer an effective communications plan, engage parents as effective partners in student learning, foster collaborative relationships between the school and the community, and use all of these approaches to stimulate parents within BPN to enroll children at HH. Some specific elements of the plan are these:

1. Using the Student Support Structure and early warning indicators to establish frequent and personal interactions with parents – around positive as well as corrective issues.
2. Providing young parents with solid information about HH through the program staff of the Early Foundations Network.
3. Reporting monthly to the Community Council and quarterly to the Advisory Board and the Buffalo Public Schools on statistical and anecdotal progress towards goals.
4. Publishing Restart updates on a redesigned, interactive school website, modeled after the successful example of Westminster Community Charter School.
5. Engaging teachers and the Buffalo Teachers Federation in the Restart effort by sharing student achievement data throughout the professional development program.

K. Project Plan and Timeline

As described in Section A, the Highgate Heights Restart Plan is founded on five major goals (which have also served as design elements for our work from day one):

1. To develop, manage, and integrate practices and programs the ***Westminster Foundation*** will serve as the Educational Partnership Organization (EPO) for Highgate Heights
2. To help HH students arrive at school each day ready to learn, the Highgate Restart will draw upon the resources of Buffalo Promise Neighborhood (BPN), which is dedicated to improving family health, safety, and stability by linking and integrating a continuum of partners and supports with great schools at the center.
3. To increase HH students' readiness to learn once they are at school, the Restart plan adds staff and systems to ensure that students are receiving more individualized attention from caring adults as well as academic and socio-emotional supports
4. To create a system where teachers are ready to teach to individual student levels and needs, the Restart plan adopts college-ready standards and new curriculum materials that support those standards as well as enabling differentiated, leveled instruction
5. To prepare and support teachers to be ready to teach in this new system, the Restart plan invests heavily in teacher professional development and collaboration.

The Restart Leadership Team has identified actions within these goals across the Pre-implementation, Year One Implementation and Years Two and Three Implementation periods that are realistic and time-phased with outcomes that lead to the successful and effective implementation of the SIG plan.

i. Pre-implementation goals and key strategies

To develop, manage, and integrate practices and programs

- Formally establish Westminster as the EPO with 1) a contract and cooperation protocols established with Buffalo Public Schools and 2) a strong Restart Leadership Team in place.
- Leverage the BPN community engagement program and infrastructure to begin implementing an effective campaign of outreach, communication, and engagement with HH parents and stakeholders.

To help HH students arrive at school each day ready to learn

- Organize the Early Learning Network and other BPN programs to increase early health, literacy, and readiness.

To increase HH students' readiness to learn once they are at school

- Expand the Student Support Structure and Dropout Prevention Early Warning System.
- Continue expansion of TD model and an extended day program for acceleration, tutorial, and remediation.
- Dramatically change the culture of the building through the nationally recognized Responsive Classroom approach.

To create a system where teachers are ready to teach to individual student levels and needs

- Initiate culture change through a day-long session for visioning and the creation of a professional learning community.
- Complete planning for establishing a three House structure (Primary, Intermediate, Middle level) focused on DDI and the specific needs of the student age band, better supporting rapid growth for both students and teachers.
- Complete planning and preparation for recruitment of new coaching staff.

To prepare and support teachers to be ready to teach in this new system

- Extend the development of the building Literacy and Math programs by a) introducing a new literacy initiative through Literacy Collaborative, Calkins Writing Workshop Program, and Talent Development and b) expanding the math program through Math Solutions and EngageNY frameworks.
- Plan and begin to implement the expansion of Talent Development in the middle grades. In this budget year, Talent Development will expand its program at HH.
- Launch the Restart with an intensive all-staff Summer Institute to a) further build the professional learning community and b) deliver development in the key instructional and student support areas (DDI; Explicit Instruction; Unpacking the Common Core; Blended Learning, etc).

ii. Pre-implementation actions/activities by key strategy

Goals/Strategies/Indicators	Leadership (EPO+HH)	External Partners	Teachers & Staff	Students & Parents
1. EPO with integrated programs and partners				
Formally establish Westminster as the EPO with 1) a contract and cooperation protocols established with Buffalo Public Schools and 2) a strong Restart Leadership Team in place.	**April:** Convene Restart Leadership Team and begin weekly meetings; Draft EPO contract for BPS review. **May:** Finalize 6-month Restart work plan; Negotiate EPO contract. **June:** Establish EPO financial and reporting structures; Sign EPO contract. **July & August:** Conduct hiring & training	BPS facilitates transition to EPO	Teachers and staff participate in Restart planning.	Student and parent leaders to work on Restart transition are identified and/or self-selected.
Leverage the BPN community engagement program and infrastructure to begin implementing an effective campaign of outreach, communication, and engagement with HH parents and stakeholders.	**April**: Mobilize engagement team; Explain SIG Restart to all stakeholders; Schedule summer and fall meeting schedule. **May**: Develop detailed plan with BPN team, teachers & parents/community **June**: Communications & open meetings on summer/fall Restart actions. **July**: Develop new website and communications for fall. **August**: Communicate about coming back to school changes.	BPN Community Engagement people will help develop the outreach plan. BPN Data & Systems will set up database requirements. M&T Bank will build website. Early Foundations Network will partner on outreach to young parents.	Teachers and staff will participate in creating a meaningful parent engagement/communication plan during May and June. Regular participation at faculty meetings on Restart overall.	Strong communication with students and parents in spring, summer, and fall.
2. Helping students arrive at school each day ready to learn				
Organize the Early Learning Network and other BPN programs to increase early health, literacy, and readiness.	**April**: Conduct profile and analysis of young families at HH. Review with ELN partners. **May**: Develop a plan detailing alignment of health, literacy, and readiness efforts with HH enrollment and engagement. **June**: Meet with primary teachers to plan September launch in the building. **July**: Launch neighborhood-based outreach elements. **August**: Make final arrangements for start-of-school launch.	Read to Succeed, EPIC, Community Health Center of Buffalo and other ELN partners work with Westminster's Dr. Ragan to plan and coordinate the alignment of ELN efforts with the HH Restart.	Primary teachers work with Westminster and ELN to identify priorities and establish ongoing coordination and communication mechanisms.	Key role for parents and parent leaders as word of mouth is critical to ELN success.

Goals/Strategies/Indicators	Leadership (EPO+HH)	External Partners	Teachers & Staff	Students & Parents
3. Increasing students' readiness to learn once they are at school				
Expand the Student Support Structure and Dropout Prevention Early Warning System	**April**: Assess effectiveness of 2012-13 program and develop detailed plan and budget for 2013-14. **May**: Assess HH students against EWI indicators; refine summer and fall intervention strategies with SSS partners. **June and July**: Develop SSS/EWI training for teachers and partners. **August**: Conduct training.	Talent Development, Closing the Gap, AmeriCorps, and other SSS partners work together to expand and stabilize the program launched at HH in 2012-13.	Teachers and staff work closely with SSS to provide agile support to students and families, meet EWI goals, and foster collaboration between teachers and support providers.	Students and parents play a crucial role in the success of SSS/EWI. Work with students and parents to build strong support for using the program. Build into parent engagement plan.
Continue expansion of TD model and extended day program for acceleration, tutorial, and remediation	**April**: Assess effectiveness of 2012-13 and develop detailed plan and budget for next year (this is happening now). Conduct hiring for additional positions. **May**: Work with the HH community on detailed plan for extended day. Plan for incorporating next elements of TD at HH. Develop detailed plan for summer training. **June**: Mobilize for summer training. Plan fall implementations. **July** and **August**: Training.	Talent Development will work closely with the Restart Leadership Team and well as Closing the Gap and AmeriCorps on the Student Support side and also with Dr. Rudolph and the Instructional Effectiveness Team on installing TD elements.	Work closely with TD staff and coaches to install and apply TD interventions and supports.	Students and parents should become more knowledgeable and familiar with using the additional academic supports that including TD and extended day. Build into parent engagement plan.
Dramatically change the culture of the building through the nationally recognized Responsive Classroom approach	**April**: Identify a cadre of interested teachers and staff to work on culture change and take advance training and guide the Responsive Classroom installation. Work with RC trainers on installation planning. **May**: Update HH community on RC and calendar for the summer and fall. **June**: Align and incorporate RC into SSS and TD structures and processes. **July**: Develop calendar of new school traditions and events to underscore cultural shift. **August**: Training.	Responsive Classroom trainers will work with the Restart Leadership Team and all the aforementioned partners to align and integrate all programs into a common student-centered culture and "warm, safe, and joyful learning environment."	Teachers are vital to the success of this shift. Westminster will work closely with teachers to shape RC to address the priorities that teachers at HH see every day. Teachers in other RC settings report that RC increases student engagement, decreases discipline problems, and opens the door for higher-quality teaching.	The focus in the Pre-Implementation period will be on the teachers' involvement in bringing RC into the school. The role for students and parents will be significant in Year 1.

Goals/Strategies/Indicators	Leadership (EPO+HH)	External Partners	Teachers & Staff	Students & Parents
4. Creating a system within which teachers are enabled to teach to individual student levels and needs				
Initiate culture change through a day-long session for visioning and the creation of a professional learning community	**March**: Plan full-day event for creation of school vision and initiation of professional learning community. **April**: Promote the event and prepare all staff for participation. **May**: Run visioning/PLC creation event. **July/August**: build on initial vision/PLC work at Summer Institute.	EPO & HH leadership will be assisted by two external local team-building experts provided in consultation with M&T, BPN, and Canisius College.	Teachers and staff participate fully in the creation of vision and begin to work towards becoming a professional learning community.	Restart Leadership to determine how best student, parent and community perspectives from community engagement in #1 above can best be flowed into the building visioning exercise.
Complete planning for establishing a three House structure (Primary, Intermediate, Middle level) focused on DDI and the specific need of the student age band, better supporting rapid growth for both students and teachers	**April- May:** Complete research on best practice for House organization and work with staff to finalize the plan. **June-July**: Finalize House Facilitator job description and organize recruitment for fall. **July/August**: Introduce House structure at Summer Institute.	Talent Development and Responsive Classroom experts to be tapped for effective practice on House approach.	Teachers and staff to input on specific needs of building and student population to shape plans.	Restart Leadership to determine how best student, parent and community perspectives from community engagement in #1 above can best be flowed into the building visioning exercise.
Complete planning and preparation for recruitment of new coaching staff	**June-July**: Finalize coaching staff job descriptions and organize recruitment for fall.	Literacy Collaborative and Math Solutions will input to plans and job descriptions.	Teachers and staff will be surveyed to help define their coaching needs.	Parents will be kept informed of Pre-Implementation activities to move the school towards launch of the Restart.
5. Preparing and supporting teachers to be ready to teach in this new system				
Extend the development of the building Literacy and Math programs by a) introducing a new literacy initiative through Literacy Collaborative, Calkins Writing Workshop Program, and Talent Development and b) expanding the math program	**April**: WF/BPN to complete plans for integrating Literacy approaches and implementing them at different House levels; also for same planning in relation to Math approach. **May - June:** Complete contracts with external organizations. **July/August**: Oversee the delivery of intensive	Literacy Collaborative, Calkins Writing Program, Talent Development, Math Solutions to be contracted for Implementation years 1-3; will begin to deliver	All teachers and staff to be involved in the introduction of new Literacy and Math approaches, grouped by House, grade, and subject.	As part of communications with parents in #1 above, they will be made aware of research-based approaches to increase rigor and effectiveness in core literacy and math

Goals/Strategies/Indicators	Leadership (EPO+HH)	External Partners	Teachers & Staff	Students & Parents
through Math Solutions and EngageNY frameworks.	Literacy (3 full days) and Math (2 full days) training during Summer Institute.	services in planning for Summer Institute and delivery of sessions there (with embedded follow up in Year 1).		arenas.
Plan and begin to implement the expansion of Talent Development in the middle grades. In this budget year, Talent Development will expand its program at Highgate Heights.	**April**: WF/BPN to complete plans and recruiting tools for the addition of managerial and instructional staff (see next column). **April – June:** Existing Talent Development HH Site Facilitator to continue embedded staff development training for the remainder of the school year. **July/August**: HH TD Site Facilitator to provide development introducing the core elements of TD, the Mastering the Middle Grades curriculum, and Student Team Literature.	BPN/WF: In order to better staff the TD initiative BPN will plan for the addition of managerial and instructional staff not budgeted but needed based on evaluation Talent Development: This program has a prescribed training protocol that is managed by TD staff.	Talent Development was introduced to Highgate Heights at the start of 2012-2013 for sixth grade. Seventh grade teachers will now become involved in preparation for expansion of the program.	As part of communications with parents in #1 above, they will be made aware of the extension of Talent Development as evidence that the school leadership and WF are committed to change even before the SIG becomes operational.
Launch the Restart with an intensive all-staff Summer Institute to a) further build the professional learning community and b) deliver development in the key instructional and student support areas (DDI; Explicit Instruction; Unpacking the Common Core; Blended Learning, etc);	**March**: Complete the detailed planning for a full two-week Summer Institute involving training sessions, opportunities for teachers to further discuss the new vision for the school, and working sessions to help cement the initiation of a professional learning community. **April**: Contract with external organizations as needed; confirm time and requirements for internal Westminster Foundation and BPN trainers involved. **May-June**: Promote the event to all teachers and staff, and prepare them for participation. **July/August**: Run a focused, high-energy Summer Institute that provides all adults at Highgate Heights with the motivation and skills they need to re-launch a school focused on student growth.	EPO & HH leadership will do some of the training themselves, but will also contract with partners to liaise with them in planning and to provide sessions (Literacy Collaborative, Math Solutions, Responsive Classroom, local DDI experts, local explicit instruction experts, ASCD Cooperative learning expert, others identified by BOCS, BPN on parent engagement.	Interested teachers and staff to be involved in planning the Summer Institute, and all teachers and staff will be fully immersed in the two-week launch of the new Restart academic and support approach.	Restart Leadership to determine how best to keep the student, and individual student growth at the heart of this whole exercise. As part of communications with parents in #1 above, they will be made aware of the scale and dramatic nature of the re-invention being undertaken by teachers and staff at the Summer Institute.

iii. Year One Implementation Goals and Strategies

Overall, Year One will focus on installing the elements of the Restart Plan with fidelity, including strong professional development and support; readily available data to teachers and staff; and productive collaboration within the three Houses and between the Houses and the Student Support Structure and Instructional Effectiveness Structure.

To develop, manage, and integrate practices and programs

- Complete the installation of all Restart elements with the agility and leadership to engender community enthusiasm and the foundations of a professional learning culture.
- Complete a first year parent and community engagement campaign that marries Westminster's BPN capabilities to HH's needs, including effective parent involvement in each student's progress.

To help HH students arrive at school each day ready to learn

- Complete the partnership with the BPN Early Learning Network to elevate children's early health, literacy, and readiness for preK and K.
- Transform the initial Student Support Structure elements installed in 2012-13 into an effective, integrated, tiered system of supports and interventions.

To increase HH students' readiness to learn once they are at school

- Ensure that the Dropout Prevention Early Warning System is fully operational with readily available indicator data flowing to all parties, agile response and intervention where needed, and significant improvement in the leading indicators.
- Complete the installation of the TD support model including a complete 150 day extended day program focusing on acceleration, tutorial, and remediation initiatives.
- Install Responsive Classroom throughout the school with the strong support of teachers and parents.

To create a system where teachers are ready to teach to individual student levels and needs

- Encourage culture change through the embedding of professional learning community activities in daily and weekly teacher schedules (House meetings, team planning, common planning, district conference days, etc.)
- Operationalize the three House structure (Primary, Intermediate, Middle level) by hiring the new House Facilitators, and following plans made in pre-Implementation to implement the House coaching, DDI, teacher support, and student support systems aimed at maximizing student growth
- Implement a full DDI assessment, analysis, action cycle, led by the House facilitators, and supported by the coaches, Student Support system team, and Instructional Effectiveness team. Perform rapid cycle evaluations of how the process works and adapt/iterate during this first year.
- Operationalize the new, expanded coaching structure by hiring the new literacy and math coaches and following plans made in pre-implementation to embed coaching support and integrate it with the House system, mentoring, and professional learning community activities.

To prepare and support teachers to be ready to teach in this new system

- Implement the new Literacy and Math initiatives, building on the Summer Institute introduction of the programs, and utilizing the on-going support from national trainers from the relevant organizations. Perform rapid cycle evaluations of how the implementation is working and adapt/iterate during this first year. Perform detailed outcome analysis at the end of the 2013-14 school year to assess the efficacy of the new approaches.
- Implement the expansion of Talent Development in the middle grades, hiring the additional teaching and administrative staff being funded by Buffalo Promise Neighborhood/Westminster, and ensuring that the Talent Development Site Facilitator supports the seventh grade teachers in implementing TD curricula, while preparing eighth grade teachers for the following year.
- Build on the all-staff Summer Institute to consolidate and deepen the skills of all staff in the data-driven and differentiated instructional methods being introduced as part of the Restart Plan, using all potential development opportunities (House meetings, team planning, common planning, district conference days).

iv. Early wins

The experienced urban educators involved in the Restart Management Team and Westminster Foundation EPO Team have extensive experience with transformation, turnaround and other dramatic forms of school reform. They know how difficult it is to change culture in a chronically-underperforming school climate and how important it is to establish and publicize some "early wins" to signal a) that major change is on the way and b) that the change will bring major positive benefits to all stakeholders.

In planning for "early wins" in the Highgate Heights Restart, the Restart Management Team is targeting the following three high-profile achievements:

1. The official engagement of Westminster Foundation as EPO to lead the Restart. (Ideally before the start of the fourth quarter in May) Westminster Foundation already has a sizable profile in the neighborhood and community, due to a) its leadership of the $40 million Buffalo Promise Neighborhood enterprise, b) its association with the 20-year partnership between associated Westminster Community Charter School and the Buffalo Public Schools. – leveraging BPN profile in the neighborhood, and c) the management expertise affiliated with its support from M&T Bank. For a school community that has seen numerous incremental "reform" efforts come and go, emphasizing the benefits of a stronger EPO management effort with a highly successful local partner will be critical.

2. Introduction of Responsive Classroom as foundation for Restart culture change (ideally at start of fourth quarter in May, when Responsive Classroom teacher training starts). Prior to the full launch of the whole Restart, the Leadership would like to initiate the idea of culture change at the school this spring. Because the pre-implementation period includes the initiation of Responsive Classroom training, the Leadership team would like to feature this, along with previews of the other elements of culture change on which the Restart will be

founded. This "early win" will leverage the national reputation and research base of the Responsive Classroom approach – so that the Restart is able to start to change hearts and minds with a program that has been shown to work in many similar schools, and provides many excellent, moving stories to inspire Highgate Heights on its new path.

3. Successful Restart Launch, featuring House structure, extended day program and student growth approach. (Prior to start of school in Aug/Sept) The EPO and Restart Leadership team will work with the experienced engagement and communication specialists within Westminster Foundation to create a plan for a major Restart Launch at the start of the school year, including preliminary family and neighborhood communication vehicles building up to it over the summer. The event itself will feature extensive involvement of students and staff in a memorable, meaningful expression of the "new start" they are creating to achieve a learning community where all students and adults will grow and thrive.

v. <u>Leading indicators of success examined no less than quarterly, how data collected, who will analyze, to whom will be reported</u>

The Highgate Restart will monitor the leading indicators of success identified within the SIG application, as noted in the table below:

Leading Indicators of Success			
Indicator	**How collected**	**Analyzed by**	**Reported to**
Student attendance - quarterly	EPO BPN data team - each quarter	EPO and Building Team with focus on chronic absenteeism using Johns Hopkins EWI format	all staff, school Student Services Team, and Closing the Gap
Teacher turnover after implementation	Employment records maintained at HH office	EPO/Building Team	EPO/WF for action
Instructional Staff APPR ratings	Provided by BPS to EPO	Review with teachers done by building team (Union contracts permit no one other than certified bps officials deal with APPR)	EPO/WF
Student discipline, truancy, suspension rates - quarterly	EPO BPN data team	Analyzed using Johns Hopkins EWI format	all staff, school Student Services Team, and Closing the Gap
School climate regarding Restart Plan	Collected from students, teachers, and parents through survey, attendance at events, and face to face	EPO/Building Team	EPO/WF for action
Interim assessments as leading indicators of student test scores and growth	Each Restart element comes with benchmark assessments which will be used at short intervals	EPO/Building Team	EPO/WF for action; teachers and parents

vi. Years Two and Three goals and key strategies

To develop, manage, and integrate practices and programs

- Stabilize and deepen Westminster's role and effectiveness as an agile EPO and integrator of the Restart elements.
- Deepen the parent and community engagement campaign with a focus on cultivating a neighborhood/community school appeal with rising student enrollment from the neighborhood.
- Develop an effective strategy for sustaining the Restart Model beyond the SIG years by elevating instructional and student support effectiveness within HH teachers and staff and through acquiring other sources of community funding.

To help HH students arrive at school each day ready to learn

- Leverage the partnership with the BPN Early Learning Network to ensure a high rate of readiness to learn among young children within BPN and at HH.
- Deepen and sustain the effectiveness of the Student Support Structure.

To increase HH students' readiness to learn once they are at school

- Eliminate readiness to learn breakdowns through the excellence of the Early Warning System and the cooperation of students, teachers, staff, parents, and the community.
- Monitor the effectiveness of the extended learning period and modify the program to meet the needs of all students.
- Foster the shift in culture, through PBIS and Responsive Classroom and other initiatives to ensure a "warm, safe, joyful learning environment" for students and teachers.

To create a system where teachers are ready to teach to individual student levels and needs

- Further culture change through the embedding of professional learning community activities in daily and weekly teacher schedules (House meetings, team planning, common planning, district conference days, etc.)
- Advance the three House structure (Primary, Intermediate, Middle level) by deepening its role in coaching, DDI, teacher support, and student support systems aimed at maximizing student growth
- Adapt and strengthen the full DDI assessment, analysis, action cycle, led by the House facilitators, and supported by the coaches, Student Support system team, and Instructional Effectiveness team. Deepen the use of the system, particularly in terms of the agility, individualization, and efficacy of actions taken as a result of analysis.
- Intensify the training for coaches so they begin to become turnkey trainers in order to provide more cost efficient professional development and to demonstrate sustainability after SIG funding

To prepare and support teachers to be ready to teach in this new system

- Enhance the Literacy and Math initiatives, shifting on-going support from national trainers to building-based coaches and facilitators so they become turnkey trainers to ensure sustainability after SIG funding. Continue to perform rapid cycle evaluations of how the implementation is working and adapt/iterate . Perform detailed outcome analysis at the end each school year to assess the efficacy of the approaches.

- Complete the expansion of Talent Development in the middle grades, ensuring that the Talent Development Site Facilitator supports the eighth grade teachers in implementing TD curricula. Expand EWI and other relevant successful practices from TD to the Primary and Intermediate Houses.
- The all-staff Summer Institute and ongoing development opportunities (House meetings, team planning, common planning, district conference days) will shift to new priorities determined as the Restart reforms take hold. Focus will remain on deepening the skills of all staff in data-driven and differentiated instructional methods to drive student growth.

Highgate Heights Budget Narrative (Specific line item details are provided with Attachment D)

KEY STRATEGIES (DESIGN ELEMENTS)	SIG BUDGET ALLOCATION	OTHER SOURCES OF FUNDING	PHASING & SUSTAINABILITY
1. EPO with integrated programs and partners	No SIG funds budgeted to date	Westminster Foundation has an admin budget of about $1 million/year with all of its staff and programs impacting HH directly or indirectly. With respect to parent/community engagement, Westminster will spend in excess of $100k/yr on an extensive initiative that includes HH parents and stakeholders.	Both the academic and services sides of Westminster are already engaged and involved with HH. Its federal Promise Neighborhood grant funding runs through 2016. Through other grants and in-kind services, Buffalo Promise Neighborhood has a 5-year budget of about $40m and it continues to receive new grants and funding to make BPN a sustainable, long-term enterprise.
2. Helping students arrive at school each day ready to learn	No SIG funds budgeted to date	$15m over 5 years committed to Early Foundations from BPN funds, other grants, and in-kind partner services dedicated to early health and learning in the HH neighborhood. Includes new Early Childhood Center opening this fall and an intensive early literacy initiative. Another $5m committed to neighborhood safety and family services.	These programs were launched in 2012 and will focus with new attention on HH going forward. One goal is to increase the number of neighborhood children attending HH. Funding for these programs comes from over a dozen sources, helping make it sustainable over the long-term.
3. Increasing students' readiness to learn once they are at school	$139,000 Including Responsive Classroom and Early Warning supports	Over $200,000 spent at HH in 2012-13 for six BPN AmeriCorps near-peer mentors and Closing the Gap wraparound services. In total, over $800,000 in other funding will be spent over the life of the SIG for the Student Support Structure. (Estimate does not include sizable social services funding coordinated by the program.)	Initial pieces of the Student Support Structure were installed in 2012-13 including the Closing the Gap site facilitator and the BPN AmeriCorps. Westminster's data system is under development and will provide an unparalleled capacity to monitor students' wellbeing and progress. Westminster is working with its partners and Erie County to "bend and braid" public funding sources to support parts of the Student Support Structure long-term.
4. Creating a system where teachers can teach to individual student levels and needs	$1,922,000 Including Extended Day, 2 House Facilitators, 3 additional coaches and 8 teacher assistants	$200,000 spent this year to bring Talent Development to HH. For the next three years, Westminster will invest an additional $350,000/yr for TD with additional teacher, trainer, and manager positions. $170,000/yr in Title I funds support four FTE teaching positions	Nearly $2m in SIG funds will be matched over the next three years with $1.5m in BPN and Title I funds to transform instructional effectiveness including extended day, new curriculum materials, and additional teaching/coaching positions. Long-term, much of these funds can be reduced as a professional learning community is created and instructional effectiveness is greatly improved.
5. Preparing and supporting teachers to be ready to teach in this new system	$2,154,000 Including PD and coaching integrated with Restart Plan	In-kind services from Westminster Community Charter School will assist in PD. Read to Succeed provides early literacy coaching.	This SIG budget is split over the Pre-Implementation period and the three years beyond. The PD program spans all critical aspects of the Restart Plan. A main thrust of this effort is to create a professional learning community that can perpetuate these competencies; we do not anticipated elevated PD beyond the SIG years.
TOTAL RESTART PLAN	$4,500,000	Over $3,000,000 direct to HH; $40m total BPN	

Note: all figures are approximate.

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 and submitted to NYSED on this form.

Principals Union President / Lead	Date	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)		
Crystal Barton		
Type or print name		

Teachers Union President / Lead	Date	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)		
Philip Rumore		
Type or print name		

Parent Group President / Lead	Date	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)		
Type or print name		

Highgate Heights #80

See Supporting Narrative for Attachment B uploaded separately

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 2013-2014	Target for 2014-2015	Target for 2015-16
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*	98*	97	98	99	100
c. Student participation in State Math assessment	%	99*	98*	98	99	100	100
d. Drop-out rate	%		8*	<1%	0	0	0
e. Student average daily attendance	%	93**	90.31	92.30	92.8	93.3	93.8
f. Student completion of advanced coursework		30.6^	248/ 15%^	Not appl. to K-8	Not appl. to K-8	Not appl. to K-8	Not appl. to K-8
g. Suspension rate	%	5**	20*	27**	26	20	15
h. Number of discipline referrals	num	134772**	6635*	145**	130	115	90
i. Truancy rate	%		9.69	7.70	7.2	6	5
j. Teacher attendance rate	%		89.7	90.5	90.9	91.3	91.7
k. Teachers rated as "effective" and "highly effective"	%		N/A	Ratings pending	90	95	98
l. Hours of professional development to improve teacher performance	num		1439.5	1703.5	1835.5	1835.5	1835.5
m. Hours of professional development to improve leadership and governance	num		37.7	238.0	243.0	248.0	253.0
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		946.4	1074.0 (subset of line l above)	1114.0 (subset of line l above)	1114.0 (subset of line l above)	1114.0 (subset of line l above)
II. Academic Indicators							
o. ELA performance index	PI	145	104	87	91	102	117
p. Math performance index	PI	157	110	89	88	107	122
q. Student scoring "proficient" or higher on ELA assessment	%	55.1	27.85	17.12	26	36	46
r. Students scoring "proficient" or higher on Math assessment	%	64.8	29.94	15.14	22	34	45
s. Average SAT score	score	1488	1214.0	n.a. to K-8	n.a. to K-8	n.a. to K-8	n.a. to K-8
t. Students taking PSAT	num	N/A	N/A	n.a. to K-8	n.a. to K-8	n.a. to K-8	n.a. to K-8
u. Students receiving Regents diploma with advanced designation	%	30.6*	12*	n.a. to K-8	n.a. to K-8	n.a. to K-8	n.a. to K-8
v. High school graduation rate	%	74*	50*	n.a. to K-8	n.a. to K-8	n.a. to K-8	n.a. to K-8
w. Ninth graders being retained	%		14	n.a. to K-8	n.a. to K-8	n.a. to K-8	n.a. to K-8
x. High school graduates accepted into two or four year colleges	%	80**	80*	n.a. to K-8	n.a. to K-8	n.a. to K-8	n.a. to K-8

*2007 cohort (2010-11) **2006 cohort (2009-10) ^ 2007 cohort (2010-11) – based on Advanced Designation Regents Diploma

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)
Westminster Foundation (EPO) [See uploaded supporting document for additional information]	1. Westminster Community Charter School (operator)	1. Dr. Ayinde Rudolph, Principal, ANRudolph@buffaloschools.org
	2. Bennett High School (Transformation Partner)	2. Dr. David Mauricio, Comm. Supt., DMauricio@buffaloschools.org
	3. Highgate Heights Elementary School (EPO)	3. Debra Sykes, Assoc. Supt., dsykes@buffaloschools.org
	4. Early Childhood Center (developer/operator)	4. Opening Fall 2013
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic eval 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)
Talent Development Secondary: a whole-school reform organization based at Johns Hopkins University School of Education, provides technical assistance, professional development, and instructional materials to help low-performing schools use data and instructional reforms to maximize student achievement and create a culture and climate of learning and respect. [See uploaded supporting document for additional information]	1. Broadmoor Middle School, East Baton Rouge, LA	1. Mr. Gavin Lewis, 225-272-0540
	2. Capitol Middle School, East Baton Rouge, LA	2. Ms. Viola Jackson, 225-231-9292
	3. Clinton Middle School, Los Angeles, CA	3. Ms. Sissy O'Reilly, 323-235-7200
	4. Liechty Middle School, Los Angeles, CA	4. Ms. Helen Carrillo, 213-989-1200
	5. Miami Edison Middle School, Miami, FL	5. Mr. Keith Anderson, 305-754-4683
	6. Miami Jackson High School, Miami, FL	6. Mr. Carlos Rios, Jr. 305-634-2621
	7. Aki Kurose Middle School, Seattle, WA	7. Ms. Mia Williams, 206-252-7700
	8. Denny International Middle School, Seattle, WA	8. Mr. Jeff Clark, 206-252-9000
	9. Ruffner Academy Middle School, Norfolk, VA	9. Mr. Richard Fraley, 757-628-2466
	10. McCormack Middle School, Boston, MA	10. Mr. Michael Sabin, 617-635-8657

Partner Organization **Name and Contact Information** **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)
Closing the Gap (Student support wraparound) [See uploaded supporting document for additional information]	1. BPS #93 West Hertel Academy	1. Debra Sevillian-Poles, Principal. dsevillian-poles@buffaloschools.org
	2. BPS #30 Frank A. Sedita Elementary	2. Wanda Schoenfeld, Principal, wschoenfeld@buffaloschools.org
	3. BPS #27 Hillery Park Elementary	3. Maria Miller, Principal, mdmiller@buffaloschools.org
	4. BPS # 44/40 The Academy	4. Mike Mogavero, Principal, mmogavero@buffaloschools.org
	5. BPS # 53 The Community School	5. June Clark, Principal, jclark@buffaloschools.org
	6. BPS #74 Hamlin Park Elementary	6. Faye Walton, Principal, fwalton@buffaloschools.org
	7. BPS #43 Lovejoy Discovery	7. Colleen Carota, Principal, ccarota@buffaloschools.org
	8. BPS #93 Southside Elementary	8. Darlene Jesonowski, Principal, djesonowski@buffaloschools.org
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)
Early Learning Network (Early Foundations) [See uploaded supporting document for additional information]		
	Not applicable; see description below	

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)
Community Health Center of Buffalo [See uploaded supporting document for additional information]	Not applicable; see description below	

[See uploaded supporting document for additional information]

Attachment D - (1003g) Budget Summary Chart - #80 Highgate Heights

Agency Code	1	4	0	6	0	0	0	1	0	0	0	0
Agency Name	Buffalo City School District (School #80)											

Pre-implementation Period
(April 1, 2013 - August, 31, 2013)

Categories	Code	Costs
Professional Salaries	15	206,397
Support Staff Salaries	16	4,316
Purchased Services	40	175,000
Supplies and Materials	45	1,000
Travel Expenses	46	1,165
Employee Benefits	80	61,901
Indirect Cost (IC)	90	8,524
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	458,303

Year 1 Implementation Period
(September 1, 2013 - August 31, 2014)

Categories	Code	Costs
Professional Salaries	15	791,405
Support Staff Salaries	16	20,080
Purchased Services	40	291,498
Supplies and Materials	45	400
Travel Expenses	46	900
Employee Benefits	80	403,254
Indirect Cost (IC)	90	34,160
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	1,541,697

Year 2 Implementation Period
(September 1, 2014 - August 31, 2015 – for Turnaround, Restart, and Transformation models only)

Categories	Code	Costs
Professional Salaries	15	791,405
Support Staff Salaries	16	22,500
Purchased Services	40	251,914
Supplies and Materials	45	400
Travel Expenses	46	900
Employee Benefits	80	403,254
Indirect Cost (IC)	90	29,627
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	1,500,000

Year 3 Implementation Period
(September 1, 2015 - August 31, 2016 – for Turnaround, Restart, and Transformation models only)

Categories	Code	Costs
Professional Salaries	15	593,000
Support Staff Salaries	16	18,000
Purchased Services	40	83,898
Supplies and Materials	45	400
Travel Expenses	46	900
Employee Benefits	80	281,374
Indirect Cost (IC)	90	22,428
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	1,000,000

Total Project Period
(April 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR April 1, 2013 – August 31, 2014 for Closure models)

Categories	Code	Costs
Professional Salaries	15	2,382,207
Support Staff Salaries	16	64,896
Purchased Services	40	802,310
Supplies and Materials	45	2,200
Travel Expenses	46	3,865
Employee Benefits	80	1,149,783
Indirect Cost (IC)	90	94,739
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total Project Budget	4,500,000

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
(see instructions for mailing address)

ORIGINAL

PROPOSED BUDGET FOR A FEDERAL OR STATE PROJECT
FS-10 (01/05)

Local Agency Information

Funding Source: **School Improvement Grant - Highgate Heights #80: Pre-Implementation**

Report Prepared By: **Diane Cart/Debra Sykes**

Agency Name: **Buffalo City School District**

Mailing Address: **419 City Hall**
Street

Buffalo | **NY** | **14202**
City | State | Zip

Telephone #: **(716) 816 - 3625**

Erie
County

E-Mail Address: BPSgrants@BuffaloSchools.org

Project Operation Dates: From: 4 / 1 / 2013 To: 8 / 31 / 2013

INSTRUCTIONS

- **Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying.** DO NOT submit this form to the Grants Finance Unit.
- Enter whole dollar amounts only.
- Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
  - Personnel positions, number and type
  - Beginning with the 2005-2006 budgets, equipment items having a unit value of $5,000 or more, number and type
  - Budgets for 2004-2005 and earlier years equipment items having a unit value of $1,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or $1,000, whichever is greater
  - Any increase in the total budget amount.
- Certification on page 8 must be signed by Chief Administrative Officer or designee.
- High quality computer generated reproductions of this form may be used.
- For changes in agency or payee address contact the State Education Department office indicated on the application instructions for the grant program for which you are applying
- For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

rrr

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			
Associate Superintendent - Turnaround Office	0.04 @ 0.2	$ 136,500	$ 1,092
Supervisor-School Inn & Turnaround	0.12 @ 0.2	$ 81,950	$ 1,967
Director-School Innov & Turnaround	0.12 @ 0.2	$ 88,866	$ 2,133
Project Administrator - SIG	0.12 @ 0.3	$ 80,000	$ 2,880
Supervising Principal	0.11 @ 0.2	$ 100,000	$ 2,200
Highgate Heights #80			
Admin Ancillary - Sat, Pre -Imp		2 admins x 5 Sat x $350/day	$ 3,500
Teacher Ancillary		45 teachers x 5 Sat x $275/day	$ 61,875
Admin Ancillary - Summer PD Institute		2 admin x 10 days x $350/day	$ 7,000
Teacher Ancillary-Summer PD institute		45 teachers x 10 days x $275/day	$ 123,750
		Subtotal - Code 15	**$ 206,397**

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	0.12 @ 0.2	$ 44,000	$ 1,056
Administrative Secretary	0.04 @ 0.2	$ 43,000	$ 344
Research Aide	0.12 @ 0.2	$ 56,000	$ 1,344
Budget Examiner	0.06 @ 0.2	$ 56,000	$ 672
Human Resource Specialist	0.06 @ 0.3	$ 50,000	$ 900
		Subtotal - Code 16	**$ 4,316**

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:			
School-based budgeting	Educational Research Strategies	5 days consultant /training	$ 2,500
Hiring for Turnaround Teachers & Leaders	TBD	5 days consultant /training	$ 2,200
Distinguished Educator	EDULEAD, LLC	4.5 days @ $2,500/day	$ 11,250
Highgate Heights #80			
Restart Activities	Westminster Foundation	$159,050	$ 159,050
		Subtotal - Code 40	**$ 175,000**

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
District			
Minor Equipment			
Computer	1	$ 800	$ 800
Office Supplies	Varies	Varies	$ 200
Refer to attached detail			
		Subtotal - Code 45	**$ 1,000**

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			
Employee Travel:			
2 Staff	Network Team Training 5 days - Albany, NY	$557.50/person x 2 staff	$ 1,115
Mileage	Travel within district	111 miles x $0.45/mi	$ 50
		Subtotal - Code 46	**$ 1,165**

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	$ 16,120
Retirement	New York State Teachers	.165	$ 34,056
	New York State Employees	.205	$ 885
	Other		
Health Insurance	Teachers/Civil Servi	$12,717	$ 1,094
	Administrators	$14,382	$ 1,616
	Teacher Aides	$12,717	
Worker's Compensation Insurance		0.0315	$ 6,638
Unemployment Insurance		0.0065	$ 1,370
Supplemental Benefits	NYS Teachers	$525	
	NYS Administrators	$530	$ 68
	Teacher Aides	$540	
	Buffalo Civil Service	$575	$ 50
Life Insurance		$19.80	$ 4
		Subtotal - Code 80	**$ 61,901**

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.)	$ 315,729	(A)
B.	Approved Restricted Indirect Cost Rate	2.70%	(B)
C.	(A) x (B) = Total Indirect Cost	Subtotal - Code 90 $ 8,524	(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	$ 206,397
Support Staff Salaries	16	$ 4,316
Purchased Services	40	$ 175,000
Supplies and Materials	45	$ 1,000
Travel Expenses	46	$ 1,165
Employee Benefits	80	$ 61,901
Indirect Costs	90	$ 8,524
BOCES Services	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Grand Total	$ 458,303

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.

1-25-13
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)

Agency Name: Buffalo City School District

FOR DEPARTMENT USE ONLY

Funding Dates: / / From / / To

Program Approval: _____ Date: _____

Fiscal Year	Amount Budgeted	First Payment

Voucher # First Payment

Finance: Log Approved MIR

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
(see instructions for mailing address)

ORIGINAL

PROPOSED BUDGET FOR A FEDERAL OR STATE PROJECT
FS-10 (01/05)

Local Agency Information

Funding Source: **School Improvement Grant - Cohort 4 - Highgate Heights #80 - Year 1**

Report Prepared By: **Diane Cart/Debra Sykes**

Agency Name: **Buffalo City School District**

Mailing Address: **419 City Hall**
Street

Buffalo (City) **NY** (State) **14202** (Zip)

Telephone #: **(716) 816 - 3625**

Erie
County

E-Mail Address: BPSgrants@buffaloschools.org

Project Operation Dates: From: 9 / 1 / 13 To: 8 / 31 / 14

INSTRUCTIONS

- **Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying.** DO NOT submit this form to the Grants Finance Unit.
- Enter whole dollar amounts only.
- Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
  - Personnel positions, number and type
  - Beginning with the 2005-2006 budgets, equipment items having a unit value of $5,000 or more, number and type
  - Budgets for 2004-2005 and earlier years equipment items having a unit value of $1,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or $1,000, whichever is greater
  - Any increase in the total budget amount.
- Certification on page 8 must be signed by Chief Administrative Officer or designee.
- High quality computer generated reproductions of this form may be used.
- For changes in agency or payee address contact the State Education Department office indicated on the application instructions for the grant program for which you are applying
- For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

2013 JAN 23 P 2:00
SPECIAL EDUCATION

dc

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			
Associate Superintendent - Turnaround Office	0.04	$ 136,500	$ 5,460
Supervisor-School Inn & Turnaround	0.12	$ 81,950	$ 9,834
Director-School Innov & Turnaround	0.12	$ 88,866	$ 10,664
Project Administrator - SIG	0.06	$ 80,000	$ 4,800
Supervising Principal	0.11	$ 100,000	$ 11,000
Instructional Coach	0.31	$ 65,000	$ 20,150
Instructional Tech Coach	0.08	$ 65,000	$ 5,200
		Subtotal - Code 15	$ 67,108 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	0.12	$ 44,000	$ 5,280
Administrative Secretary	0.04	$ 43,000	$ 1,720
Research Aide	0.12	$ 56,000	$ 6,720
Budget Examiner	0.06	$ 56,000	$ 3,360
Human Resource Specialist	0.06	$ 50,000	$ 3,000
		Subtotal - Code 16	**$ 20,080**

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
Highgate Heights #80			$ -
Primary House Facilitator (ELA/Math Coach)	1.00	$ 65,000	$ 65,000
Intermediate House Facilitator (ELA/Math Coac	1.00	$ 65,000	$ 65,000
Literacy Coaches (2)	2.00	$ 65,000	$ 130,000
Math Coach	1.00	$ 65,000	$ 65,000
Teaching Assistants	8.00	$ 19,846	$ 158,768
Teacher Ancillary-Extended Day		25 tchrs x 150 hrs x $27.84/hr	$ 104,400
Administrator Ancillary-Afterschool Program		1 admin x 150 hrs x $35.86/hr	$ 5,379
Teacher Ancillary - Summer Institute		45 teachers x 10days x $275/day	$ 123,750
Administrator Ancillary-Summer Institute		2 admin x 10 days x $350/day	$ 7,000
			$ 724,297
		Subtotal - Code 15	**$ 791,405**

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
		Subtotal - Code 16	**$ -**

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			
Turnaround Specialist	American Institute for Research	$17,886	$ 17,886
SAM Training	NSIP	$1,278	$ 1,278
Distinguished Educator	EDULEAD, LLC	$5,000	$ 5,000
		Subtotal - Code 40	$ 24,164 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
District			$ -
Office Supplies	Varies	Varies	$ 100
Refer to attached detail			$ -
Instructional Supplies - pd	Varies	Varies	$ 300
Materials for book studies			
Refer to attached detail			
		Subtotal - Code 45	**$ 400**

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
Highgate Helghts #80			
Contract Services:			
Educational Partner Organization	Westminster Foundation	$267,334	$ 267,334
			$ 267,334
		Subtotal - Code 40	**$ 291,498**

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under $5,000 per unit.

For earlier years include computer software, library books and equipment items under $1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
		Subtotal - Code 45	**$ -**

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed
District			
Employee Travel:			
Administrators & Teachers	Network Team Training 5 days - Albany, NY	$800/person x 1 person	$ 800
Mileage		222 miles x $0.45/mi	$ 100
		Subtotal - Code 46	**$ 900**

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	$ 62,079
Retirement	New York State Teachers	0.165	$ 130,582
	New York State Employee	0.205	$ 4,117
	Other		
Health Insurance	Teachers		$ 68,545
	Administrators		$ 5,897
	Exempt		$ 454
	Civil Service		$ 5,087
	Teacher Aides		$ 87,720
Worker's Compensation Insurance		0.0315	$ 25,562
Unemployment Insurance		0.0065	$ 5,275
Supplemental Benefits	NYS Tchrs		$ 2,830
	NYS Administrators	$530	$ 218
	Exempt		$ 55
	Teacher Assistants		$ 4,320
	Buffalo Civil Service		$ 230
Life Insurance $19.80			$ 283
		Subtotal - Code 80	**$ 403,254**

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.) $ 1,265,203 (A)

B. Approved Restricted Indirect Cost Rate 2.70% (B)

C. (A) x (B) = Total Indirect Cost Subtotal - Code 90 $ 34,160 (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	$ 791,405
Support Staff Salaries	16	$ 20,080
Purchased Services	40	$ 291,498
Supplies and Materials	45	$ 400
Travel Expenses	46	$ 900
Employee Benefits	80	$ 403,254
Indirect Costs	90	$ 34,160
BOCES Services	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Grand Total	$ 1,541,697

Ruth Robertson 1/25/13

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.

1-25-13 — 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

Agency Name: Buffalo City School District

FOR DEPARTMENT USE ONLY

Funding Dates: / / From / / To

Program Approval: _____ Date: _____

Fiscal Year	Amount Budgeted	First Payment

Voucher # First Payment

Finance: Log Approved MIR

Buffalo City School District

Grant Name: SIG 2013-2014 District

Code 45 - Supplies & Materials

Instructional Supplies

Rationale	Quantity	Item (please be specific)	Price Each	TOTAL
Professional development for turnaround	3	**Driven by Data: A Practical Guide to Improve Instruction**	20	60
administrators		Paul Bambrick-Santoyo		0
	3	Leverage Leadership	20	60
		Paul Bambrick-Santoyo		0
	3	Leading in a Culture of Change- Michael Fullan	20	60
	3	Its Being Done- Karin Chenoweth	20	60
	3	Resourceful Leadership	20	60
			Instructional Supplies TOTAL	$ 300

Line Description	Quantity	Item (please be specific)	Price Each	TOTAL
Office Supplies	2	Bic Assorted Brite Liners Highlighters	4.50	9
	1	3 x 3 post Its- multicolored (18 pk)	20	20
	2	3 x5 Index cards	2.00	4
	1	Binders 1 1/2", white	4.31	5
	1	Binders 3 ", white	5.99	6
	1	Correct Correction tape	8.97	9
	1	Pens, medium	7.50	8
	1	Pens, fine	7.95	8
	1	Insertable dividers 5 tab	.59	1
	1	Insertable dividers 8 tab	.92	1
	1	Large binder clips	1.81	2
	3	Jump Drives	6.99	21
	1	Medium binder clips	3.10	4
	1	Daily Calendar Refill	1.50	2
			TOTAL	$ 100

Memorandum of Understanding

This Memorandum of Understanding ("MOU" or "Agreement") between the Board of Education of the Buffalo Public Schools ("BPS") and the Westminster Foundation ("WF") confirms that the two parties have agreed to establish WF as the Educational Partnership Organization ("EPO") to manage Highgate Heights School #80 ("HH") for the purpose of implementing a Restart Model under the School Improvement Grant ("SIG").

PREAMBLE

1. **Purpose and Mission**

BPS and WF agree to implement a Restart Model in which WF will serve as the EPO (as identified in Education Law 211-e), to govern and manage HH and the implementation of its SIG plan with the goal of providing the necessary learning environment so that all students can and will learn, perform to their highest potential, become life-long learners, graduate with the necessary foundation to be successful in high school and become productive and contributing citizens in our society.

2. **WF Background and Track Record:**

WF was created by M&T Bank which adopted Westminster Community Charter School (WCCS or then Buffalo Public School 68) in 1993 and later converted the school to a charter school authorized by the BPS in 2004. Over this 19 year period, M&T Bank and the WF have contributed over $13.5 million to sponsor programs (e.g. summer school, after school, professional development, additional staff, technology, healthcare, nutritional services) and in-kind goods and services (e.g. management services since the conversion to a Public Conversion Charter School). WF and M&T Bank staff have donated their time and expertise to operating

WCCS over this time period. During this period, WCCS scores have gone from the bottom of the District's schools to among the top. The concept behind WCCS was and is strong leadership, professional development, differentiated instruction and meeting the needs of the whole child – all the ingredients of a community school. WF's expertise and M&T Bank's backing are the backbone of the success of the WCCS. WF's role as the Educational Partnership Organization (EPO) for HH will build on the this legacy with an educational program and scope of services developed and targeted at HH's specific needs and strengths, and a Restart model utilizing the strengths of the EPO management model.

SUBSTANTIVE CLAUSES

1. **Joint Agreement**

BPS and WF will enter into a contract by July 1, 2013, for a term of up to three years or the duration of the SIG process, that shall identify the scope of services of the EPO, the broad achievement outcomes of the school, as well as specific autonomies the EPO shall possess and the mechanisms by which the BPS shall hold the EPO accountable.

Said contract shall contain provisions (per Education Law 211-e)

"authorizing WF to assume the powers and duties of the superintendent of schools for purposes of implementing the educational program of HH, including but not limited to making recommendations to the BPS on:

a) budgetary decisions,
b) staffing population decisions,
c) student discipline decisions,
d) decisions on curriculum, and
e) determining the daily schedule and school calendar,

all of which recommendations shall be consistent with applicable collective bargaining agreements.

Such contract shall include performance expectations and/or benchmarks for school operations and academic outcomes, and failure to meet such expectations or benchmarks may be grounds for termination of the contract prior to the expiration of its term. Such contract shall also address the manner in which:

a) students will be assigned to the school,

b) the process for employees to transfer into the school,
c) the services that the district will provide to the school, and
d) the manner in which the school shall apply for and receive allocational and competitive grants.

The BPS shall retain the ultimate decision-making authority over the hiring, evaluating, termination, disciplining, granting of tenure, assignment of employees serving in the school as well as with respect to staff development for those employees, together with authority concerning all other terms and conditions of employment, all of which decisions shall be made in a manner consistent with applicable collective bargaining agreements.

However, notwithstanding any law, rule or regulation to the contrary, upon the effective date of the contract, WF shall be authorized to exercise all powers of a superintendent of schools with respect to such employment decisions, including but not limited to making recommendations, as applicable, to BPS in connection with and prior to BPS making decisions regarding staff assignments, the hiring, the granting of tenure, the evaluating, the disciplining and termination of employees, as well as concerning staff development.

The employees assigned to the HH shall solely be in the employ of the school district and shall retain their tenure rights and all other employment rights conferred by law, and service in the school shall constitute service to BPS for all purposes, including but not limited to, the requirements for criminal history record checks and participation in public retirement systems.

Notwithstanding any other provision of law to the contrary, for purposes of article fourteen of the civil service law, HH employees shall be public employees of BPS as defined in subdivision seven of section two hundred one of the civil service law and shall not be deemed employees of WF by reason of the powers granted to an educational partnership organization under Education Law 211-e.

All such employees shall be members of the applicable negotiating unit containing like titles or positions for BPS, and shall be covered by the collective bargaining agreement covering that BPS negotiating unit, except that the duly recognized or certified collective bargaining representative for that negotiating unit may modify or supplement, in writing, the collective bargaining agreement in consultation with the employees of the negotiating unit working in HH. All such modifications of, or supplements to the collective bargaining agreement are subject to ratification by the employees employed within HH and by BPS, consistent with article fourteen of the civil service law. Upon the effective date of the contract, WF shall be empowered to make recommendations to BPS with respect to the scope of, and process for making modifications and additions to the collective bargaining agreement.

Where a recommendation is made by WF to BPS pursuant to Education Law 211-e, and such recommendation is denied, BPS shall state its reasons for the denial, which shall include an explanation of how such denial will promote improvement of student achievement in the school and how such action is consistent with all accountability plans approved by the commissioner for the school and the school district. This does not prevent BPS from denying a recommendation of WF based upon the determination that carrying out such recommendation

would result in a violation of law or violation of the terms of an applicable collective bargaining agreement. If BPS rejects a recommendation of WF to terminate a probationary employee assigned to HH or to deny tenure to an employee assigned to HH, it shall be the duty of BPS to transfer such employee to another position in the school district within such employee's tenure area for which the employee is qualified, or to create such a position."

Also, the full execution of this proposed MOU and subsequent contract shall not void or alter any of the provisions already established in the already existing MOU between BPS and the Buffalo Promise Neighborhood which is already intact.

2. **Scope of Services and Broad Achievement outcomes for the School**

The Scope of services and broad achievement outcomes for the school to be confirmed in the fully-executed EPO-District contract are included in the attached HH Restart SIG application.

Dated: 1-23-13

Mary Ruth Kapsiak, Board of Education
Buffalo Public Schools

Dated: 1-23-13

Pamela C. Brown, Superintendent
Buffalo Public Schools

Dated: 1/24/13

David K. Chamberlain, Vice Chairman
Westminster Foundation

Approved As To Form
Office of Legal Counsel

JAN 18 2013

Christopher M. Putrino, Esq.

Buffalo Public Schools

Grants Development Department

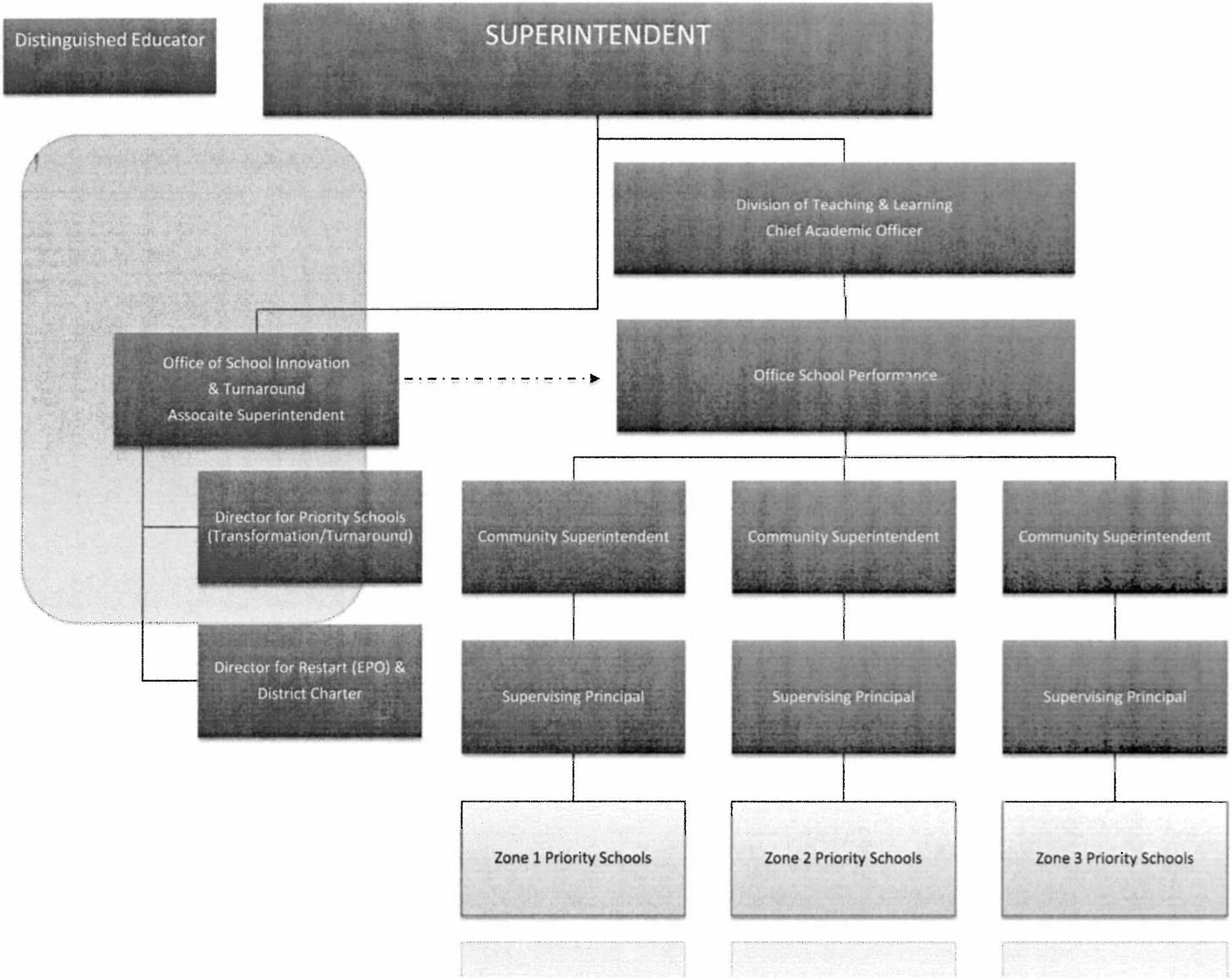
419 City Hall • Buffalo, New York 14202

Telephone: (716) 816-3625 • Fax: (716) 851-3554

Supporting Labor Management Document

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

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


Distinguished Educator
SUPERINTENDENT
Division of Teaching & Learning
Chief Academic Officer
Office of School Innovation
& Turnaround
Assocaite Superintendent
Office School Performance
Director for Priority Schools
(Transformation/Turnaround)
Director for Restart (EPO) &
District Charter
Community Superintendent
Community Superintendent
Community Superintendent
Supervising Principal
Supervising Principal
Supervising Principal
Zone 1 Priority Schools
Zone 2 Priority Schools
Zone 3 Priority Schools

D(v) – District Offered Training Events

Pre-Implementation			
Type and Agent	**Frequency/Timing**	**Nature/Description/Outcome**	**Audience**
Leadership Academy (AIR)	May – Timing based upon availability of principal	**Rational:** Building competencies in school turnaround based on research indicating the impact of effectiveness of appropriate leadership in school turnaround environment. **Outcome**: 90-day plan for each school, quick win strategy, and school -communications plan. **Monitoring Method**: Monthly School Site Visits identified in Section C(iii).	Principal and School Restructuring Team
Data Training (Research to Better Teaching)	April – August	Engages school teams in a process of collaborative inquiry to influence a data-driven culture in the school **Rational:** Proficiency in use of data is a core competency in school turnaround. **Outcome**: Data Teams will gain essential skills and knowledge in four areas: 1.Data literacy: understand, accurately interpret, and respond appropriately to multiple data sources, including formative and summative student learning assessments, student work, and quantitative data related to programs, practices, and policies. 2.Facilitation: facilitate data-driven dialogue and lead teams through short cycles of planning, implementing, and monitoring instructional improvement. 3.Leadership for sustainability: communicate vision, build broad support, and establish systems to sustain a culture of continuous improvement. 4.Cultural proficiency: respond to data by expanding opportunities to learn to diverse students; monitor the data process to assure that responses "do no harm" to any student groups.	School leaders and teachers

		Monitoring Method: • On site coaching visits by RBT an district data team • Use of DDI rubric provided at NTI trainings as part of APPR conversations and evidences with the principals • District Integrated Intervention Review team visits	
Early Warning System Training (AIR)	June – August	Training on Early Warning System funded through Systemic Supports. **Rational:** EWS are critical in identifying and placing students with appropriate interventions and preventing student drop outs. **Outcome:**A student support team will regularly monitor data from EWS and have the capacity to implement appropriate interventions based upon the data. **Monitoring Method**: Monthly School Site Visits identified in Section C(iii).	School leaders
CCSS Training (NTI-NYSED) (BSCD)	September 2012-August 2013 New curricular materials and unit/lesson development July-August	Teachers will receive ongoing training on CCSS. **Rational:** Develop capacity to implement CCSS per NYSED's RTTT requirement. **Outcome**: 1. The shifts are deeply understood by all. 2. Shifts are evident and observable in every P-12 classroom on a daily basis. 3. Use of curricularmaterials that manifest the shifts in obvious ways and satisfying publisher's criteria and the tri-state rubric are evident. **Monitoring Method**: • On site Instructional Rounds school visits using the School Visit Data Tool based on looking for instructional shifts by Student Achievement Partnerships	Building Principals, assistant principals, and Classroom teachers

		• Use of CCLS Implementation Readiness rubric provided at NTI trainings as part of APPR conversations and evidence reviews with the community superintendent and principal • District Integrated Intervention Review team visits	
Training on Data from SLO pre and post assessments, Common Interim, and Formative Assessments (BCSD)	April – August	Training on how to use assessment data to make instructional decisions for students (interventions, advancement, acceleration). **Rational:** To provide teachers with strategies and the knowledge base to analyze and synthesize assessment data critical for making instructing decisions around supporting student learning. **Outcome**: 1. The interpretation of data will assist teachers to focus on what it tells them about student learning. 2. Teachers will be able to move from understanding what the data tells them to creating effective Response to Instruction pathways for student progress. 3. Development of an steady stream of information about student learning. **Monitoring Method**: Professional Growth System evaluations Monthly School Site Visits identified in Section C(iii).	Classroom teachers Coaches Teaching and Learning administrators and support staff
CCSS Ambassador Program (NYSED)	TBD-summer dates in Albany Monthly district	District provides monthly training to deepen content knowledge and assist them in becoming PD providers in their schools. **Rational: To** inform and support the implementation of	District Ambassadors (Classroom teachers and school level coaches)

	meetings	Common Core State Standards through a state and district network of teacher and administrative leaders. **Outcome**: The District and each school will have a plan for leveraging educator ambassadors to assist with CCLS implementation. **Monitoring Method**: • On site Instructional Rounds school visits using the School Visit Data Tool based on looking for instructional shifts by Student Achievement Partnerships • Use of CCLS Implementation Readiness rubric provided at NTI trainings as part of APPR conversations and evidence reviews with the community superintendent and principal • District Integrated Intervention Review team visits • Review of school-based PD plans aligned with CCLS and SIG funding	
Year 1 Implementation			
Leadership Coaching (AIR)	Monthly	Direct coaching with principal and school leadership team. **Rational**: PD sessions are insufficient to build capacity therefore they will be followed up with job-embedded coaching for sustainability. Building competencies in school turnaround based on research indicating the impact of effectiveness of appropriate leadership in school turnaround environment. **Outcome**: Each principal will set individual goals to improvement their effectiveness with turnaround competencies. **Monitoring Method**: Principal self assessment, observations by coaches, Monthly School Site identified in Section C(iii).	School leaders

Leadership Workshops (AIR)	Quarterly	Full-day leadership workshops for leadership teams as continuation of summer leadership session. **Rational:** Building competencies in school turnaround based on research indicating the impact of effectiveness of appropriate leadership in school turnaround environment. **Outcome**: Each session will have a different focus based upon the outcomes from the summer session and observations from site visits. **Monitoring Method**: Monthly School Site Visits identified in Section C(iii).	School leaders
Data Training (Research to Better Teaching)	TBD	Engages school teams in a process of collaborative inquiry to influence a data-driven culture in the school. **Outcome**: Data Teams will continue to gain essential skills and knowledge in the area of facilitation of leading SBIT teams through short cycles of planning, implementing, and monitoring instructional improvement and establish systems to sustain a culture of continuous improvement. **Monitoring Method**: • On site coaching visits by RBT an district data team • Use of DDI rubric provided at NTI trainings as part of APPR conversations and evidence reviews with the community superintendent and principal. • District Integrated Intervention Review team visits	School leaders and teachers
CCSS Ambassador Program (NYSED)	TBD-2013-14 SY dates in Albany Monthly district	District provides monthly training to deepen content knowledge and assist them in becoming PD providers in their schools. **Rational:** To inform and support the implementation of	District Ambassadors (Classroom teachers and school level coaches)

	meetings	Common Core State Standards through a state and district network of teacher and administrative leaders. **Outcome**: The District and each school will have a plan for leveraging educator ambassadors to assist with CCLS implementation. **Monitoring Method**: • On site Instructional Rounds school visits using the School Visit Data Tool based on looking for instructional shifts by Student Achievement Partnerships • Use of CCLS Implementation Readiness rubric provided at NTI trainings as part of APPR conversations and evidences with the principals • District Integrated Intervention Review team visits • Review of school-based PD plans aligned with CCLS and SIG funding	
SAM training (National SAM Innovation Project)	September 2013 – August 2014	**Rational:** Support for priority schools through the change process by providing principals tools, training, and strategies to focus more time on instructional leadership **Outcome**: The principal and SAM set goals to increase their interactions about instruction with teachers, students, and decision-making groups in the building. Principal and SAM analyze how time is being spent and shift	School-based SAM administrator, principal, school clerks

		time-consuming managerial duties to others. **Monitoring Method**: • A time coach meets monthly with the principal and SAM to review the data on how the principal's time is being spent. The coach guides the team in reflecting on progress and challenges for improved instructional leadership. • APPR conversations and evidence reviews with the community superintendent and principal	

Full Calendar Schedule of Events 2013-2014
Supporting Document for Section G
Highgate Heights Elementary, Buffalo, NY

Teachers in the Buffalo City School District (BCSD) shall participate in the teacher Annual Professional Performance Review (APPR) process on an annual basis and follow the local calendar adopted by the board annually as follows:

Summary of deadlines for all APPR activities:

- **September 2013**
  - APPR training for teachers
  - Student learning objectives submitted to teacher by appraiser
  - Teachers and principals rated ineffective or developing placed on improvement plans
- **October 2013**
  - Goal setting conferences and development plans are completed
  - Student performance goals worksheets and EOY assessments are finalized and approved
- **November 2013**
  - Announced and unannounced observations take place
- **January 2014**
  - progress conferences and review of teacher artifacts
- **February 2014**
  - Student performance goals worksheets and end of year assessments for second semester courses are finalized and approved
  - Final ratings determined and submitted to teachers
- **June 2014**
  - End of year conferences completed
  - End of year results from pre-approved and appraiser-approved assessments due to appraisers; submitted through online system

APPR Training:
Annual APPR training for all evaluators of teachers and principals shall be held each school year with ongoing professional development sessions to ensure inner rater reliability.

Observations:
There shall be a period of **15 instructional days**, following the orientation or annual update training date before formal classroom observations can be conducted. Observations are both scheduled and unannounced.

Instructional Rounds:
Instructional Rounds may be conducted at any time during the instructional calendar year.

Student Learning Objectives:
Student Learning Objectives shall be completed by the teacher in **September 2013**, and reviewed and approved by the evaluator no later than **October 2013.**

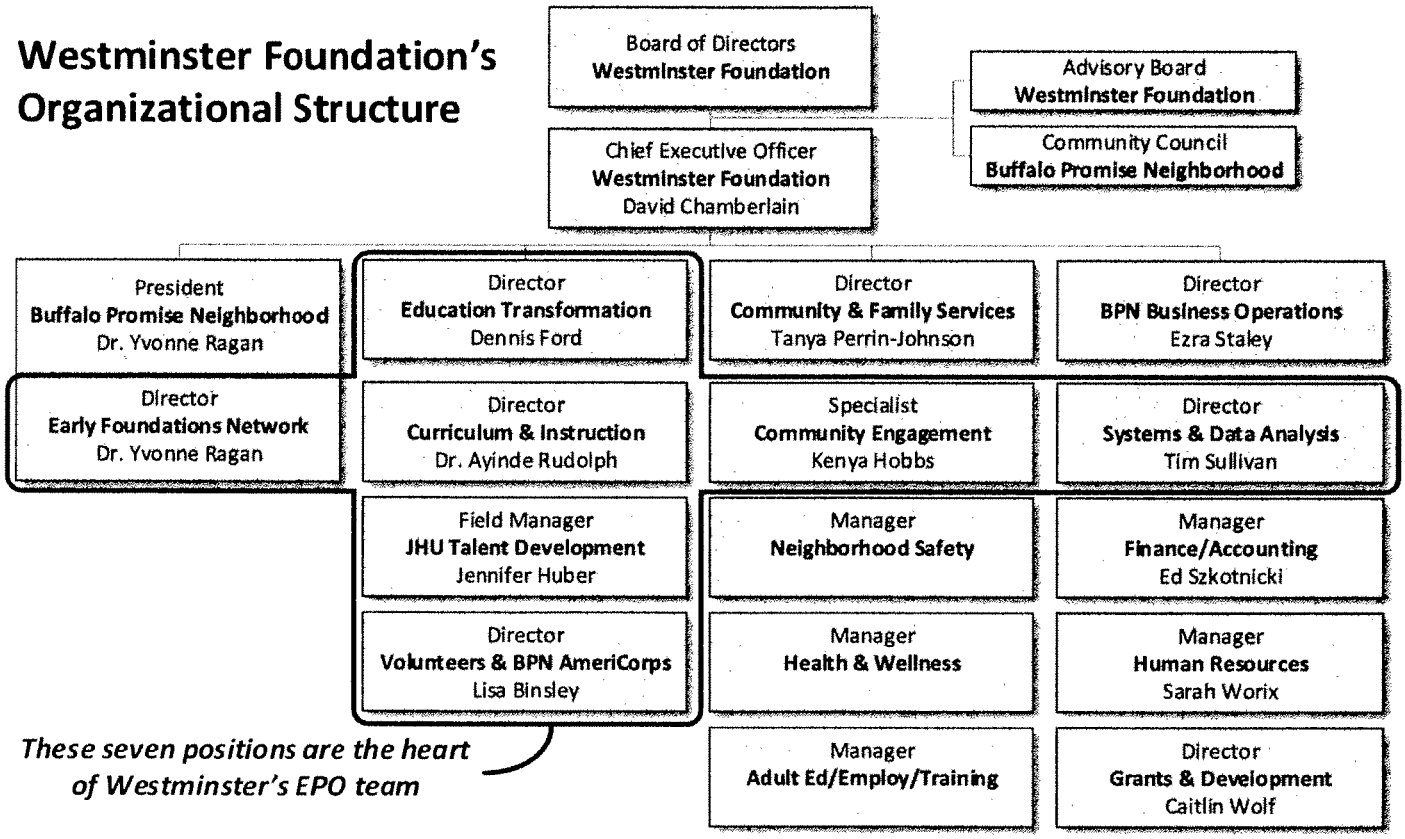
Goal Setting Conference:
Goal setting conferences and individual professional development plans for all building principals shall be completed no later than **October 2013.**

Student Learning Objectives and Assessments (Pre-test and Post-test):
Student performance objective worksheets and end of year assessments shall be finalized and approved no later than **October 2013,** for year long and first semester courses.
Student performance goals worksheets and end of year assessments shall be finalized and approved no later than **February 2014,** for second semester courses.

End of Year Conference:
All required observations and feedback shall be completed by the end of year conference. The last date to give teachers their final 60 points of other measure rating for review is **June 2013.**

End of Year Student Performance Assessments:
All results will be reported to the Office of School Performance by required deadline as established by the state and district calendars for 2013-14.

Westminster Foundation's Organizational Structure

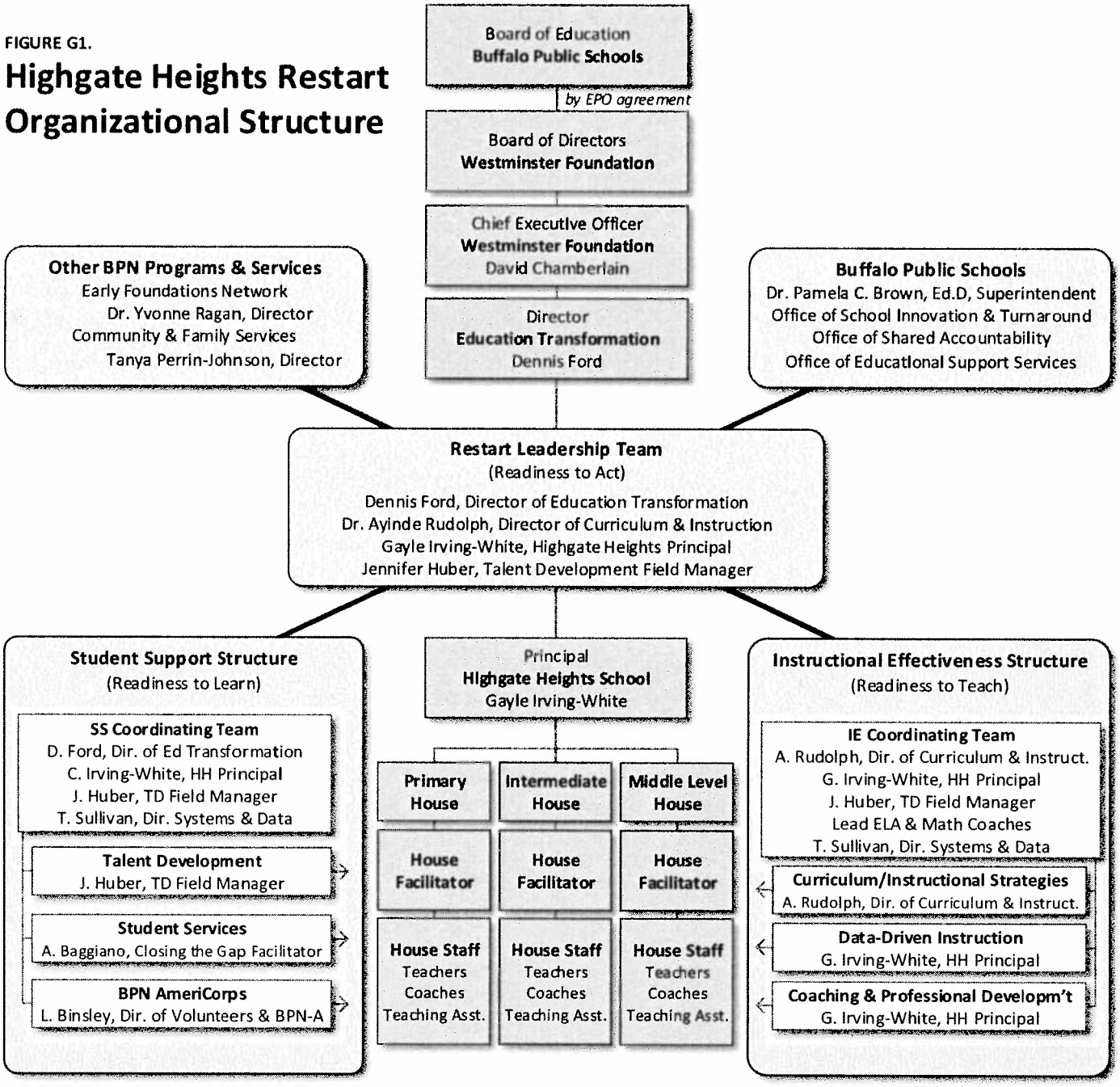


These seven positions are the heart of Westminster's EPO team

24 January 2013

FIGURE G1.

Highgate Heights Restart Organizational Structure



Highgate Heights Restart – Pre-Implementation Training, Support & PD Chart

Date	Event	Agent/Org Responsible	Outcomes	Method for Analysis	Rationale
1) April-June 2013	**Creation of School Vision** and initiation of Professional Learning Community – One Saturday session	EPO (WF) Building Leaders, staff	Shared vision collaboratively written and communicated (to be developed more during SIG period): all stakeholder groups able to articulate the vision and how it will positively impact student outcomes	Examine vision document; survey staff, stake-holders on understanding of vision	Schools that can develop a shared vision and united professional learning community increase their chances for long-term success
2) April – Aug 2013	**Responsive Classroom** Training – 4 Saturdays, for all staff	National Responsive Classroom consultants	Academic gains, higher student engagement, fewer student discipline problems	Evidence of improved student academic performance, decrease in behavior referrals – through PBIS and EWI systems	Responsive Classroom is an approach to engender academic and social emotional competencies. Implementation is multi-year, starts by training adults, and is then extended to students and the whole school community
See following entries # 3 – 16 June-Aug 2013 (SI)&(SI/TD) *(+ coaching follow ups in Year 1 chart)*	**Summer Institute (SI) –** 10 full days of training on key strategies – Literacy and Math for all & 9 Workshops	EPO/WC, Building Team	Full, successful two week schedule of trainings highlighting PD needs for all staff, those in different subjects and by House level	Staff attendance, surveys completed after each session, new needs addressed	The Summer Institute is the catalyst to illustrate fully to staff that expectations for the delivery of instruction will change
3) June-Aug 2013 (SI)	**Literacy Collaborative**: Start of 3 year program, all staff, largely tailored by House or grade (3 days)	External Contract, Building Team, EPO (WF)	Learn strategic actions for teaching reading and raising literacy achievement; mapped reading curriculum aligned with CCLS	Literacy Profiles; formative classroom data	The need for consistent delivery and guaranteed curriculum practiced horizontally and vertically in the building improves outcomes for students
4) June-Aug 2013 (SI)	**Math Solutions** Start of 3 year program, all staff, largely tailored by House or grade (2 days)	External Contract, Building Team, EPO (WF)	Mapped math curriculum; increased strategies and approaches for implementing math; more instructional rigor; meets CCLS	Formative classroom data; unit assessments; work samples	Intentional scaffolding will build critical math foundations; grade level understanding of math domains
5) June-Aug 2013	**Explicit Instruction** Focus on	External Contract, Building	Enhanced ability for teachers to make better	Administrator conferences; classroom	First, it is a requirement of APPR; in addition, this

(SI)	APPR. A total of ten hours of explicit instruction training built on the use of the NYSUT teacher practice rubric	Team, EPO (WF)	instructional decisions; improve the delivery of instruction; better meet the expectations of APPR – evidenced based classroom observations	observations; classroom data; review of lesson plans	research-based effective instructional practice provides a common language for the discussion of instruction
6) June-Aug 2013 (SI)	**Unpacking the Common Core**	Regional expert with experience unpacking the CCLS	Teachers articulate and describe with evidence the six major shifts; teachers illustrate their understanding by modifying instruction reflective of the shift	Building leaders to use the Tri-State Rubric to evaluate whether teachers incorporate shifts in planning & instruction	Teachers need to better understand the increased rigor reflected by the CCLS
7) June-Aug 2013 (SI)	**Applying Literacy in the Content Areas** (Common Core)	Area/regional experts and practitioner plus national trainers	Incorporate strategies and approaches to infuse literacy into core subjects to improve student proficiency and performance	Student work samples; literacy profiles; lesson plans; observations	Literacy needs to part of the curriculum planning process in all content areas, not taught separately
8) June-Aug 2013 (SI)	**Curriculum Mapping,** Unit Development, CCLS Shifts	EPO (WF), Building Team	Prepared units for first quarter	Lesson plans, work samples, administrative conferences	The ability to open the 2013-14 school year with a planned map and established units reflecting responsive classroom, literacy, math, other subjects
9) June-Aug 2013 (SI)	**Data Driven Instruction** (DDI) Update	Regional experts trained in the Bambrick-Santoyo DDI model	DDI teams of teachers can conduct appropriate DDI interventions by developing effective interim assessments, analyzing results, and then moving to action regarding lesson planning, unit changes, and intervention strategies	Observations of actual DDI sessions to insure all steps in the process are understand and being followed; results for action following an interim assessment for each team	The use of interim DDI is more valuable than end-of-the-year assessments that so often drive our planning. But this information is often far too late for genuine help for students. Data needs to be far more frequent and acted upon consistently if we are to generate change using data
10) June-Aug 2013 (SI)	**Blended Classrooms**	Area/regional experts and practitioners	Units or lesson plans designed by teachers to allow students to be actively engaged in relevant learning	Units; lesson plans; classroom observations	Students need access to 21st century learning by combining the guidance of the classroom teacher with the motivation and potential of technology

11) June-Aug 2013 (SI)	**Cooperative Learning**	Area/regional experts and practitioners	Teachers understand how to help students learn to function independently and responsibly as learners and problem solvers in heterogeneous groups	Completed projects as observed by teacher; lesson plans reviewed by teacher and administrators; classroom observations	Varied grouping is designed to increase motivation and opps for student learning; allows heterogeneous grouping; provides opportunity for student to "teach" student, one of the strongest methodologies to aid student retention in the classroom.
12) June-Aug 2013 (SI)	**Technology Integration/21st Century:** 21st century skills, Edmodo, flipping classroom, geocaching	EPO (WF), Building Team	Actively engage students in relevant practice	Lesson plans, classroom observations, work samples	Provides student access to technology that supports 21st century teaching and learning
13) June-Aug 2013 (SI)	**Positive Community Relations**	EPO (WF), Building Team	More engaged/involved parents	Increased parental/ community involvement; attendance at school events; more supportive conferences with staff	Fosters academic and social emotional competencies
See following entries #14-16 June-Aug 2013 (SI/TD)	**Johns Hopkins /Talent Development – Middle Grades** as part of **Summer Institute (SI/TD)**	Talent Development Staff	Improved student attendance; reduced behavioral interventions; improved course grades	EWI review of attendance, behavioral interventions, course grades found in School Loop	TD's research-based ABCs of intervention enhance school success, graduation rates and college & career readiness. This middle school program leads to the neighbor-hood high school program where WF/BPN is a partner.
14) June-Aug 2013 (SI/TD)	**Intro to Talent Development** for 7th grade teachers (to include role of AmeriCorps and CTG)	TD trainers, STF and FM	Teachers will learn TD components, incl how to run an Early Warning Indicators meeting, use School Loop data system, and employ CATAMA math and Savvy Reader ELA online support solutions	Assessed through student data, TD rubric to evaluate EWI meetings and status of School Improvement Plan	7th grade teachers are new to program; EWI meetings focus teachers on data of students who are at-risk to discuss and assign appropriate interventions
15) June-Aug 2013 (SI/TD)	**Mastering the Middle Grades**	TD trainer	MMG teacher will learn how to teach the curriculum	Assessed through lessons created, lessons	7th grade is adopting a new curriculum; returning teacher needs ongoing support to improve instruction

				observed, and student data	
16) June-Aug 2013 (SI/TD)	**Student Team Literature**	TD staff	ELA teachers will learn how to teach all parts of the ELA curriculum	Assessed through lessons created, lessons observed, and student data	7th grade is adopting a new ELA curriculum; 6th grade will have a teacher new to the program; returning teachers need ongoing support to improve instruction

Highgate Heights Restart – Year 1 Implementation Training, Support & PD Chart

Date	Event	Agent/Org Responsible	Outcomes	Method for Analysis	Rationale
1) Sept-Oct 2013	**Further development of Professional Learning Community**	EPO (WF) Building Leaders, staff	Continued clarification, direction, from written expectations for learning community	Assessing opinions and attitudes of staff	Clear, collaboratively developed direction for school owned by staff
2) Sept 2013-June 2014	**Intensive training for all literacy coaches** in building	Literacy consultants for literacy collaborative and writing project	Begin to develop turnkey skills in order to turnkey all training after grant period is over	Self assessment conducted by coaches, Building team, and EPO team	So professional development can be sustained after the grant period
3) Sept 2013-June 2014	**Intensive training for all math coaches** in building	Math consultants for Math Solutions and Middle level initiatives	Begin to develop turnkey skills in order to turnkey all training after grant period is over	Self assessment conducted by coaches, Building team, and EPO team	So professional development can be sustained after the grant period
See following entries # 4-10 Sept 2013-June 2014	**School Year Follow-through of embedded PD & teacher support for Key Restart Strategies** introduced at first Summer Institute	EPO/WC, Building Team	Activities for district conference days, daily common planning time, House meetings, etc. that provide ongoing training and support for the Restart strategies	Staff attendance, surveys, new needs addressed	Significant change in culture and practice requires on-going, adaptive, and embedded training and support of teachers, coaches and administrators, to build on one-off training sessions
4) Sept 2013-June 2014	**Literacy Collaborative** PreK-5; middle level, including consultant coach visits	External consultants; EPO Staff; Building leaders	Learn strategic actions for teaching reading and writing and raising literacy achievement; mapped reading curriculum aligned with CCLS	Literacy Profiles; formative classroom data	The need for consistent delivery and guaranteed curriculum practiced horizontally and vertically in the building improves outcomes for students
5) Sept 2013-June 2014	**Math Solutions** PreK-5; middle level initiatives, including consultant coach visits	External Math Solutions consultants; EPO Staff; Building leaders	Mapped math curriculum; teachers with increased strategies and approaches for implementing math; more instructional rigor; aligned with CCLS	Formative classroom data; unit assessments; work samples	Intentional scaffolding will build critical math foundations; grade level understanding of math domains
6) Sept 2013-June 2014	**Explicit Instruction**	Local certified observers of classroom instruction;	Enhanced ability for teachers to make better instructional decisions; improve	Administrator conferences; classroom observations; classroom	Requirement of APPR; research based effective practice; provides common language for the

		local trainers in the clinical supervision model	the delivery of instruction; better meet the expectations of APPR	data; review of lesson plans	discussion of instruction
7) Sept 2013-June 2014	**Curriculum mapping**/unit development/ CCLS	EPO Staff; Building leaders	Prepared units for each quarter	Lesson plans, work samples, administrative conferences	To continue the 2013-14 school year with a planned map and established units reflecting responsive classroom, literacy, math and other subjects
8) Sept 2013-June 2014	**Technology Integration**/21st Century	EPO Staff; Building leaders	Actively engage students in relevant practice	Lesson plans, classroom observations, work samples	Provide students access to technology that supports 21st century teaching and learning
10) Sept 2013-June 2014	**Talent Development** – Embedded training and support for Early Warning, School Loop, online solutions, Mastering the Middle Grades, Student Team Literature	Talent Development Staff	Improved student attendance; reduced behavioral interventions; improved course grades	Review of attendance, behavioral interventions, course grades found in School Loop	TD's nationally-recognized, research-based ABC's of intervention ensure enhanced school success leading to better graduation rates and college and career readiness. The middle school program leads to the high school program where WF/BPN is a partner.
See following entries #11 – 25 July -Aug 2014 (SI)&(SI/TD) *(+ coaching follow ups in Year 2)*	**2nd Summer Institute (SI) –** 10 full days of training on key strategies – Literacy and Math for all & 9 Workshops (topics will be altered based on feedback and needs during 2013-14)	EPO/WC, Building Team	Full, successful two week schedule of trainings highlighting PD needs following first year of implementation, for all staff, those in different subjects and by House level	Staff attendance, surveys completed after each session, new needs addressed	The 2nd Summer Institute will provide the opportunity to consolidate or course-correct expectations for how the delivery of instruction must be focused on student growth through quality instruction and differentiated learning
11) July-Aug 2014 (SI)	**Responsive Classroom** Training – For all staff	National Responsive Classroom consultants	Academic gains, higher student engagement, fewer student discipline problems	Evidence of improved student academic performance, decrease in behavior referrals – through PBIS and EWI systems	Responsive Classroom is an approach to engender academic and social emotional competencies. Implementation is multi-year, starts by training adults, and is then extended to students and the whole school community
12) July-Aug 2014	**Literacy Collaborative**: Year 2 of 3 year	External Contract, Building	Learn strategic actions for teaching reading and raising	Literacy Profiles; formative	The need for consistent delivery and guaranteed curriculum

(SI)	program, all staff, largely tailored by House or grade (3 days)	Team, EPO (WF)	literacy achievement; mapped reading curriculum aligned with CCLS	classroom data	practiced horizontally and vertically in the building improves outcomes for students
13) July-Aug 2014 (SI)	**Math Solutions** Year 2 of 3 year program, all staff, largely tailored by House or grade (2 days)	External Contract, Building Team, EPO (WF)	Mapped math curriculum; increased strategies and approaches for implementing math; more instructional rigor; meets CCLS	Formative classroom data; unit assessments; work samples	Intentional scaffolding will build critical math foundations; grade level understanding of math domains
14) July-Aug 2014 (SI)	**Explicit Instruction** Focus on APPR. A total of ten hours of explicit instruction training built on the use of the NYSUT teacher practice rubric	External Contract, Building Team, EPO (WF)	Enhanced ability for teachers to make better instructional decisions; improve the delivery of instruction; better meet the expectations of APPR – evidenced based classroom observations	Administrator conferences; classroom observations; classroom data; review of lesson plans	First, it is a requirement of APPR; in addition, this research-based effective instructional practice provides a common language for the discussion of instruction
15) July-Aug 2014 (SI)	**Unpacking the Common Core**	Regional expert with experience unpacking the CCLS	Teachers articulate and describe with evidence the six major shifts; teachers illustrate their understanding by modifying instruction reflective of the shift	Building leaders use the Tri-State Rubric to evaluate if teachers incorporate shifts in planning & instruction	Teachers need to better understand the increased rigor reflected by the CCLS
16) July-Aug 2014 (SI) July-Aug 2014	**Applying Literacy in the Content Areas** (Common Core)	Area/regional experts and practitioner plus national trainers	Incorporate strategies and approaches to infuse literacy into core subjects to improve student proficiency and performance	Student work samples; literacy profiles; lesson plans; observations	Literacy needs to part of the curriculum planning process in all content areas, not taught separately
17) July-Aug 2014 (SI)	**Curriculum Mapping,** Unit Development, CCLS Shifts	EPO (WF), Building Team	Revise units prepared during 2013-14	Lesson plans, work samples, administrative conferences	The ability to open the 2014-15 school year with a planned map and established units reflecting responsive classroom, literacy, math, other subjects
18) July-Aug 2014 (SI)	**Data Driven Instruction** (DDI) Update	Regional experts trained in the Bambrick-Santoyo DDI model	DDI teams of teachers can conduct appropriate DDI interventions by developing effective interim	Observations of actual DDI sessions to insure all steps in the process are understand	The use of interim DDI is more valuable than end-of-the-year assessments that so often drive our planning. But this

			assessments, analyzing results, and then moving to action regarding lesson planning, unit changes, and intervention strategies	and being followed; results for action following an interim assessment for each team	information is often far too late for genuine help for students. Data needs to be far more frequent and acted upon consistently if we are to generate change using data
19) July-Aug 2014 (SI)	**Blended Classrooms**	Area/regional experts and practitioners	Units or lesson plans designed by teachers to allow students to be actively engaged in relevant learning	Units; lesson plans; classroom observations	Students need access to 21st century learning by combining the guidance of the classroom teacher with the motivation and potential of technology
20) July-Aug 2014 (SI)	**Cooperative Learning**	Area/regional experts and practitioners	Teachers understand how to help students learn to function independently and responsibly as learners and problem solvers in heterogeneous groups	Completed projects as observed by teacher; lesson plans reviewed by teacher and administrators; classroom observations	Varied grouping is designed to increase motivation and opps for student learning; allows heterogeneous grouping; provides opportunity for student to "teach" student, one of the strongest methodologies to aid student retention in the classroom.
21) July-Aug 2014 (SI)	**Technology Integration/21st Century:** 21st century skills, Edmodo, flipping classroom, geocaching	EPO (WF), Building Team	Actively engage students in relevant practice	Lesson plans, classroom observations, work samples	Provides student access to technology that supports 21st century teaching and learning
22) July-Aug 2014 (SI)	**Positive Community Relations**	EPO (WF), Building Team	More engaged/involved parents	Increased parental/ community involvement; attendance at school events; more supportive conferences with staff	Fosters academic and social emotional competencies
See following entries #23-25 July-Aug 2014 (SI/TD)	**Johns Hopkins /Talent Development – Middle Grades** as part of **2nd Summer Institute (SI/TD)** (topics will be altered based on feedback and needs during 2013-14)	Talent Development Staff	Improved student attendance; reduced behavioral interventions; improved course grades	EWI review of attendance, behavioral interventions, course grades found in School Loop	TD's research-based ABCs of intervention enhance school success, graduation rates and college & career readiness. This middle school program leads to the neighbor-hood high school program where WF/BPN is a partner.
23)	**Intro to Talent**	TD trainers,	Teachers will	Assessed	8th grade teachers are

July-Aug 2014 (SI/TD)	**Development** for 8th grade teachers (to include role of AmeriCorps and CTG)	STF and FM	develop more expertise with TD components, incl how to run an Early Warning Indicators meeting, use School Loop data system, and employ CATAMA math and Savvy Reader ELA online support solutions	through student data, TD rubric to evaluate EWI meetings and status of School Improvement Plan	new to program; EWI meetings focus teachers on data of students who are at-risk to discuss and assign appropriate interventions
24) July-Aug 2014 (SI/TD)	**Mastering the Middle Grades**	TD trainer	MMG teachers will develop further expertise in the curriculum	Assessed through lessons created, lessons observed, and student data	8th grade is adopting a new curriculum; returning teacher needs ongoing support to improve instruction
25) July-Aug 2014 (SI/TD)	**Student Team Literature**	TD staff	ELA teachers will work on adapting their approach to teach the ELA curriculum to all children	Assessed through lessons created, lessons observed, and student data	8th grade is adopting a new ELA curriculum; other returning middle grades teachers need ongoing support to improve instruction

Gayle Irving-White

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Cell: 716-243-1114
girving-white@buffaloschools.org

Summary

An innovative and enthusiastic educator who is dedicated to the students' educational well being and strives for academic success.

Core Qualifications

- Strong Leadership Skills
- Critical Thinker
- Experience Working in Urban Public Schools
- Excellent Organizational Skills
- Effective Problem-Solving SKills

Achievements

- Effectively implemented the Positive Behavioral Intervention Strategies (PBIS) program to create a positive environment conducive for learning.
- Formulated a principal leadership team to align strategies to improve reading writing and math scores.
- Created a school based data team that disaggregate data to identify students' strengths, weaknesses and use the finding to determine areas of improvements

Professional Experience

Buffalo Public Schools — September 2007 to Current

Principal- Highgate Heights Elementary School # 80

Buffalo, NY

- Provide daily leadership and supervision for students and staff.
- Develop activities to address students and staff needs.
- Ensure fidelity implementation of the Buffalo Public Schools' curriculum
- Oversaw the development of the master schedule to maximize instructional time for students.
- Increased parental involvement through planning various school programming and parent conferences.
- Formed partnerships with various community organizations to enhance the academic and extracurricular programs,
- Work collaboratively with all stakeholders to provide a quality education for all of the students.
- Organized Professional Learning Communities to strengthen collaboration among colleagues.
- Serve on the district "Health and Wellness" Committee

Buffalo Public Schools — July 2004 to September 2007

Assistant Principal

Buffalo, NY

- Worked collaboratively with the principal to ensure the safe operation of the school.
- Created the master schedule for students, teachers and teacher assistants.
- School coordinator for all of the district and state assessments for grades K-8.
- Developed and organized the school-based professional development calendar which aligned with Buffalo Public School initiatives.
- Presented school based data with parents, teachers and students.
- Work collaboratively with the principal to observe and evaluate the teaching staff.
- Developed and oversaw improvement plans for identified staff members.
- Served as Acting Principal in the absence of the head Principal.

Buffalo Public School — September 1990 to June 2004

Teacher

Buffalo, New York

Designed and implemented instruction in all subject areas, especially in reading, math, social studies and science for students in pre-kindergarten, first and second grades. Conducted parent/teacher conferences; generated progress reports and report cards.

- Established and maintained a safe and nurturing environment conducive for learning,
- Provided reading instruction for seventh grade students
- Served as a member of the school-based decision making team
- Coordinated the after school program for the entire school.
- Provided academic instruction during summer school

Attended literacy professional development sessions and turn keyed the information to my colleagues.
Recognized for creating "Shoe Box for Africa" at an elementary school.

Education and Training

University at Buffalo — 2004

Educational Leadership
School District Administrative Certificate

Buffalo, New York

Buffalo State College — 1995

Elementary Education

Master of Science

Buffalo, New York

Buffalo State College — 1990

Elementary Education

Bachelor of Science

Buffalo, New York

Training and Development

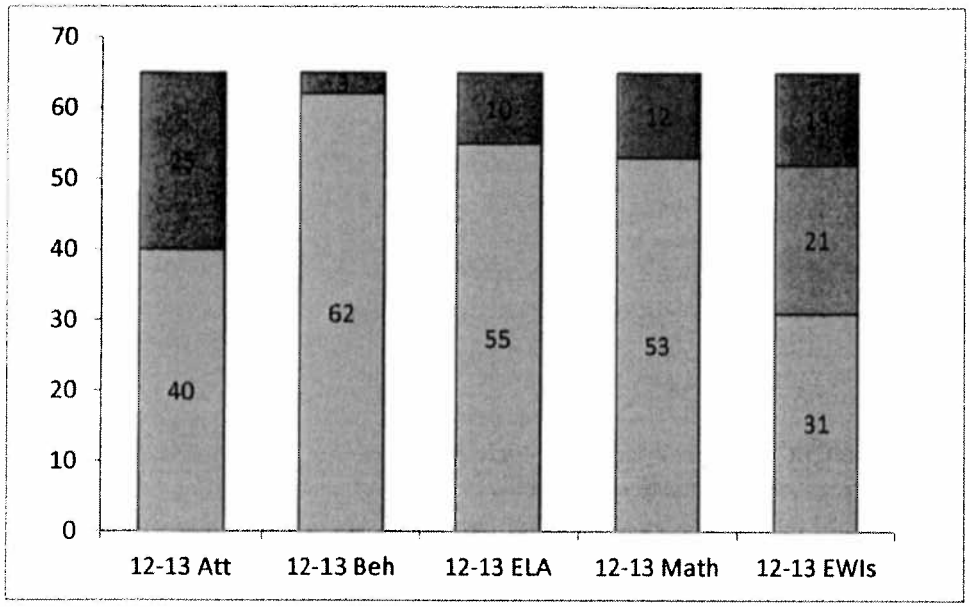
- Acuity Assessments
- Buffalo Promise Neighborhood
- Cognitive Coaching
- Common Core Leaning Standards
- Data Dashboard
- Data Driven Inquiry
- Direct and Explicit instruction
- Overseeing and Analyzing Training (OATs)
- Positive Behavioral Intervention and Supports
- Race to the Top Initiative
- Site Based Management
- Student Learning Objective
- Talent Development -Principals' Institute

Quarter 1 Report for School Use Only: **Highgate Heights Elementary**

How many students are currently off track?

How many students in DN grades went off track in Quarter 1?

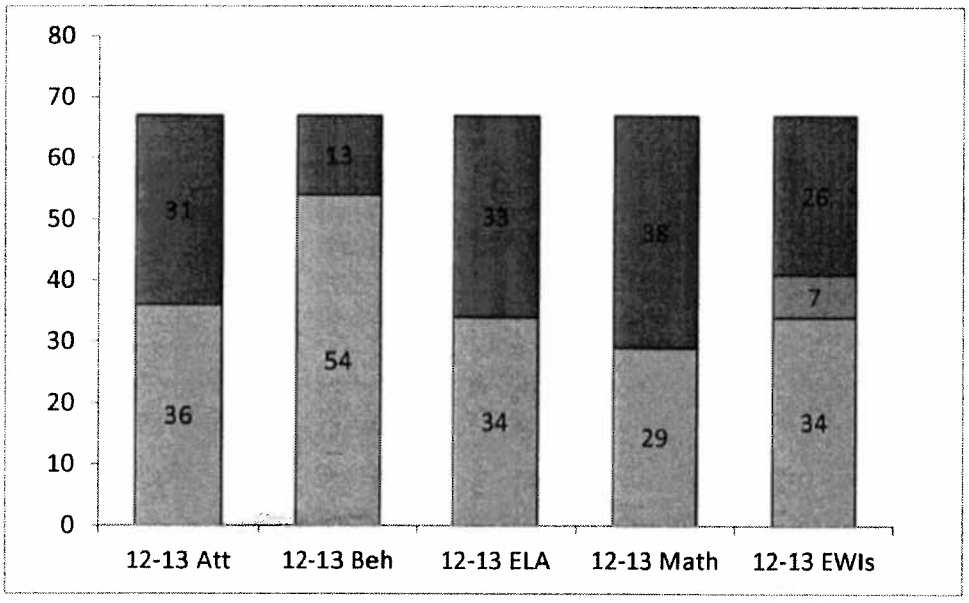
5th Grade



Q1 Distribution %		12-13
Attendance	On Track	62
	Off Track	38
Behavior	On Track	95
	Off Track	5
ELA	On Track	85
	Off Track	15
Math	On Track	82
	Off Track	18
EWI	0 EWIs	48
	1 EWI	32
	≥2 EWIs	20

	Off Track	On Track
Attendance:	<95%	≥90%
Behavior:	Any Write-Up	0 Write-Ups
Coursework:	Course Failure	Passed Course

6th Grade



Q1 Distribution %		12-13
Attendance	On Track	54
	Off Track	46
Behavior	On Track	81
	Off Track	19
ELA	On Track	51
	Off Track	49
Math	On Track	43
	Off Track	57
EWI	0 EWIs	51
	1 EWI	10
	≥2 EWIs	39

Buffalo Promise Neighborhood
School Support Structures

Bennett High School * Highgate Heights* Westminster Charter School

Closing the Gap (CTG)
Site Facilitator

- Build human service collaboration to address needs of school community
- Serve as the gate-keeper for all non-academic services and support in the building
- Serve as the liaison between providers and building administration
- Provide on-site supervision for the provider team
- Generate and disseminates referrals for services
- Ensure providers are meeting CTG outcomes
- Ensure providers services are aligned with school goals and culture
- Make changes in service provision when necessary to better meet the needs of the school
- Serve as the external coach for PBIS
- Serve as an active member of the school's site-based mgt team and support team

Talent Development (TD)
School Transformation Facilitator

- BPN Lead & Point of Contact
- Track-ABC Data
- Support Pre-SST & SST
- Support PBIS
- ABC Data Walls
- Instructional Facilitator Support
- Support all BPN initiatives (TD,CTG &AC)
- Provide quarterly data to BPN

AmeriCorps (AC)
Program Manager

- Review and facilitate tier I and tier II school initiatives
- Supervise AmeriCorps members
- Facilitate professional development coaching and training for AmeriCorps members through ABLE
- Manage the daily components of school program

AmeriCorps (AC)
Team Leader

- AmeriCorps culture
- Events/Projects
- Corps Member Issues/Questions
- Lunch Clubs

AmeriCorps Members Roles

During the school day, these activities **may** include:

- Providing 1:1 or small group tutoring in English and/or math
- Facilitating morning greeting activities and games to excite students for the school day (with PBIS, Safe & Civil teams)
- Making phone calls home to students who are chronically absent (with PBIS, Safe & Civil teams)
- Assisting teachers in classrooms
- Meeting with behavior groups
- Organizing and leading student councils
- Monitor Halls at High School in-between periods to have informal check ins with students and to ensure safety

After School activities may include:

- Homework centers
- Social enrichment lessons on a variety of social issues including poverty, environmental awareness and health and safety
- Clubs to adhere to different learning styles including art, creative writing, music and physical education
- Service projects to beautify the school and local community

Supporting Narrative for Attachment B, School-level Baseline Data and Target-Setting Chart

To set three-year targets for ELA and Math Performance Index and Student Proficiency, we have examined a number of reference points and constructed a cohort model extrapolated from 2011-12 test data.

Reference points

Here is a quick summary of ELA and Math Proficiency today compared to BPN Goals:

	HH Today	BPS Average	NYS Average	NYS AAs Average	NYS Whites Average	BPN Goals for 2016*
ELA	17%	28%	55%	37%	66%	61%
Math	15%	30%	65%	46%	74%	61%

* Not differentiated between ELA and Math

Source of NYS figures: http://www.oms.nysed.gov/press/3-8MathELATestScores2012.html

The 2016 goal for Buffalo Promise Neighborhood (BPN) is for 61% of students to be proficient; that is roughly equal to today's NYS Average (61% vs 55-65%). A second key reference point is the NYS Average for African Americans (37 and 46% for ELA and Math). A third key reference is the Buffalo Public Schools' Average of 28% and 30%.

Methodology

We tested what improvement in cohort proficiency would be required to move the school to each of those reference points, using the following methodology:

1. We converted each grade level into a cohort starting with the 2011-12 test results;
2. We added three new, young cohorts to compensate for "graduating" cohorts, mirroring the Grade 3 Levels for each new cohort.
3. We applied an improvement rate to each year of cohort advancement through Grade 8. The rate is the percentage of non-proficient students who became proficient over one year; for example, a 10% rate means that 4 out of 40 non-proficient students became proficient over the course of the year.
4. Finally, we manipulated the annual improvement rates to evaluate: 1) what improvement rates are necessary to reach the aforementioned reference points, and 2) the feasibility of accomplishing those improvement rates.

Setting an Improvement Rate of 10%, 15%, and 15%

Based on this analysis and our assessment of how quickly the Restart Plan will take effect, we established target improvement rates of 10%, 15%, and 15% that would approximately triple Highgate Heights' proficiency from 15-17% to 45% proficiency within three years. This level is still below the NYS Average of 55-65% but exceeds the NYS Average for African Americans of 37-46%.

Alternative scenarios

Improvement rates of 5%, 5%, and 5% result in proficiency of 32-33% in three years.
Improvement rates of 10%, 10%, and 10% result in proficiency of 40-41% in three years.
Improvement rates of 20%, 20%, and 20% result in proficiency of 53% in three years.
Achieving the state average of 55-65% in three years would require rates of 25% each year.

A summary table from our cohort spreadsheet is provided on the following page.

Results of Annual Improvement Rates of 10%, 15% and 15% on Proficiency and Performance Index Highgate Heights Elementary School

SUMMARY

# Prof. in ELA	2011-12	2012-13	2013-14	2014-15	2015-16	# tested	Start Prof	End Prof	Over X yrs
Gr 8 (2012)	5					62	8%	8%	0
Gr 7 (2013)	15	15				72	21%	21%	1
Gr 6 (2014)	14	14	20			72	19%	28%	2
Gr 5 (2015)	5	5	11	18		62	8%	30%	3
Gr 4 (2016)	16	16	19	24	27	48	33%	57%	4
Gr 3 (2017)	8	8	12	18	23	51	16%	45%	5
Gr 2 (2018)		8	12	18	23	51	16%	45%	6
Gr 1 (2019)			12	18	23	51	24%	45%	7
Gr K (2020)				16	21	51	32%	42%	8
PreK (2021)					21	51	32%	42%	9
# prof. all ages	63	66	87	112	139				
Total # tested Gr. 3-8	367	356	335	314	303				
% Prof. ELA	**17%**	**19%**	**26%**	**36%**	**46%**				
Level 2 - all yrs	183	164	133	96	75				
Level 1 -all yrs	121	126	115	105	88				
Perf. Index ELA	**84**	**83**	**91**	**102**	**117**				

# Prof. in Math	2011-12	2012-13	2013-14	2014-15	2015-16	# tested	Start Prof	End Prof	Over X yrs
Gr 8 (2012)	11					62	17%	17%	0
Gr 7 (2013)	14	14				72	19%	19%	1
Gr 6 (2014)	6	6	13			72	8%	18%	2
Gr 5 (2015)	3	3	9	17		62	5%	27%	3
Gr 4 (2016)	15	15	18	23	27	48	31%	55%	4
Gr 3 (2017)	7	7	12	18	23	51	13%	44%	5
Gr 2 (2018)		7	12	18	23	51	13%	44%	6
Gr 1 (2019)			12	18	23	51	22%	44%	7
Gr K (2020)				16	21	51	30%	40%	8
PreK (2021)					21	51	30%	40%	9
# prof. all ages	56	52	74	108	137				
Total # tested Gr. 3-8	367	356	335	314	303				
% Prof. Math	**15%**	**15%**	**22%**	**34%**	**45%**				
Level 2 - all yrs	194	178	148	119	96				
Level 1 -all yrs	120	128	117	92	76				
Perf. Index Math	**83**	**79**	**88**	**107**	**122**				

Prepared by Westminster Foundation

END OF ATTACHMENT B SUPPORTING DOC

Supporting Information for Attachment C – Partner Effectiveness

Westminster Foundation

As EPO for Highgate Heights Elementary School, Westminster Foundation brings not only its programs and organizational capacity as lead agency for Buffalo Promise Neighborhood, but also its expertise in transforming and running (through an affiliate entity) Westminster Community Charter School (K-8) including these key aspects:

1. **Literacy curriculum, teacher collaboration model, and emphasis on professional development, from Columbia University's Teachers College Reading and Writing Project (TCRWP).**Westminster Community Charter School focuses on creating a learning environment and uses a system of diagnostic analysis to create individualized programs, targeting the areas of reading, writing, math, and student attendance. It promotes effective teaching through extensive, site-based professional development. A central strand in the development of the school's culture and curriculum is Westminster's Columbia Teachers College Reading and Writing Program (TCRWP), the development of which has been overseen by the program's founder, Dr. Lucy Calkins. The program provides students with the skills and resources to live richly literate lives through individualized reading choices, in classroom libraries, and reading and writing workshops.

2. **A full-service community school approach.** Westminster Community Charter School's educational approach is specifically designed to overcome the impacts of poverty through a full-service community model with relationship-based supports. The school provides a health clinic that includes an on-site Nurse Practitioner, Health Assistant, and Social Worker. It has a new food services program with an emphasis on nutrition and nutritional education.

3. **Successful engagement of parents.** The school emphasizes parent engagement through home reading, in-school activities, and a strategic decision not to offer busing in order to encourage neighborhood enrollment and parental interaction at dropoff/pickup.

4. **Extended school day and year**. Westminster also includes extended time on task through free after-school, Saturday, and summer programs linked to the regular academic curriculum.

Transfer of practice to another K-8 is not expected to pose significant issues, but the District and Highgate Heights and Westminster Community Charter School leadership teams have been fully involved in planning year activities to address the differences between conversion charter and regular district status. (In addition, of course Westminster Community Charter School was itself a regular district school for its first twelve years and continues to operate under the teachers' collective bargaining agreement.)

Two neighborhood K-8s, with similar student demographics – but very different school cultures: Westminster Community Charter's history as a full-service community school with the management backing of M&T, has enabled it to develop into a truly "neighborhood" school; while 39% of its students live in the BPN, most of the rest also live within a one-mile radius of the school, just outside the BPN border on which WCCS is located. In contrast only 16% of Highgate Heights students live in the neighborhood, with the rest traveling in from all over Buffalo, while neighborhood children who live

near Highgate travel out to schools in other parts of the city. Highgate's mobility rate is also significantly higher, with an average of 3 student moves every week (compared to less than one a week for Westminster). Replicating the success of WCCS at Highgate Heights – or, more accurately, learning from WCCS's experiences to plan the right path for Highgate -- is clearly part of the plan for BPN. Indeed, the two schools' leaderships are already working together.

Supporting Evidence:

One of the keys to the transformation of Westminster over the past decades is their use of the Columbia Teacher's College Reading and Writing Program. The development of TCRWP at Westminster has been overseen by the program's founder, Dr. Lucy Calkins. The program supports a number of evidence-based practices for literacy, including strategy instruction, writing about reading, and engagement through student choice. (Information from internal documents provided by Dr. Lucy Calkins, Program Director, 2010.) It also prompts teachers to embrace collaborative practice throughout the curriculum. TCRWP has worked system-wide in New York City since Chancellor Joel Klein chose balanced literacy as the city's curriculum. It is also works in some Promise Academy schools in Harlem.

Talent Development Secondary

The Talent Development Middle Grades program is a comprehensive research-based reform model with a track record of transforming low-performing schools. These transformations involve the implementation of accelerated curricula, specifically designed to catch students up who are two or more grade levels behind; early warning systems based on attendance, behavior and course performance; tiered support programs for general, moderate and intensive needs; the use of second shift young adult corps members; dedicated teacher and student teams; long learning blocks; and attention to student engagement.

Talent Development is working with Westminster Foundation and the Highgate Heights and Westminster Community Charter School leadership to directly implement the academic third of the Diplomas Now (DN) dropout prevention model at the two BPN K-8 schools. (For other two legs of Diplomas Now, Westminster is providing local replications: Closing the Gap will act in the DN role of Communities in Schools and Westminster is developing its own youth corps workforce, BPN AmeriCorps, to fulfill the DN role of City Year.

Talent Development's *Mastering Middle Grades* curriculum, which Westminster brought to Highgate Heights in 2012-13, prepares students for the academic and social challenges of middle school though explicit instruction in crucial life and study skills not often covered in their academic courses. This modular, three-year curriculum includes 40 lessons per year (designed for a 45-minute class period):

- A three-year curriculum focusing on study and life skills and college/career awareness
- Teacher-friendly format
- Articulates with other TD curricula
- Builds skills incrementally, revisiting crucial skills each year with fresh lessons
- Developmentally appropriate focus on cooperative team learning

http://web.jhu.edu/CSOS/tdmg/MMG%201-pg%20handoutWLogo.pdf

During the planning phase of the BPN, much has been accomplished with Talent Development with respect to implementing the TD School transformation model at WCCS and Highgate Heights. Several team meetings were held that included key representatives from Westminster Foundation (WF), Buffalo Public Schools (BPS) and Talent Development (TD).

The first of these meetings included a visit by the WF (including BPS principals) to Baltimore, MD to "observe the model in action" at a TD-supported public school. We spoke to teachers and administrators and began a dialogue about how the TD model could be integrated in the BPN schools. Following the meeting, we had several conference calls and exchanges of information and data. This was followed by a visit from the CEO of TD and his team to observe and assess BPN schools. After additional assessment and discussion, there was unanimous agreement the TD model was comprehensive and an ideal fit for the transformation of BPN schools.

We next met to begin mapping the instructional, organizational, professional, and data supports to the BPN schools. Specifically, we focused on the integration of the following key concepts:

- Small Learning Communities
- Teacher Teams
- Early Warning Indicators and the use of data
- Common Planning Time
- 4x4 Block Scheduling
- Extended time for course recovery
- Climate
- Effective Leadership
- Roles & Responsibilities

As much of the blueprint for these program elements is now in place, we have turned our attention to infrastructure building to ensure we have the proper supports to fully implement the model. The key elements will include the following, to be tailored to each school, based on initial needs analysis and leader meetings:

1. Further define the development of teams and the implementation of teaming by content and through interdisciplinary initiative.
2. Review Student Team Literature for possible incorporation as stand-alone offering or for including in current instructional program.
3. Integrate current elements of the school's Climate program and development supplements.
4. Implement embedded coaching for math, ELA and Student and School Support.
5. Establish a Savvy Reader's Lab for students needing intensive extra help.
6. Integrate the EWI (Early Warning Indicator) support process based on the need to address attendance, behavior, and course completion needs.
7. Recruit and train the BPN Corps to support EWI and instruction and afterschool activities.
8. Build on effective parent involvement and community awareness initiatives, utilizing the services of the National Network of Partnership Schools (NNPS).

Evidence: Talent Development and the related Diplomas Now model was the only secondary school reform model endorsed by the award of an i3 validation grant. The models have been approved by the

states of Illinois and Virginia as school turnaround or transformation partners. Evidence for these models include:

What Works Clearinghouse: Talent Development High Schools is rated as an effective research-based plan for reducing dropouts by the What Works Clearinghouse, the information arm of the U. S. Department of Education's Institute for Education Sciences. The clearinghouse recognizes only programs that are shown to be effective according to its strict standards of research. www.whatworks.ed.gov.

The American Youth Policy Forum identified Talent Development High Schools in 2009 as one of 23 programs that support youth on the path to college and beyond in *Success at Every Step: How 23Programs Support Youth on the Path to College and Beyond.* This publication identifies programs that have been proven to help young people successfully complete high school and be prepared for success in postsecondary education and careers, based on the results of recent, high-quality evaluations.http://www.aypf.org/publications/SuccessAtEveryStep.html

MDRC Reports:
In ***Making Progress Toward Graduation,*** MDRC reports findings from a rigorous, quasi-experimental study that compares high schools implementing Talent Development reforms with similar high schools. The longitudinal study finds that Talent Development produced substantial and pervasive educational gains for students in low-performing schools in Philadelphia. Talent Development increased school attendance by nine days per year for each student, and increased students' passing rates in Algebra I an average of 25 percentage points. For a high school with 500 first time ninth-graders, the program helped an additional 125 students pass algebra and an extra 40 students get promoted to tenth grade. Findings also indicate that positive effects extended to eleventh grade math test scores and to graduation rates. Kemple, Herlihy, and Smith (2005) *Making Progress Toward Graduation: Evidence from the Talent Development High School Model.* http://www.mdrc.org/publications/408/overview.html

In ***The Talent Development Middle School Model*** and a follow-up publication with later findings, MDRC looked at the middle grades program, focusing on eighth grade, which marks the culmination of students' middle school experiences. The following is an overview of the key findings of the 2004 and 2005 reports:
• Talent Development had a positive impact on math achievement for eighth-graders, a finding that emerged in the third year of implementation and then strengthened during the next two years in the schools for which data are available.
• Talent Development schools exhibited modest impacts on eighth-grade attendance rates.
• The model produced an inconsistent pattern of impacts on eighth-grade reading achievement: Modest improvements occurred in some years but not in others
Herlihy and Kemple, *(*2004)*The Talent Development Middle School Model Context, Components, and Initial Impacts on Students' Performance and Attendance*
http://www.mdrc.org/publications/400/execsum.html

Yearly progress data on ten schools with which Talent Development has worked is attached to the pdf version of this Attachment C.

Closing the Gap (Student Support Wraparound)

Funded by BPN, ***Closing the Gap*** **(CTG)** will provide at HH one-to-one student counseling, case management, and coordination of service providers as part of the new Student Support Structure. Closing the Gap, a 10-year, full service community school collaboration between Buffalo Public Schools and two dozen local health and social service agencies, led by BPN partners Catholic Charities and United Way. Closing the Gap has its own pre- and post-test evidence showing substantial improvement in student indicators over a three-year period in Buffalo. In 2008, CTG was one of ten community school initiatives awarded a US ED five-year, $2.5 million federal grant to expand its program.

Closing the Gap is a collaboration between the BPS, Catholic Charities, United Way, the Erie County Dept. of Health, Mental Health, and Social Services, Kaleida Health & Catholic Health Systems, along with multiple health and human service providers, local foundations, and corporations. It is a full continuum of academic, family and community supports that will revitalize students, schools, the neighborhood and workforce of the area. Key features of this model include: Student/Family-centric environment, Relationship-based, responsive structure, established protocols, true integration of community and social supports within the school, flexible, responsive and driven by unique needs of the school community, service continuum and management expertise, data-driven decision making and Leadership team (consisting of the Commissioners of Erie County Departments of Health, Mental Health, and Social Services, the Principals of all participating schools, and key BPS School District Personnel) with the ability to create systemic change.

In the BPN, CTG will provide community school infrastructure, protocols, operational management and fiscal oversight at Highgate Heights, Westminster Community Charter School, and Bennett High School in support of the strategy for significant improvement in schools. This will include a Site Facilitator at each school and in-kind management & oversight of the partner providers through the CTG Program Manager and the United Way Director of Education Investment & Initiatives. Based on the results of a needs assessment conducted by CTG, in partnership with the National Centers for Community Schools, CTG will assist BPN to determine appropriate community partners for each elementary school, tapping into their longstanding relationships with the provider community and specifically seeking to engage providers in the neighborhood through community outreach efforts.

Along with the Site Facilitator, core components of CTG **for Highgate Heights & WCCS would include preventative services like** mental health, basic social services, parent/family advocacy, and mentoring. Secondary and tertiary intervention strategies, which are implemented on an as needed basis, include: family social workers, grief and loss counseling, anger management and conflict resolution, school engagement and parent involvement. By providing a full service community school, CTG services can improve academic performance, increase attendance, decrease drop-out rates, and improve behavior and youth development.

CTG has established clear standards of practice and protocols for data collection. Data is used to understand individual student performance and to develop service plans. Results are shared with school administration at regularly scheduled sessions and at monthly CTG provider meetings. An annual report of outcomes will be developed and distributed to the CTG Leadership to make comparisons across student demographic groups, providers and location in order to identify flaws within the service delivery system and is part of the continuous improvement process.

One of the most revealing sets of data out of the BPN Needs Assessment was the segmentation of students at each of the key continuum transition points into high- moderate- or low-need, using a constellation of measures to indicate if they have fallen behind and are in great danger of failing to meet academic requirements to graduate (high-need), demonstrate some positive attributes but fall short on other measures (moderate) or are on track for educational success (low-need).The level of need varied considerably by transition point and enormously for yet further segmentation by family income, household type, etc. To address these needs we would clearly require a data- and relationship-driven student and family advocacy role, and – given the extent of need - a mechanism for tailoring and delivering intensive interventions. Fortunately BPN already had built into its design the Closing the Gap service delivery model, which provides just these features. The CTG model is based on research by the Institute for Educational Leadership and Coalition for Community Schools. *Community Schools – Results That Turn Around Failing Schools Test Scores, Attendance, Graduation and College-Going Rates,* May 2010.

Evidence: Community schools, such as CTG, are both a place and a set of partnerships between the school and other community resources. In the last decade, community school initiatives have proliferated and are now found in 49 states and the District of Columbia. One reason for the widespread acceptance of this model is that it provides a vehicle for aligning the interests of students, families, teachers, and the community around a common goal—improving the success of young people.

Research over the past two decades provides clear evidence that full service community schools can improve academic performance, increase attendance, decrease dropout rates, and improve behavior and youth development Blank, M., Jacobson, R., & Pearson, S.S. (2009). A coordinated effort: well-conducted partnerships meet students' academic, health and social service needs. *American Educator*, 30- 36 http://www.aft.org/pdfs/americaneducator/summer2009/coordinatedeffort.pdf

AYPF's Success at Every Step notes that national evaluation of CIS consists of multiple studies, including a quasi-experimental, longitudinal study comparing school-level outcomes at CIS sites and matched non-CIS schools. The evaluators analyzed baseline data prior to CIS implementation at each school, as well as three years of follow-up data. CIS schools made greater progress in reducing dropout rates and raising on-time graduation and attendance rates than comparison schools. The schools that implemented the most components of the CIS model increased academic performance in math and had the greatest improvements in graduation rates. The positive impact on graduation and attendance rates was most pronounced in urban schools serving communities of color. Schools serving predominately Latino students and those in rural areas saw the greatest gains in academic achievement. http://www.aypf.org/publications/SuccessAtEveryStep.htm

Families of community school students also show increased family stability, communication with teachers, school involvement, and a greater sense of responsibility for their children's learning. Community schools enjoy stronger parent-teacher relationships, increased teacher satisfaction, a more positive school environment, and greater community support.

CTG's own evidence base demonstrates similar success, demonstrated through the extraordinary outcomes achieved by participating students. CTG focuses on four of the seven key indicators identified by the Buffalo Promise Neighborhoods initiative. These include: proficiency in core academic subjects; successful middle school to high school transition; students feel safe; and family and community

members support learning. The chart below describes current CTG outcome measurement related to each of these indicators.

CTG has realized impressive results in these critical performance areas (over three years) including:

- a 21% increase in average daily attendance,
- a 6% increase in average passing grade, and
- a 17% increase in both the number of youth who reduce or maintain disciplinary incidents and informal suspensions among participants.

Measure	2006-2007	2007-2008	2008-2009
Daily Attendance	77%	81%	98%
Average Passing Grade	79%	81%	85%
Maintained or Reduced Discipline issues	63%	74%	80%
Maintained or Reduced InformalSuspensions	68%	76%	85%

In 2008-2009, 33% of students receiving intensive services though CTG improved their NYS ELA assessments scores by at least one level (year over year). Similarly, 29% of CTG participants improved their NYS Math assessment scores by the same measure. In 2009-2010, these scores were negatively impacted by changes in state assessment testing (condensed testing schedule) and scoring (major scale score adjustments). Nevertheless, 4% of students improved NYS ELA assessment scores by at least one level and 7% of students improved NYS Math assessment scores. CTG has also been instrumental in helping three schools improve their status with NYSED.

Beyond student and school performance, CTG has been recognized nationally by the U.S. Department of Education (in 2008 CTG was awarded a $2.5 million grant over five years to expand into two new Buffalo Public School District schools), the Coalition for Community Schools, and the United Way of America, citing the following best practices:

1. Strong collaboration and shared decision-making;
2. Regularly scheduled inter-disciplinary school-based meetings (including School staff and external resources)
3. Sustainable resources created for children and families
4. Ongoing assessment of quantitative and qualitative measure

(CTG data and information from internal documents provided by CTG.)

Early Learning Network (Early Foundations)

Early Foundations, one of BPN's four major BPN initiatives, is the core of our strategy for integrating services to 800 neighborhood children under the age of five, and helping support their further development through 3rd grade. **BPN's Early Learning Network** is responsible for the initiative; key partners include EPIC (hospital and home visits and parenting skills), Bethel Head Start (center-based early learning), Read to Succeed Buffalo (literacy assessment, coaching, and system improvement in all settings), Closing the Gap (family advocates and supports), Community Health Center of Buffalo

(CHCB) (primary care), Buffalo Public Schools, and the Westminster Community Charter School. Overseeing and coordinating Early Foundations is Dr. Yvonne Minor-Ragan, President of the BPN and an educator deeply respected in the community.

Early Foundations is comprised of nine key components: **a)** Outreach and new parent classes; **b)** High quality medical home for every young family; **c)** BPN Advocates located at the health center (see below); **d)** Establishing a collective campaign for child screenings; **e)** Elevating professional practice through literacy advocates (Read to Succeed Buffalo); **f)** Construction of a new Early Childhood Center for 150 children for 2013; **g)** Continuing our early adopter work with the New York State QualityStars program; **h)** Tackling the teen pregnancy epidemic; and **i)** Continuous improvement through an Early Learning Improvement Team. Through Early Foundations, young HH students will enter ready for kindergarten, parents will be better equipped to help their children with reading and learning, and health and family supports will help families remaining in the HH neighborhood and higher student stability.

While many of these components will benefit the Restart of Highgate Heights, one of our Early Foundations partners has demonstrated a high level of success in promoting early literacy. **Read to Succeed Buffalo's** two existing early childhood programs are the core of our EL Network's campaign to elevate early literacy and learning through the entire early childhood "system" of families, child care and early learning settings, schools, as well as health and service organizations. Read to Succeed promotes regular developmental screenings for every child, raised awareness and involvement by parents in ensuring a child's steady progress, and providing professional training and coaching to the early childhood workforce. Through BPN's EL Network, we seek to provide every young child with quality parenting, health, child care, and early learning.

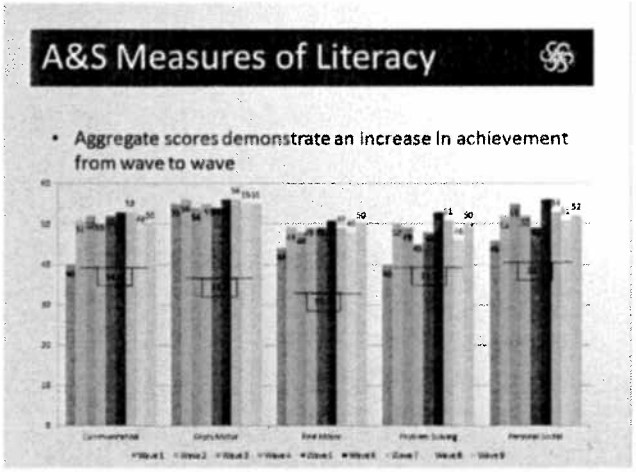
Working with the primary partners listed above, BPN will strengthen and expand the work of **Read to Succeed**, focusing on a) the literacy-related skills of child care providers and workers, and b) parent involvement. Two Read to Succeed Buffalo (RTSB) programs are combined above. Project CARE-Community Action for Reading Excellence works to infuse high quality language and literacy activities into daily practice in homes and home-based child care centers. Early Reading First (ERF), the federal program utilizes coaches to infuse early learning centers with intentional early language and literacy instruction, supporting the teacher in school, the families at home, and the students with an Early Childhood Transition Specialist.

Read to Succeed's goal for BPN's ERF is to assist Bethel Head Start prepare three and four year olds to enter kindergarten with the necessary language, cognitive, and early reading skills required for learning success. Project CARE's home-based literacy activities such as reading at home, utilization of the public library and purchase of literacy materials such as books and games are offered to parents, the child's first teacher and advocate.

The project utilizes Infant and Toddler Environmental Rating Scales (ITERS) to measure classroom quality and Ages & Stages to measure skill development in infants to three years old. Evaluations are conducted three times a year and results in the creation of an improvement plan for the provider to work in partnership with the Early Childhood Specialist. Success will be measured by an increased number of children who read proficiently by the end of the third grade and a decreased number of students classified with special education designations. This is a "Train the Trainer" program that will be fully implemented by Year 3.

Read to Succeed's role and programs take on greater import in the context of our integrated Early Foundations Initiative (Comprehensive Local Early Learning Network). Their work with parents, teachers, and child care workers—and their integration of other organizations in meeting the needs of children—are an excellent base upon which to build.

Segmentation Analysis and Supporting Evidence:

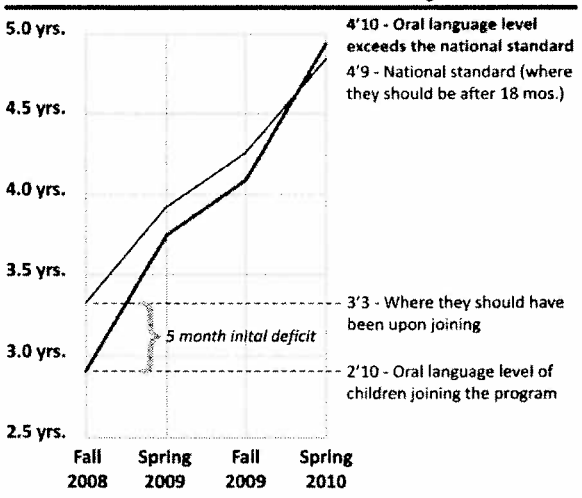


Our segmentation priority is the 800 children under 5 plus another 640 in K-3 (EL. 1). Our priorities are screening for age-appropriate functioning for all children, individualizing intervention for those who need it, and elevating early learning participation and quality through R2S's advocacy and coaching program.

The ERF program is delivered in Bethel Head Start Centers under a highly-competitive three-year US ED grant of $4.1 million (one of two awarded in New York and one of 32 nationally).

Evidence: Moderate national, promising local. Read to Succeed's programs show positive results in reducing or eliminating developmental delays (ERF & home-based care initiative) and increasing parental involvement (home-based care initiative). Buffalo Public Schools data 2010 confirmed that ERF children entering the District outperform their peers. Federal ERF program evaluation by IES contributes strong evidence that the program had positive, statistically significant impacts on some, though not all, outcomes, and a RAND analysis of 20 early childhood intervention programs with experimental or quasi-experimental evaluation designs, demonstrated the importance of a well-trained childcare and early learning workforce.

In 18 months, children in Early Reading First overcame an oral language deficit of 5 months and exceeded the national standard for Kindergarten readiness



Oral language gains of 4-year olds attending ERF for two years from Fall 2008 to Spring 2010 (N=41) based on national norms (PPVT-IV)

R2S has been measuring progress data since its inception in 2006. Here are two charts from those longitudinal studies. Collecting and organizing data regarding the effectiveness of the ERF program, particularly tracking "graduates" of the program as they enter kindergarten and beyond in public and charter schools has been an important part of the independent evaluation of the program. The first cohort of ERF children (07-08 year) entered first grade in 2009-2010 and data on their performance was obtained from the Buffalo Public Schools. The screening and monitoring assessments used in kindergarten through grade three are the same district wide to provide a consistent measure of performance for all ERF children in the public schools. These data are provided below and consistently show ERF children continuing to outperform other students in Buffalo Public Schools as a whole.

Project CARE targets a critical segment for BPN: home-based child care which is prevalent in the Neighborhood and historically of mixed, if not, poor quality.

The closest thing to a national model for Project CARE would really be NAEYC Accreditation. However, the research on which it is based is the Abecedarian Project and the Perry Preschool Project with regard to the components that make up a high quality early learning environment and its positive impact on students readiness to learn and social emotional competencies.

Read to Succeed developed the concept of Project CARE – environmental ratings, enhancements and coaching for professional development based on the fact that while Accreditation is the gold standard it is really too complicated and too expensive for providers in general and family providers in particular to utilize. They had demand for quality improvement support from the providers themselves but few options other than accreditation to help them.

Originally, Read to Succeed "scholarshiped" providers to participate in NAEYC Accreditation. But even with Success By 6 subsidizing the costs, the process itself was too much for the professionals to handle without on-site coaching and support. That is when we decided to "tweak" the process and utilize early childhood specialists to support quality improvement with an end goal of improved performance on Ready To Read Checklist and the added piece of child assessments through the implementation of Ages and Stages by the early childhood specialist.

This approach is also the basis for the Quality Rating and Support initiative in NYS.

Community Health Center of Buffalo

A close partnership with the ***Community Health Center of Buffalo*** (CHCB) is enabling BPN to infuse every part of the continuum of solutions with expert health services and education. CHCB, one of only two Federally Qualified Health Centers in the city, relocated to the Neighborhood in 2011, and provides culturally competent primary and preventive medical and dental care for all residents, including the underinsured and uninsured. CHCB uses a family-centered, community health model and is adept at "bending and braiding" funding sources in innovative ways and practicing a key role described by Kaiser CEO George Halvorson in *Health Care Will Not Reform Itself*, as a "connector" organization, able to reach across organizational and regulatory lines to achieve meaningful system change. CHCB is a crucial building block in BPN's campaign to secure a medical home for every young family, perform developmental screenings, help reduce teen pregnancy, and work with BPN schools including HH to alleviate many of the physical, mental, and social health issues that interfere with students' readiness to learn.

Continuing the Early Foundations health protocols for children 0-4, this program develops for K-8 students clear roadmaps for check-ups, immunizations, health and developmental screenings through a pre-defined schedule protocol. Among BPN children under 5, 56% lack a medical home; we estimate a similar number of K-8 students do as well. For this reason, Westminster Community Charter School installed a health clinic within the school shortly after M&T Bank began managing the school. Three years ago, Westminster converted its school meals program to all-natural ingredients with careful nutritional planning for all students. Both of these services will be ported to Highgate Heights over time.

With the addition of CHCB, Closing the Gap, and the longitudinal data system, we have all the components needed to define and monitor clear health roadmaps for K-8 students and work as a team (teacher-parent-advocate-health provider) so each student is receiving proper preventive care.

Key to the success of integrating all of the student and resident touch points is leveraging the CHCB "call center" representatives that utilize a simple referral system to contact and enroll new patients in a first-time health care check-up. Simply providing contact information for potential patients triggers the outbound phone calls and tracking process. This means that any individuals affiliated with BPN (student advocates, teachers, CTG counselors, EPIC representatives, BPN AmeriCorps members, and etcetera) can make referrals to CHCB on behalf of students and neighborhood residents without having to follow an onerous process. Additionally, CHCB can make similar referrals to BPN to advocate on patient needs that extend beyond healthcare. Examples include early childhood education, after school-summer school programs, financial literacy and adult education to name a few.

Talent Development
SECONDARY

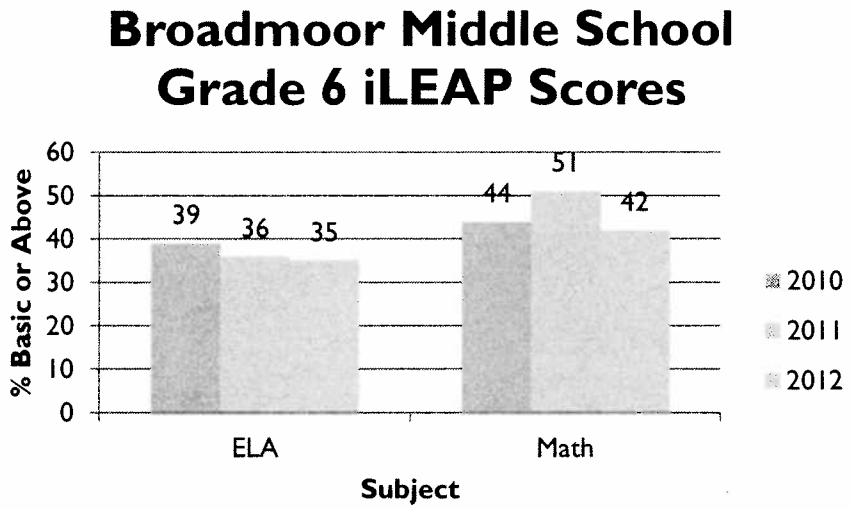
JOHNS HOPKINS
UNIVERSITY

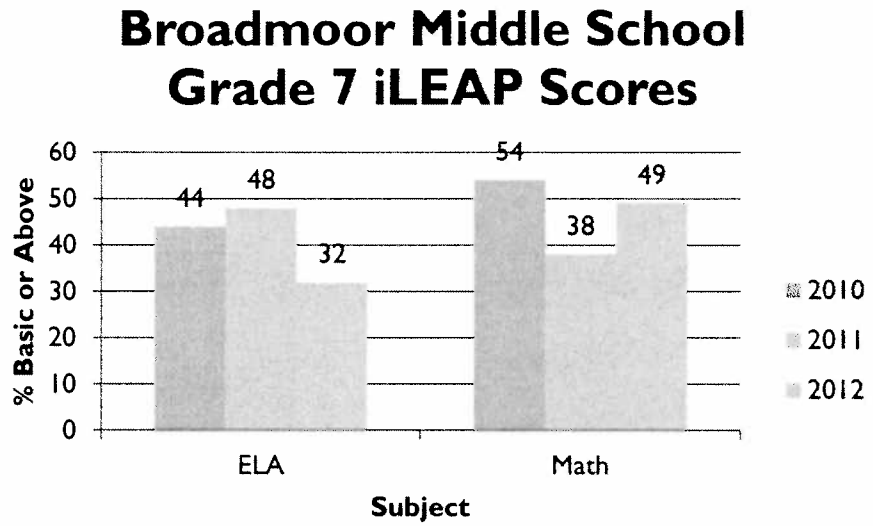
School of Education
CENTER FOR SOCIAL ORGANIZATION
OF SCHOOLS

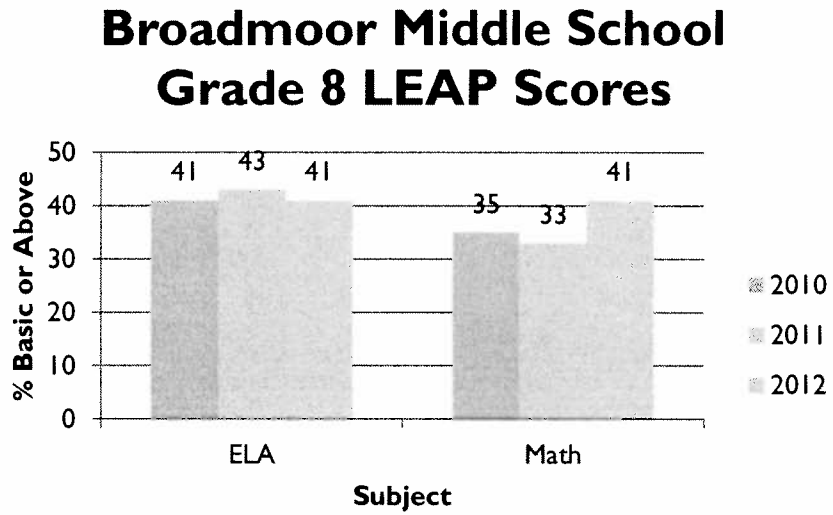
Yearly School Test Results

Data from greatschools.org

Broadmoor Middle School iLEAP & LEAP Results

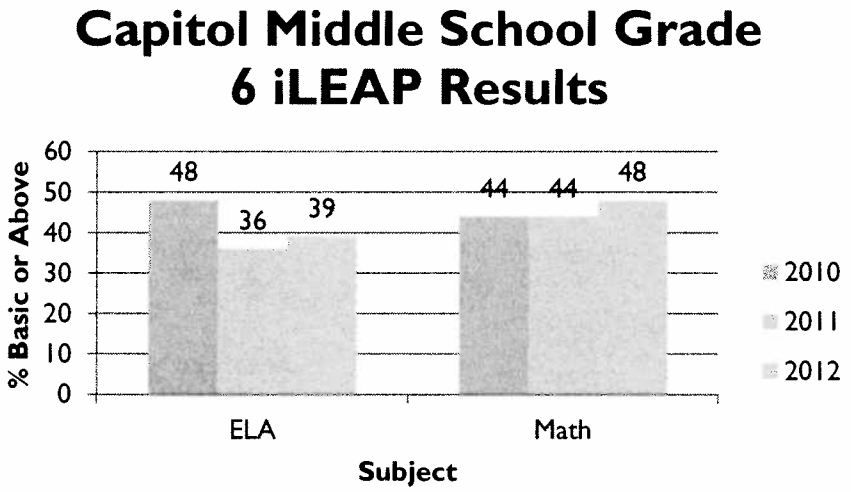


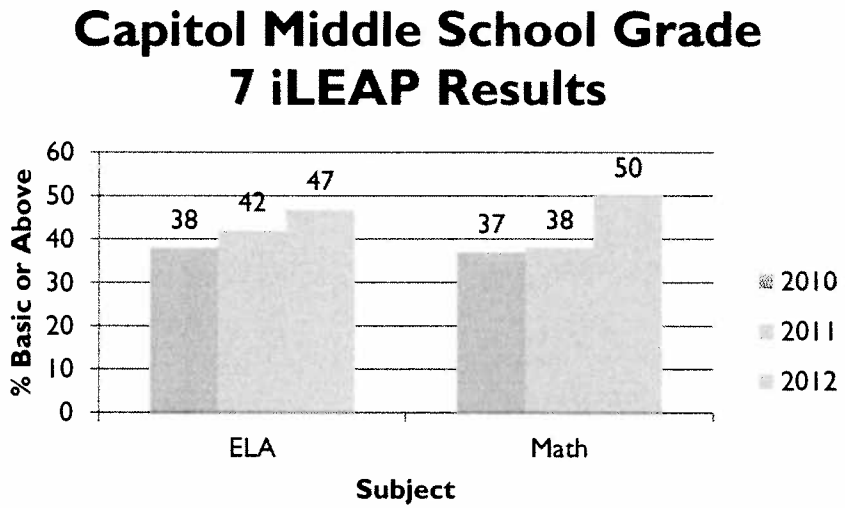


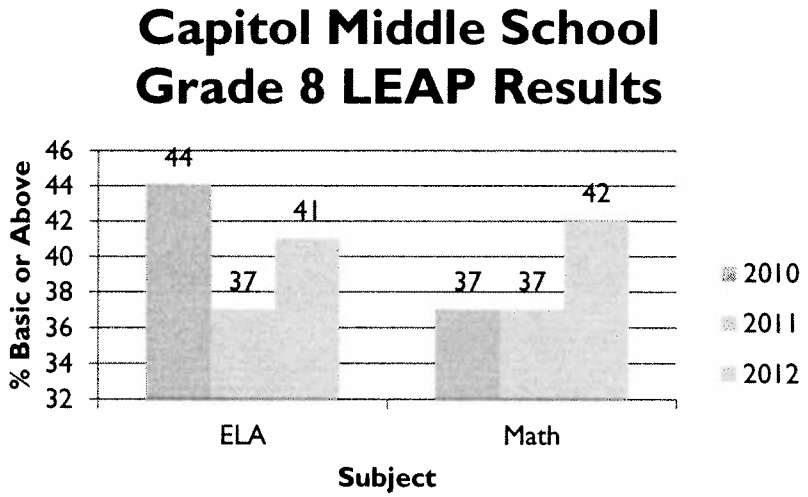


Data Retrieved From http://www.greatschools.org/louisiana/baton-rouge/360-Broadmoor-Middle-School/#!/test-scores

Capitol Middle School iLEAP and LEAP Results

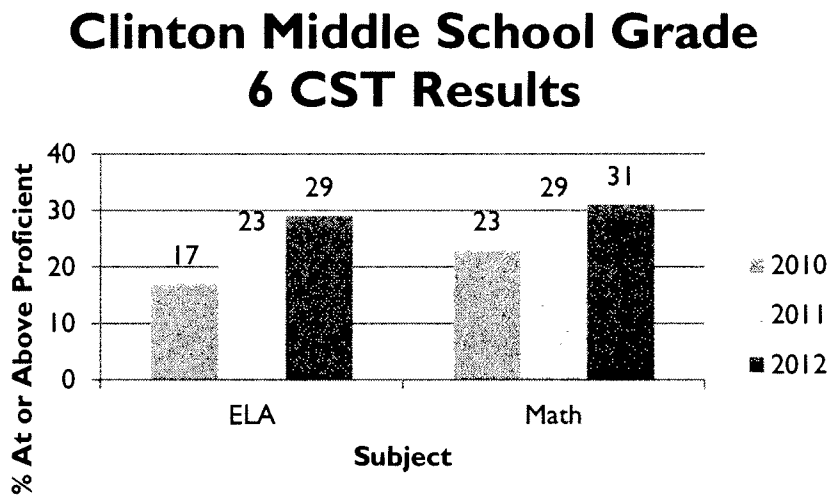


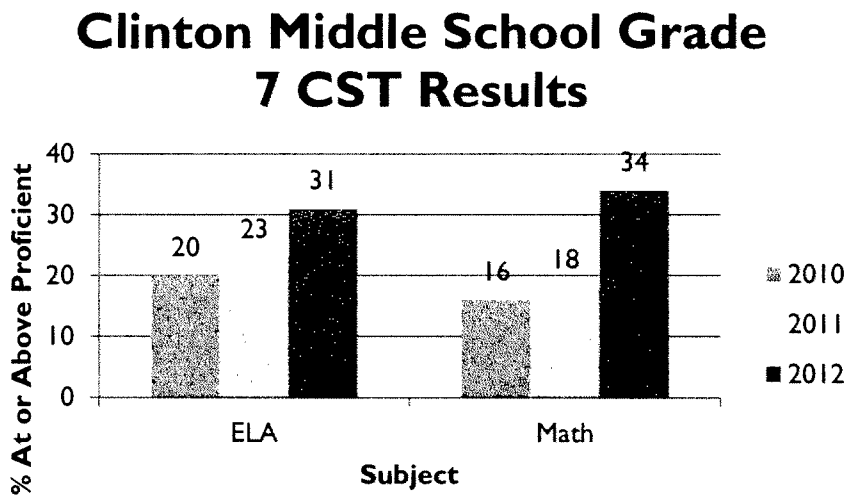


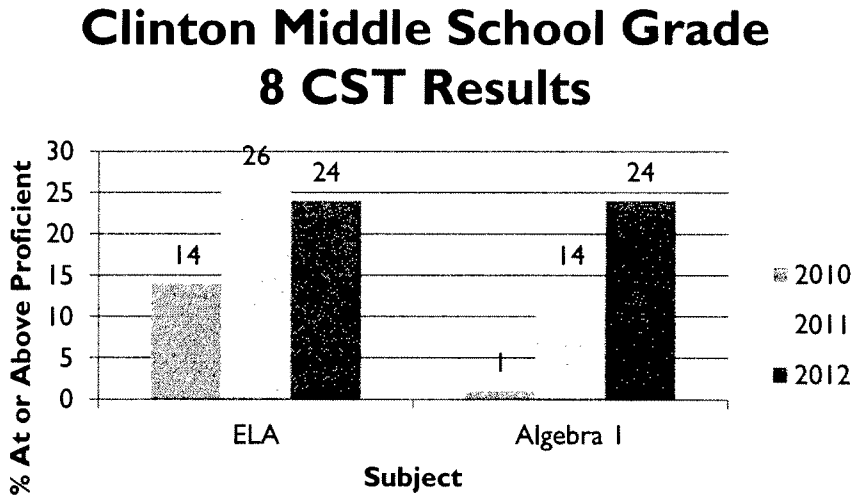


Data Retrieved From http://www.greatschools.org/louisiana/baton-rouge/366-Capitol-Middle-School/#!/test-scores

Clinton Middle School CST Results







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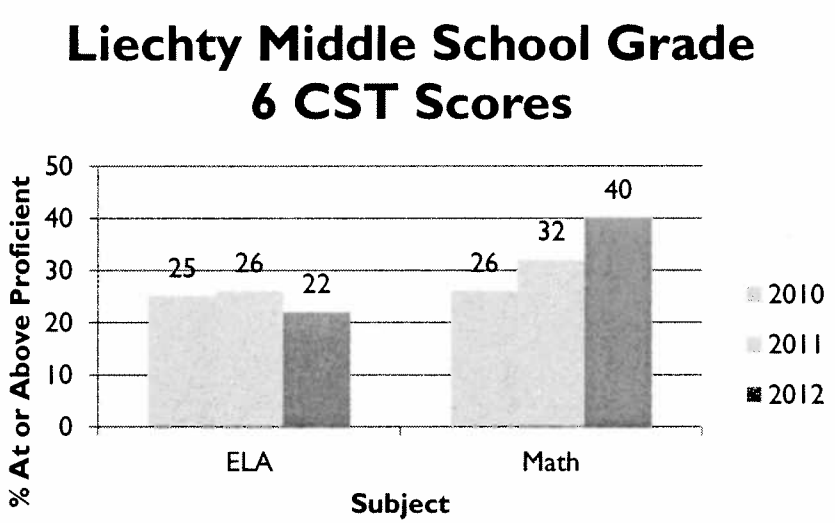
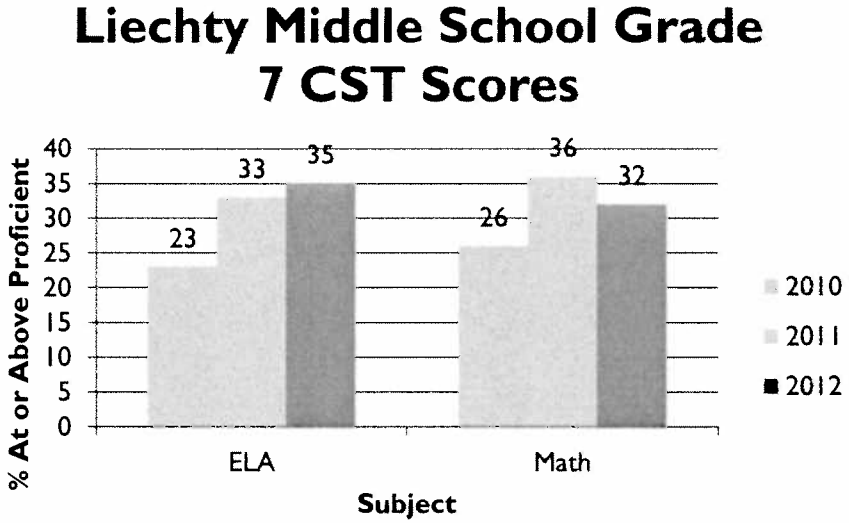
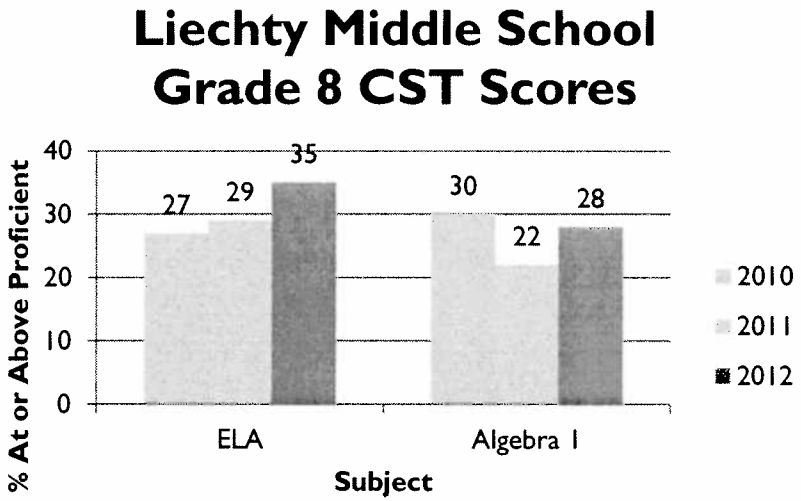
Liechty Middle School CST Results







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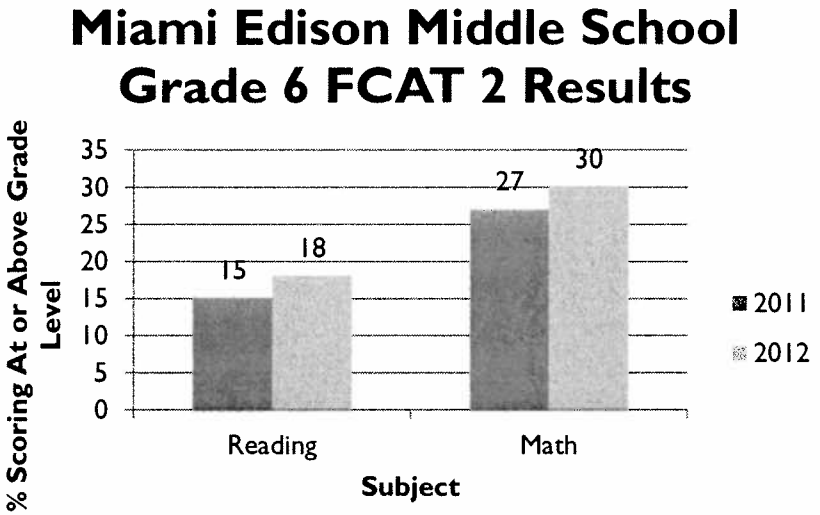
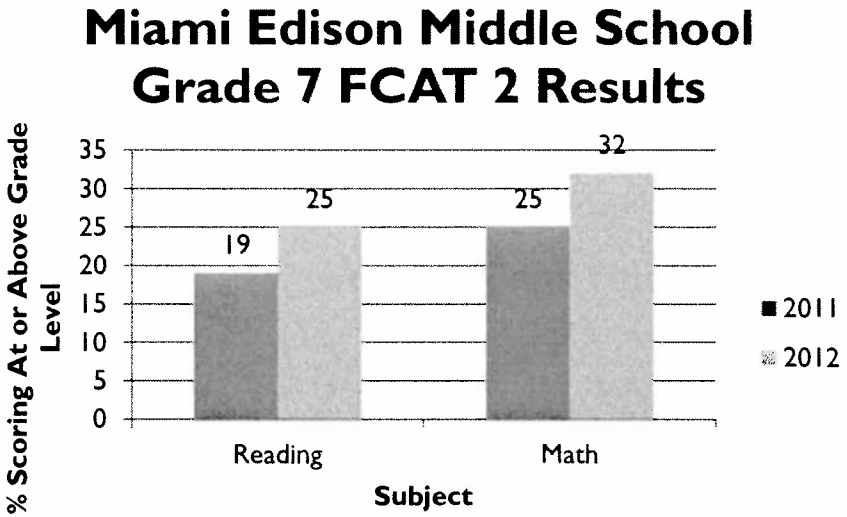
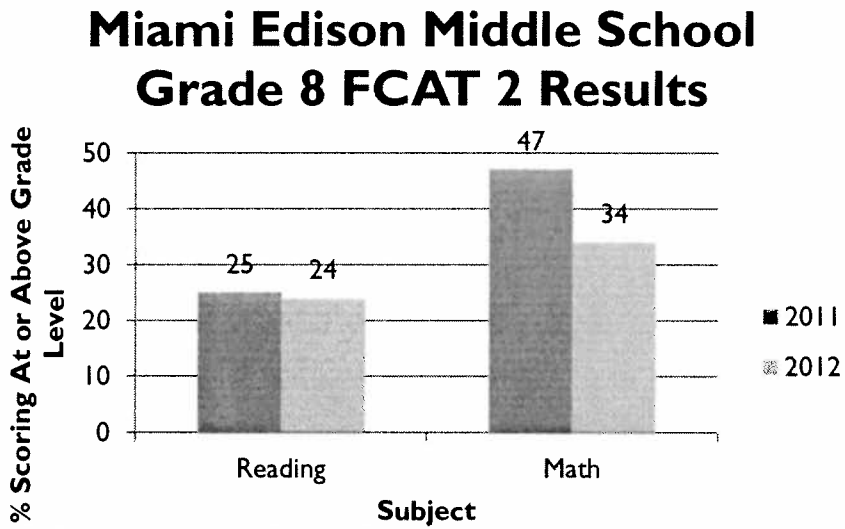
Miami Edison Middle School FCAT 2 Results

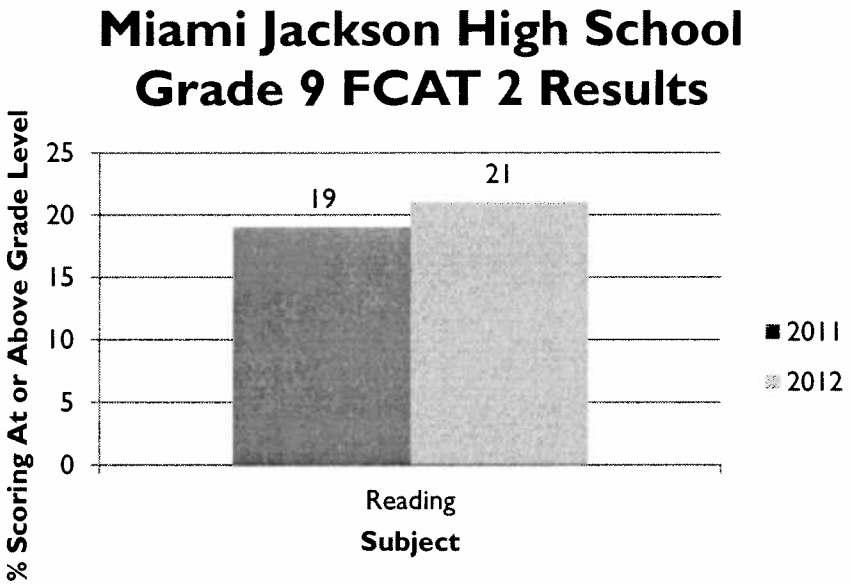


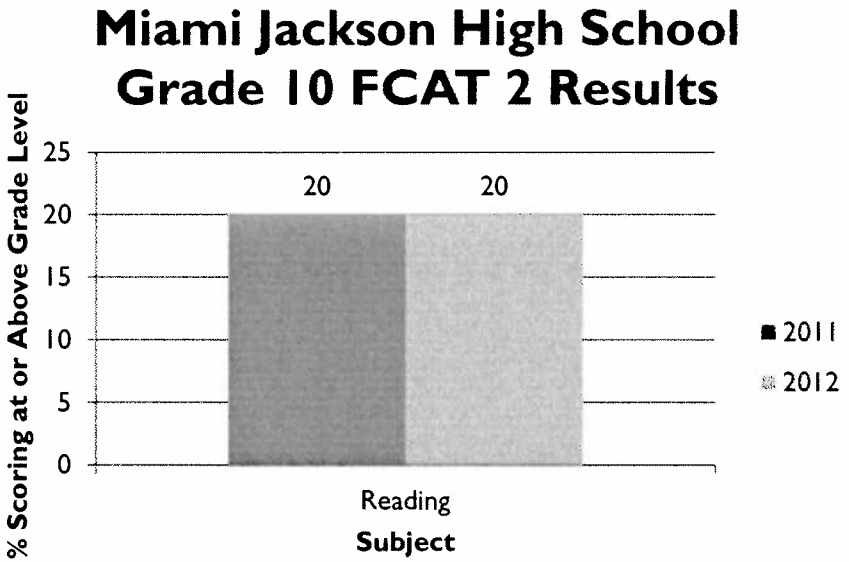




Data Retrieved From http://www.greatschools.org/modperl/achievement/fl/767

Miami Jackson High School FCAT 2 Results





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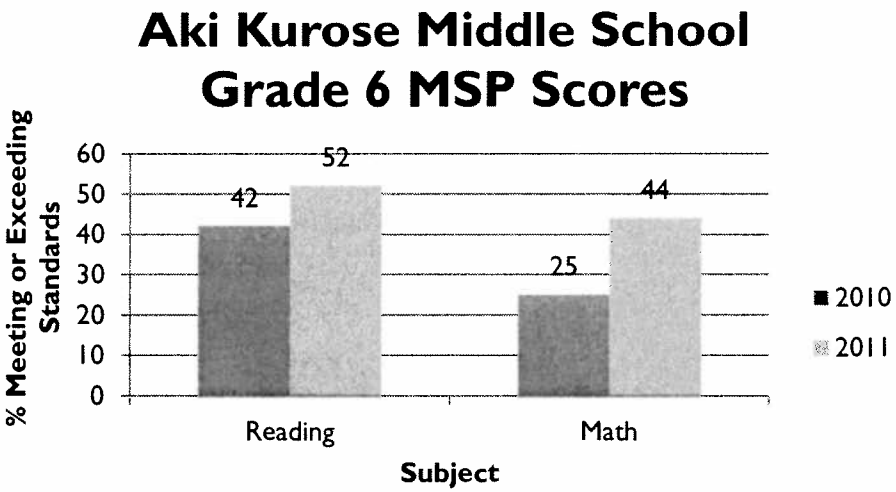
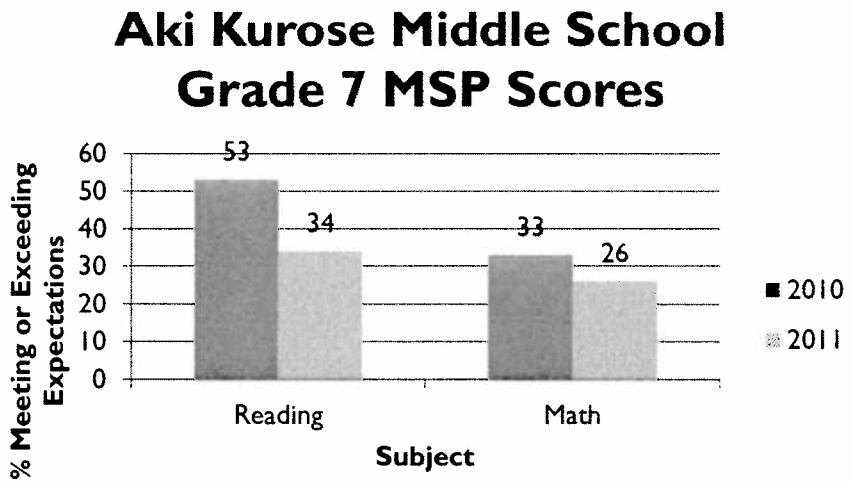
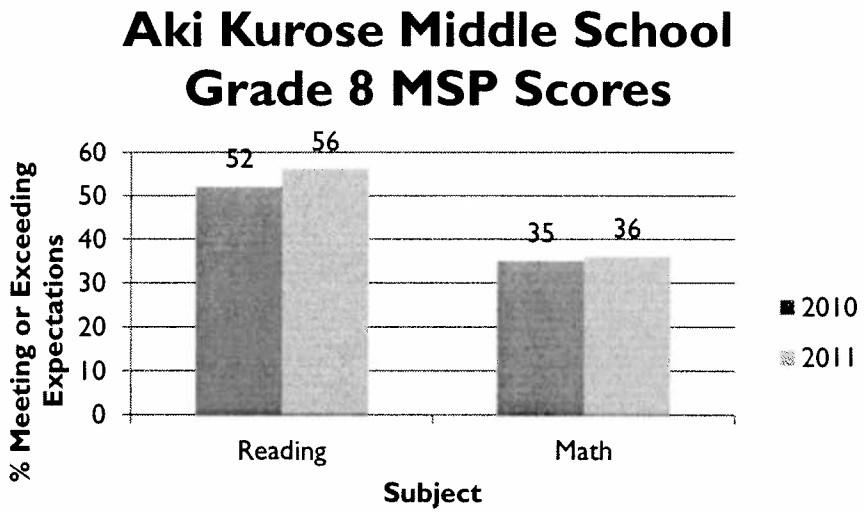
Aki Kurose Middle School MSP Results







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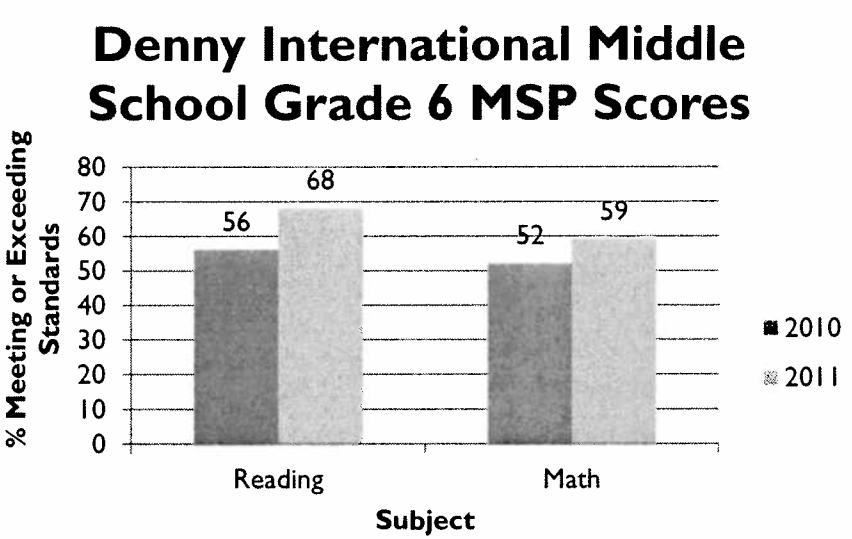
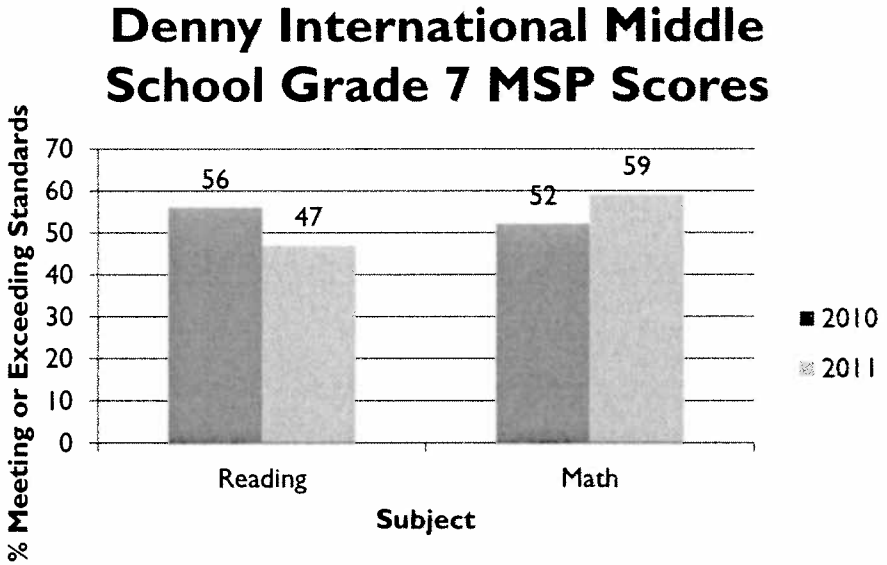
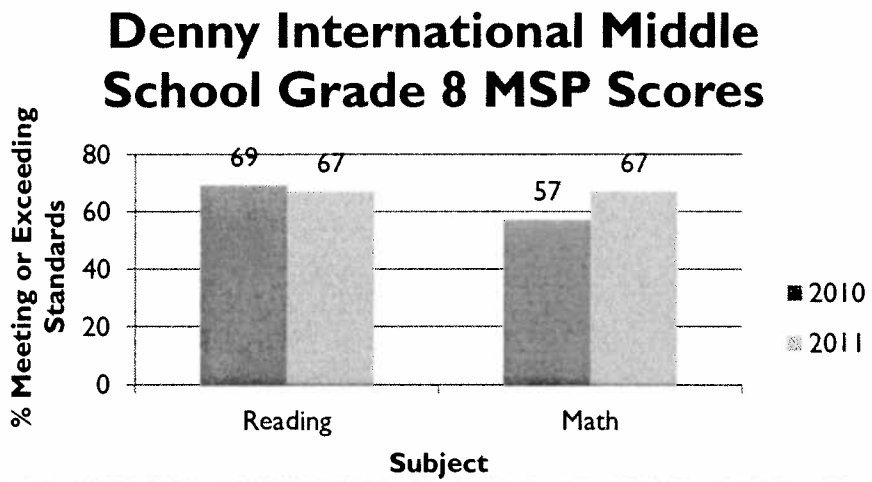
Denny International Middle School MSP Results







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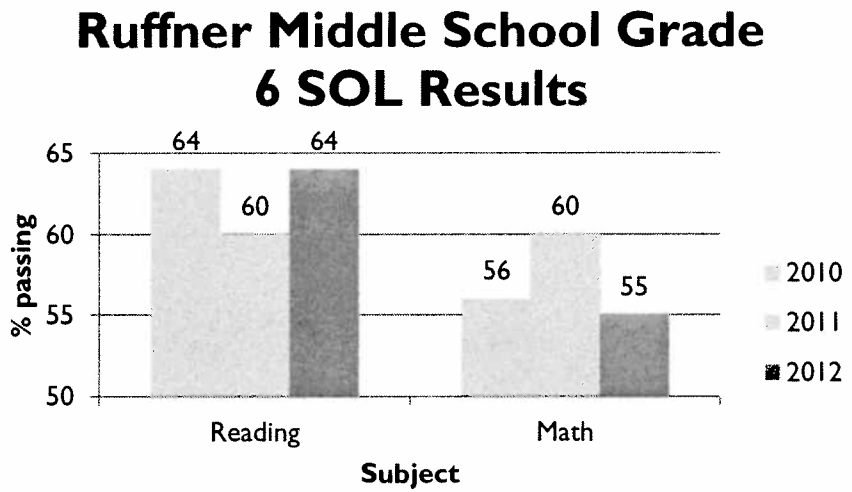
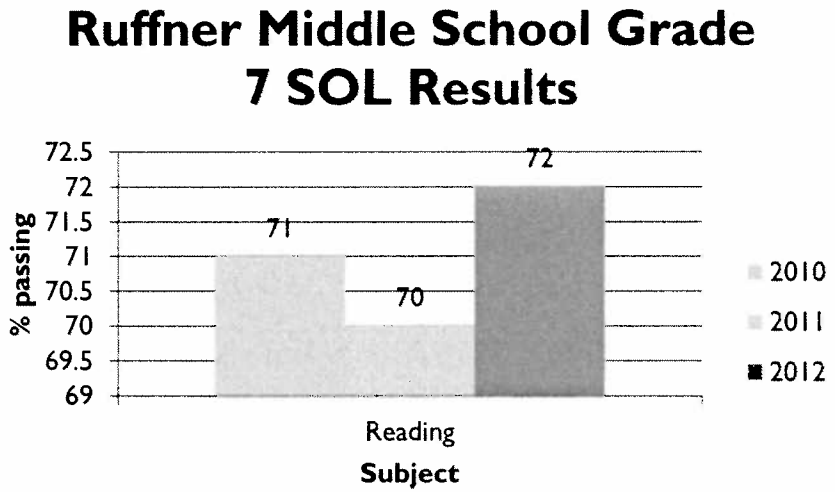
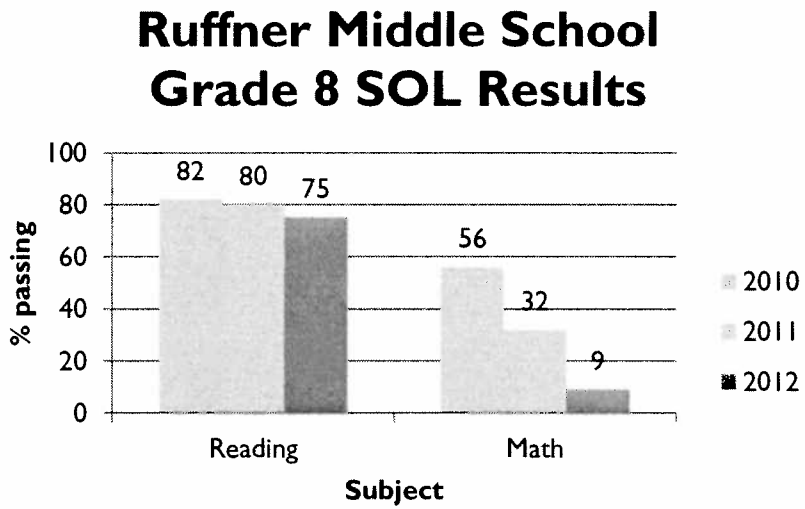
Ruffner Middle School SOL Results

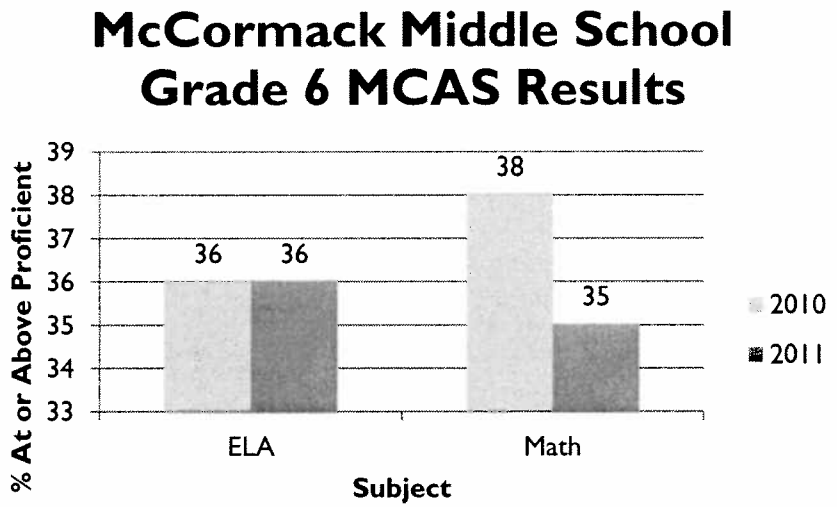


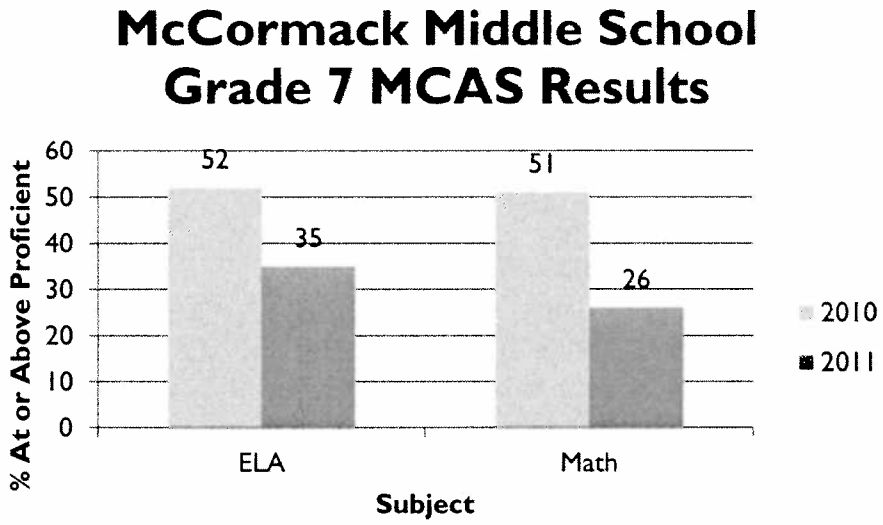


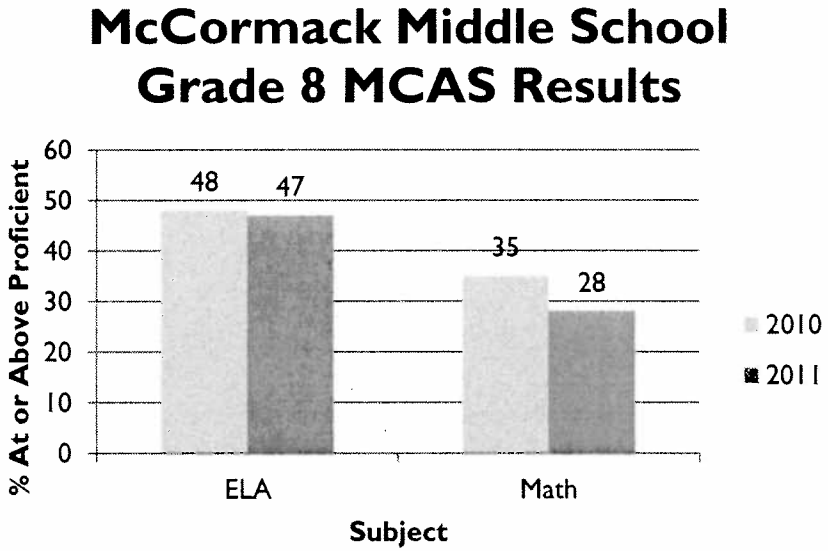


Data Retrieved From http://www.greatschools.org/modperl/achievement/va/1203

McCormack Middle School MCAS Results







Data Retrieved From http://www.greatschools.org/modperl/achievement/ma/278

Supporting Detail for Budget Narrative and Attachment D

This document provides details on the major items to be funded through the SIG.

Pre Implementation Period – April – August 31, 2013

Activity/Event	Explanation
Code 15 – Salaries Professional Staff	
Saturday Training – April-June 30, 2013 1) 45 teachers x 5 Saturdays x 275/pd = $61,875 2) 2 administrators x 5 Saturdays x 350/pd= $3500	Building staff will experience five days of training prior to the Summer Institute to occur in the final quarter of the 2012-13 school year. The first Saturday will center on **Creating a Vision; Developing the Professional Learning Community**, which will result in a written document outlining the direction for the building and an understanding of the three-house concept that is a staple for this entire plan. The session will be conducted by a team including the Principal and EPO staff with the assistance of two external local team building experts provided in consultation with M&T Bank, the Westminster Foundation, Buffalo Promise Neighborhood, and Canisius College. The next four Saturdays will feature full training for all staff in the Responsive Classroom approach, a nationally used and University of Virginia supported research-backed way of teaching in urban center schools that improves students' social and academic skills and raises teachers' instructional quality. Building staff will be trained by Responsive Classroom consultants
Summer Institute – July 1-August 31, 2013 3) 45 teachers x 10 days x 275 = $123,750 4) 2 administrators x 10 days x 350 = $7000	This is the first of three intensive Summer Institutes that will take place through the Pre-Implementation Period and the first two years of the three-year grant. Ten full staff days will be devoted to the initial steps for building the curriculum and instruction foundation that will be developed during the course of the entire SIG funding period and beyond. The Institute will begin with three full days of a Literacy Collaborative structured to meet the needs of each of the three houses separately by providing teachers better

	content knowledge and teaching strategies. The Ohio State literacy collaborative, further bolstered by experienced local experts will plan a three-year implementation program that also trains internal staff to serve as turnkey trainers in the future to insure sustainability. Additionally, the highly regarded Lucy Calkins's Writing Workshop that is part of the Westminster Charter School program will also be introduced as part of the literacy intervention with intensive follow-up in subsequent years. The Summer Institute will also offer the first two full days of math professional development by Math Solutions (Marilyn Burns) as part of a three-year initiative to reach the common core objectives for mathematics by shifting the "what" and the "how" of teaching math. Like the literacy initiative, this model is part of a long-range plan for the building and trains internal coaches to sustain the effort. This two-day workshop will feature Do the Math and Common Core Math. The second week of the Summer Institute will offer a variety of scheduled "courses" all focusing on the Restart effort and presented by regional experts through the Westminster Foundation and Buffalo Promise Neighborhood. Courses will be scheduled in half-day blocks attended by appropriate staff and will include: **Explicit Instruction** – taught by clinical supervision experts from the region as contracted by the EPO; **Unpacking the Common Core** – taught by area principals/supervisors as contracted by the EPO; **Integrating Technology in Classrooms** – taught by regional experts as contracted by the EPO; **Building Positive Community/Parent Relations** – taught by representatives contracted by the EPO Buffalo Promise Neighborhood Staff; **Applying Literacy Skills in Content Areas (Common Core)** – taught by local experts contracted by the EPO;

	Curriculum Mapping and Unit Development – taught by regional administrators identified by the local BOCES as experts and contracted by the EPO; **Data Driven Instruction Update (DDI)** – taught by local DDI experts trained in the Bambrick-Santoyo model contracted by the EPO; **Blended Classrooms** – taught by Dr. Ayinde Rudolph of the WF; **Cooperative Learning** – taught by Anthony Panella of the ACSD contracted by the EPO.
Talent Development Training $0.00	Informational note: BPN Buffalo Promise neighborhood has a contractual commitment of more than $800,000 with Johns Hopkins Talent Development. In this budget year Talent Development will expand its program at HH. In order to better staff the TD initiative, BPN will add managerial and instructional staff not originally budgeted in the grant but needed based on evaluation. Therefore, this grant will provide some of the staff development training as it relates to the three-house initiative. The program has a prescribed training protocol that is managed by TD staff. While the EPO/WC will fund some of the training activities, no professional staff salaries will be paid by this grant.
Code 16 – Salaries Support Staff $0.00	
Code 40 – Purchased Services $159,000 1) Vision and Professional Learning Community – 2 regional experts contracted by EPO/WF @$1500/per day x 2 = $3000 2) Responsive Classroom Approach – National contract for $38,200 covering activities for three years – $26,833 to be paid in the Implementation period for on- site training by Responsive Classroom national experts	The contracted staff development costs will involve multiple trainers and consultants. The five Saturdays between April and the end of the school year will feature one day focusing on school vision and the beginning development of a professional learning community using two local administrators as trainers with experience in building professional learning communities. The remaining four Saturdays will feature nationally known Responsive Classroom with a total contract cost of $38,200 ($22,833 will be budgeted in the Pre-Implementation

3) Responsive Classroom additional training materials – 3 kits for each House level – varied prices for each - $6039 4) Math Solutions – training by Math Solutions national experts in four selected modules – varied prices - $22,978 5) Literacy Collaborative Workshops – national trainers - 3 days @$2500/ per day x 2 trainers - $15,000 6) Writing Workshop – national trainers - 3 days @$2500/per day x 2 - $15,000 7) First Summer Institute – nine individual workshops recommended by regional experts during grant planning stage – schedule to be developed after team assembles in April – consultant/trainer price varies by workshop but is based on a minimum of $2500 per workshop - $24,000 8) Johns Hopkins Talent Development Program –national TD experts x 12 days @1750/per day – $21,000 • Johns Hopkins contract fees – School Loop - $5000 • CATAMA lab - $1160 • SAVVY reader lab – $8400 • Other materials - $3090 • Partnership Fee - $7500	period) that will cover multiple facets of the program over a three-year period. New addition kits will be used during training. The first of three Summer Institutes during the SIG period will feature 2 days of Math Solutions modules training taught by national consultants to staff in small groups appropriate to each house, 3 days of Literacy Collaborative workshops taught by their national consultants to small groups of staff appropriate to each house and level, which will include 3 days of Writing Workshop training using Lucy Calkins's program. Additional sets of Writing Workshop kits to be used during training will be purchased. Each of these three can be accomplished during the first week of the Institute because staff will be divided in precise, pre-planned schedules that will have trainers working all day with different groups. The second week of the Institute will feature nine different workshops (see list in Code 15 above) taught by regional experts identified and contracted by the EPO/WF ($24,000). Each of these trainers will be selected by application based on the recommendations of BOCES and other practicing administrators in the region who will be canvassed by the Foundation. Each trainer who presents during the Institute will be required to make at least three follow-up coaching visits imbedded with staff for no extra cost. Finally Talent Development will continue training middle level staff (6^{th} and 7^{th} grade staff and EWI) as the TD program expands to include Managing the Middle Grades, CATAMA lab, SAVVY reader lab, EWI and School Loop (management system), and new ELA offerings at the middle level (21,000 for training .
Code 45 – Supplies and Materials 0.00	

Code 46 – Travel Expenses 0.00	
Code 80 – Employee Benefits For EPO - $57,5261-	
Code 90 – Indirect Costs $8524 calculated by district	

Year One Implementation – September – August 31 2014

Activity/Event	Explanation
Code 15 – Salaries Professional Staff	
New Staff for Three-House Plan 1.0 Primary House Facilitator - $65,000 1.0 Intermediate House Facilitator-$65,000	The EPO/WC and building administration and staff will hire a Primary House Facilitator with a literacy background preferred; hire an Intermediate House Facilitator with a math background preferred; the current Assistant Principal (BPS funded) will function as the Middle-Level Facilitator. Dividing the building into three houses makes the school "smaller" in order to better focus instruction and provide far more meaningful and significant hands-on, person-to-person attention to staff and students. Each house will also develop transition plans to the next levels. The plans for the three houses will be developed during the Implementation Phase by staff and parents and will be aggressively communicated to all stakeholders. Sustainability is helped because the new hires will be trained coaches, a position that has become a normal staple for the district staffing inventory for school transformation.
Hire 2.0 Literacy Coaches - $65,000 x 2 - $130,000	The EPO/WC will hire two literacy coaches in addition to the current literacy staff in the building. One will be assigned to the Middle-Level House. The other will be assigned to the Intermediate House since the Primary House Facilitator will already have a strong literacy background. The

	coach will have three primary duties; coach staff to implement new curriculum and materials, begin developing personal turnkey training capabilities since funding for staff development reduces dramatically each year of SIG, and become part of a Building Team to help the Restart develop into an organized, collaborative process across all levels. If successful, the coaches are not a difficult budget item to maintain especially since Buffalo Promise Neighborhood grant funds will still be available.
Hire 1.0 Math Coach – $65,000	One math coach will be hired in addition to the current math staff in the building. This coach will be assigned to the Primary House. This coach will have three primary duties; coach staff to implement new curriculum and materials, begin developing personal turnkey training capabilities since funding for staff development reduces dramatically each year of SIG, and become part of a Building Team to help the reform develop into an organized collaborative process across all levels. If successful, the coach is not a difficult budget item to maintain especially since Buffalo Promise Neighborhood grant funds will still be available.
Hire 8.0 Teacher Assistants - $158,768	The new teacher Assistants will be a vital part of the implementation of the Restart program. A new literacy and math curriculum will feature one-on-one, small group, differentiated, and multi-tiered approaches to instruction that will be benefited by having more help in the classrooms. The need will be even greater during start-up and the new hires will receive training during the school day. Six will be assigned to the Primary House and two to the Intermediate House. Existing TA's funded by the district will have multi-level duties. While it is unlikely the district will fund all of these positions following the end of the SIG grant, the continued presence of Buffalo Promise Neighborhood

	in the building makes it likely they will continue if the results are justified.
Extended Day Program 25 teachers x 150 hours x 27.84/hr. = $104,400 1 administrator x 150 hours x 35.86/hr = 5379	This will be designed as an extended day Monday-Thursday program that will begin in mid-September and end in early June for a total of 150 days in each of the three SIG years. The program will emphasize opportunities in foreign language, music, technology, homework help, project based learning, Fast Math, reading recovery, physical education, and possibly some AIS services with an agreement from the union. The goal is not just academic intervention but an enhancement of opportunities that are no longer provided by the city or provided minimally. This extended day will replace the previous after-school programs no longer funded by BPS that were primarily recreational and tutorial. The EPO and Building Team will plan this program during the Pre-Implementation Phase. Future funding may be possible for sustaining the effort from BPS, grant applications fostered by Buffalo Promise Neighborhood, or Buffalo Promise Neighborhood itself.
School Year Training (No Code 15 costs)	All district conference days, as well as daily planning opportunities and any opportunities for daily staff development will be utilized for follow-up training in the major areas of Responsive Classroom, the Literacy Collaborative, Math Solutions, Writing Workshop, and for further work with DDI building teams. Other areas introduced (listed in First Summer Institute) during the first Summer Institute will be evaluated for appropriate follow-up as part of the on-going planning process involving the EPO and Building Team. Additionally, all coaches and house facilitators who do not have saily classroom responsibilities will continue receiving training from the external consultants in order to develop their ability to train in-house when SIG funding is done.

2nd Summer Institute – July 1-August 31, 2014 3) 45 teachers x 10 days x 275 = $123,750 4) 2 administrators x 10 days x 350 = $7000	The second of three Summer Institutes during the SIG funding period. Ten full staff days will be devoted to continuing the building curriculum and instruction transformation. The Literacy Collaborative and Writing Project will combine for another intensive three-day, PreK-8 training period based on continued assessment of program needs established during planning activities and assessment conducted during the first year of implementation. Math Solutions will develop another two-day training session to continue expansion of the math program. Additional follow-up training will be provided for the Responsive Classroom approach, Explicit Instruction, DDI team responsibilities, CCLS and the shifts, continuation of integrating technology in the classroom, and other areas presented during the first Summer Institute, as well as needs determined during regular planning in the first year. The EPO will maintain a budgeted amount designed to provide quality regional consultants appropriate to the needs which will be stated and identified prior to contracting with experts.
Talent Development Training 0.00 – no Code 15 costs	Currently the WC/Buffalo Promise Neighborhood has a partnership with Johns Hopkins Talent Development to implement its program at three schools in Buffalo; Managing the Middle Grades (taught in Social Studies), EWI and PBIS (which correlate well to Responsive Classroom), CATAMA math lab (part of technology in the classroom), Savvy reader lab (meshes with literacy collaborative), and double ELA period for 7th graders in 2013-14 which connects with the literacy initiative.
Code 16 – Salaries Support Staff 0.00	
Code 40 – Purchased Services $267,334	

1) Math Solutions – • 3 training modules @$3800 per module - $11,400 • 3 coach visits (side-by-side and imbedded) @$3100 per visit - $9300 • FASST License and Maintenance Contract- $10,250 • 6 Math Modules – varied prices - $22,800 • 2) Literacy Collaborative – • 2 trainers @2500/day each x 5 days – $25,000 • 4 coach visits (side-by-side and imbedded) @ $2500/day - $10,000 • Fountas and Pinnell Leveled Literacy Rooms – K-5 - $13,825 • Writing Workshop – 10 visits (training and coaching) @$2500/day - $25,000 3) Second year of contract with Responsive Classroom @ 38200 total; $11,317 for Year One 4) Second Summer Institute – at least nine follow-up workshops at a minimum of $2500 each - $24,000 budget maintained by the EPO/WC 5) Extended Day Program – (budget for rentals, supplies, nutrition snacks and drinks, incentives, guest speakers, DVD's and technology, etc.) - $15,000 to be managed by EPO/WC 6) Talent Development – 12 training days @ 1750 per day - $21,000; School Loop - $5000; Partnership Fee - $7500; labs, materials - $12,646- Total $46,616 7) EWI Intervention Supports – K-8 - $25,000	The first year will see a more intense effort reforming the building's math program using Math Solutions (Marilyn Burns). Three training modules will be presented to appropriate staff along with 3 coaching visits in order to prepare all building coaches and facilitators to assume future training once SIG funding has concluded. The training will include the use of math curriculum modules and the FASST program. The same strategy is planned for the Literacy Collaborative and Writing Workshop. Direct training and side-by-side and imbedded coaching will take place during Year One. Responsive Classroom will have several planned follow-up workshops as part of their contract along with webinars for leaders to continue developing their own skills. The second two-week Summer Institute will extend training in the nine areas outlined during the first Institute as well as new areas introduced as part of the ongoing assessment of the Restart. Year One marks the beginning of the 150 day, one hour per day, extended day after-school program. The EPO/WC looks to maintain a budget to provide healthy snacks, rentals, guest speakers, incentives, supplies, additional technology and other opportunities (the EPO has currently committed more than $40,000 for a similar opportunity for a neighborhood high school). As the Talent Development program looks to mesh with the Restart the EPO has already and will continue to provide additional staffing not anticipated in the original BPN grant to strengthen the initiative. Therefore, some of the expenses directly connected to boosting TD that fit with the goals of this application have been included. It must be noted the EPO still maintains its total TD commitment of $881,318 for three schools during the 2012-13 calendar years. The final purchased services section will be

8)Kits, Books, Technology Contracts, other program support needs - $30,796	developed for kits, books, technology contracts, and other program support needs that cannot be accurately predicted at this time but will be part of the training.
Code 45 – Supplies and Materials 0.0	
Code 46 – Travel Expenses 0.00	
Code 80 – Employee Benefits $319,039	
Code 90 – Indirect Costs $29,643	

Year Two – September 2014 – August 31, 2015

Activity/Event	Explanation
Code 15 – Salaries Professional Staff Staff for Three-House Plan 1.0 Primary House Facilitator - $65,000 1.0 Intermediate House Facilitator-$65,000	Same staffing as Year One for the three houses
2.0 Literacy Coaches - $130,000	Same staff as Year One
1.0 Math Coach – $65,000	Same staff as Year One
8.0 Teacher Assistants - $158,768	Same staff as Year One
Extended Day Program 25 teachers x 150 hours x 27.84/hr. = $104,400 1 administrator x 150 hours x 35.86/hr = 5379	This will be the second year of the extended day Monday-Thursday program that will begin in mid-September and end in early June for a total of 150 days years. The program will emphasize opportunities in foreign language, music, technology, homework help, project based learning, Fast Math, reading recovery, physical education, and possibly some AIS services with an agreement from the union. The goal is not just academic intervention but an enhancement of opportunities that are no longer provided by the city or provided

	minimally. This extended day will replace the previous after-school programs no longer funded by BPS that were primarily recreational and tutorial. The EPO and Building Team will plan this program during the Pre-Implementation Phase. Future funding may be possible for sustaining the effort from BPS, grant applications fostered by Buffalo Promise Neighborhood, or Buffalo Promise Neighborhood itself.
School Year Training (No Code 15 costs)	All district conference days, as well as daily planning opportunities and any opportunities for daily staff development will be utilized for follow-up training in the major areas of Responsive Classroom, the Literacy Collaborative, Math Solutions, Writing Workshop, and for further work with DDI building teams. Other areas introduced in the first Summer Institute will be evaluated for appropriate follow-up as part of the on-going planning process involving the EPO and Building Team. Additionally, all coaches and house facilitators who do not have daily classroom responsibilities will continue receiving training from the external consultants in order to develop their ability to train in-house when SIG funding is done.
2nd Summer Institute – July 1-August 31, 2014 3) 45 teachers x 10 days x 275 = $123,750 4) 2 administrators x 10 days x 350 = $7000	The third of three Summer Institutes during the SIG funding period. Ten full staff days will be devoted to continuing the building curriculum and instruction transformation. The Literacy Collaborative and Writing Project will have another intensive three-day PreK-8 training period based on the planning and program needs established during planning activities and assessment conducted during the first year of implementation. Math Solutions will develop another two-day training session to continue to expand the program. Additional training will be provided in the Responsive Classroom approach, Explicit Instruction, DDI team building, CCLS and

	the shifts, continuing to integrate technology in the classroom, and other areas determined to be needs during regular planning in the first year. The EPO will maintain a budget amount in addition to the known expenses to provide consultants appropriate to the needs, which would not be known now.
Talent Development Training 0.00 Cost related to SIG funding;	While there is no cost for SIG related funding, the EPO/WC Buffalo Promise Neighborhood grant provides $169,551 for Johns Hopkins Talent Development to implement its middle level program; Managing the Middle Grades (taught in Social Studies), EWI and PBIS (which correlate well to Responsive Classroom), CADAMA math lab (part of technology in the classroom), SAVY reader lab (meshes with literacy collaborative), and double ELA period for 7th graders in 2013-14 which connects with the literacy initiative.
Code 16 – Salaries Support Staff 0.00	
Code 40 – Purchased Services $224,431 1) Math Solutions – • 3 training modules @$3800 per module - $11,400 • 3 coach visits (side-by-side and imbedded) @$3100 per visit - $9300 • 6 Math Modules – varied prices - $22,800 • 2) Literacy Collaborative – • 1 trainer @2500/day x 5 days – $12,500 • 4 coach visits (side-by-side and imbedded) @ $2500/day - $10,000 • Writing Workshop – 10 visits (training and coaching) @$2500/day - $25,000	The second year will see a more intense effort reforming the building's math program using Math Solutions (Marilyn Burns). Three training modules will be presented to appropriate staff along with 3 coaching visits in order to prepare all building coaches and facilitators to assume future training once SIG funding has concluded. The same strategy is planned for the Literacy Collaborative and Writing Workshop. Direct training and side-by-side and imbedded coaching will take place during Year Two. Responsive Classroom will have several planned follow-up workshops as part of their contract along with webinars for leaders to continue developing their own skills. The third two-week Summer Institute will extend training in the nine areas outlined during the first two Institutes as well as new areas introduced as part of the ongoing

3) Continued follow-up with Responsive Classroom (contract already paid in full) 4) Second Summer Institute – at least nine follow-up workshops at a minimum of $2500 each - $24,000 budget maintained by the EPO/WC 5) Extended Day Program – (budget for rentals, supplies, nutrition snacks and drinks, incentives, guest speakers, DVD's and technology, etc.) - $10,000 to be managed by EPO/WC 6) Talent Development – 12 training days @ 1750 per day - $21,000; School Loop - $5000; Partnership Fee - $7500; labs, materials - $12,646- Total $46,616 7) EWI Intervention Supports – K-8 - $15,000 8)Kits, Books, Technology Contracts, other program support needs - $38,285	assessment of the Restart. Year Two marks the second year of the 150 day, one hour per day, extended day after-school program. The EPO/WC will continue to maintain a budget to provide healthy snacks, rentals, guest speakers, incentives, supplies, additional technology and other opportunities (the EPO has currently committed more than $40,000 for a similar opportunity for a neighborhood high school). As the Talent Development program looks to mesh with the Restart the EPO has already and will continue to provide additional staffing not anticipated in the original BPN grant to strengthen the initiative. Therefore, some of the expenses directly connected to boosting TD that fit with the goals of this application have been included. It must be noted the EPO still maintains its total TD commitment of $881,318 for three schools during the 2012-13 calendar years, with close to $200,000 for HH alone. The final purchased services section will be developed for kits, books, technology contracts, and other program support needs that cannot be accurately predicted at this time but will be part of the training.
Code 45 – Supplies and Materials 0.00	
Code 46 – Travel Expenses 0.00	
Code 80 – Employee Benefits	
$319,039	
Code 90 – Indirect Costs $29,627	

Year Three – September 2015 – August 31, 2016

Activity/Event	Explanation
Code 15 – Salaries Professional Staff	Same staff as Years One and Two for the three houses

Staff for Three-House Plan 1.0 Primary House Facilitator - $65,000 1.0 Intermediate House Facilitator-$65,000	
2.0 Literacy Coaches - $130,000	Same staff as Years One and Two
1.0 Math Coach – $65,000	Same staff as Years One and Two
8.0 Teacher Assistants - $158,768	Same staff as Years One and Two
Extended Day Program 25 teachers x 150 hours x 27.84/hr. = $104,400 1 administrator x 150 hours x 35.86/hr = 5379	This will be the third year of he extended day program explained earlier in the narrative. Future funding may be possible for sustaining the effort from BPS, grant applications fostered by Buffalo Promise Neighborhood, or Buffalo Promise Neighborhood itself.
Talent Development Training 0.00 Cost related to SIG funding;	Talent Development will be fully implemented at this time; follow-up by TD staff will be the responsibility of BPN and not SIG funds
Code 16 – Salaries Support Staff 0.00	
Code 40 – Purchased Services $83,898 Focus on Primary Needs – planned during Year Two	Only $83,898 dollars remain in purchased services. The EPO/WC chooses to maintain that money in an account managed by the EPO/WC. The primary focus will be continued coaching, both imbedded and side-by-side and the use of all district development days and other building planning and team periods to enhance the literacy and mathematics programs. Other opportunities will be considered but the use of the money will be driven by a plan to be developed at the end of the Year Two period.
Code 45 – Supplies and Materials 0.00	
Code 46 – Travel Expenses 0.00	
Code 80 – Employee Benefits	
$281,374	
Code 90 – Indirect Costs $2629	

Assurances and Waivers for Federal Discretionary Program Funds

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with State and federal laws, regulations, and grants management requirements.

Federal Assurances and Certifications, General

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate)

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

New York State Assurances and Certifications (For discretionary grant programs only)

- Appendix A
- Appendix A-1G
- Appendix A-2

Waiver for the use of Title I Funding for Whole School Programs

If the LEA identified in this application is a Title I school for specific targeted activities only, signing the certification on the application cover page acts as a waiver request to use specific targeted activity funds from this grant for whole-school change programming.

ASSURANCES – NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, and by signing the Application Cover Page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C.§§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) "§§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§" 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structure.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSBIBILITY MATTERS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

ED 80-0013, as amended by the New York State Education Department

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Section 1.01 ED 80-0014, as amended by the New York State Education Department

New York State Education Department
General Education Provisions Act Assurances

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education. These assurances are not applicable to certain programs, such as the No Child Left Behind Act. If you have any questions, please contact NYSED.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:
(1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction –

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

New York State Education Department
No Child Left Behind Act Assurances

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including—
(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will—
(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;

(8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

(9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

(10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

Section 1.02
Article II. School Prayer Certification

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

APPENDIX A
STANDARD CLAUSES FOR NYS CONTRACTS

The parties to the attached contract, license, lease, amendment or other agreement of any kind (hereinafter, "the contract" or "this contract") agree to be bound by the following clauses which are hereby made a part of the contract (the word "Contractor" herein refers to any party other than the State, whether a contractor, licenser, licensee, lessor, lessee or any other party):

1. EXECUTORY CLAUSE. In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.

2. NON-ASSIGNMENT CLAUSE. In accordance with Section 138 of the State Finance Law, this contract may not be assigned by the Contractor or its right, title or interest therein assigned, transferred, conveyed, sublet or otherwise disposed of without the State's previous written consent, and attempts to do so are null and void. Notwithstanding the foregoing, such prior written consent of an assignment of a contract let pursuant to Article XI of the State Finance Law may be waived at the discretion of the contracting agency and with the concurrence of the State Comptroller where the original contract was subject to the State Comptroller's approval, where the assignment is due to a reorganization, merger or consolidation of the Contractor's business entity or enterprise. The State retains its right to approve an assignment and to require that any Contractor demonstrate its responsibility to do business with the State. The Contractor may, however, assign its right to receive payments without the State's prior written consent unless this contract concerns Certificates of Participation pursuant to Article 5-A of the State Finance Law.

3. COMPTROLLER'S APPROVAL. In accordance with Section 112 of the State Finance Law (or, if this contract is with the State University or City University of New York, Section 355 or Section 6218 of the Education Law), if this contract exceeds $50,000 (or the minimum thresholds agreed to by the Office of the State Comptroller for certain S.U.N.Y. and C.U.N.Y. contracts), or if this is an amendment for any amount to a contract which, as so amended, exceeds said statutory amount, or if, by this contract, the State agrees to give something other than money when the value or reasonably estimated value of such consideration exceeds $10,000, it shall not be valid, effective or binding upon the State until it has been approved by the State Comptroller and filed in his office. Comptroller's approval of contracts let by the Office of General Services is required when such contracts exceed $85,000 (State Finance Law Section 163.6.a).

4. WORKERS' COMPENSATION BENEFITS. In accordance with Section 142 of the State Finance Law, this contract shall be void and of no force and effect unless the Contractor shall provide and maintain coverage during the life of this contract for the benefit of such employees as are required to be covered by the provisions of the Workers' Compensation Law.

5. NON-DISCRIMINATION REQUIREMENTS. To the extent required by Article 15 of the Executive Law (also known as the Human Rights Law) and all other State and Federal statutory and constitutional non-discrimination provisions, the Contractor will not discriminate against any employee or applicant for employment because of race, creed, color, sex, national origin, sexual orientation, age, disability, genetic predisposition or carrier status, or marital status. Furthermore, in accordance with Section 220-e of the Labor Law, if this is a contract for the construction, alteration or repair of any public building or public work or for the manufacture, sale or distribution of materials, equipment or supplies, and to the extent that this contract shall be performed within the State of New York, Contractor agrees that neither it nor its subcontractors shall, by reason of race, creed, color, disability, sex, or national origin: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. If this is a building service contract as defined in Section 230 of the Labor Law, then, in accordance with Section 239 thereof, Contractor agrees that neither it nor its subcontractors shall by reason of race, creed, color, national origin, age, sex or disability: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. Contractor is subject to fines of $50.00 per person per day for any violation of Section 220-e or Section 239 as well as possible termination of this contract and forfeiture of all moneys due hereunder for a second or subsequent violation.

6. WAGE AND HOURS PROVISIONS. If this is a public work contract covered by Article 8 of the Labor Law or a building service contract covered by Article 9 thereof, neither Contractor's employees nor the employees of its subcontractors may be required or permitted to work more than the number of hours or days stated in said statutes, except as otherwise provided in the Labor Law and as set forth in prevailing wage and supplement schedules issued by the State Labor Department. Furthermore, Contractor and its subcontractors must pay at least the prevailing wage rate and pay or provide the

prevailing supplements, including the premium rates for overtime pay, as determined by the State Labor Department in accordance with the Labor Law. Additionally, effective April 28, 2008, if this is a public work contract covered by Article 8 of the Labor Law, the Contractor understands and agrees that the filing of payrolls in a manner consistent with Subdivision 3-a of Section 220 of the Labor Law shall be a condition precedent to payment by the State of any State approved sums due and owing for work done upon the project.

7. NON-COLLUSIVE BIDDING CERTIFICATION. In accordance with Section 139-d of the State Finance Law, if this contract was awarded based upon the submission of bids, Contractor affirms, under penalty of perjury, that its bid was arrived at independently and without collusion aimed at restricting competition. Contractor further affirms that, at the time Contractor submitted its bid, an authorized and responsible person executed and delivered to the State a non-collusive bidding certification on Contractor's behalf.

8. INTERNATIONAL BOYCOTT PROHIBITION. In accordance with Section 220-f of the Labor Law and Section 139-h of the State Finance Law, if this contract exceeds $5,000, the Contractor agrees, as a material condition of the contract, that neither the Contractor nor any substantially owned or affiliated person, firm, partnership or corporation has participated, is participating, or shall participate in an international boycott in violation of the federal Export Administration Act of 1979 (50 USC App. Sections 2401 et seq.) or regulations thereunder. If such Contractor, or any of the aforesaid affiliates of Contractor, is convicted or is otherwise found to have violated said laws or regulations upon the final determination of the United States Commerce Department or any other appropriate agency of the United States subsequent to the contract's execution, such contract, amendment or modification thereto shall be rendered forfeit and void. The Contractor shall so notify the State Comptroller within five (5) business days of such conviction, determination or disposition of appeal (2NYCRR 105.4).

9. SET-OFF RIGHTS. The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies, fee delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

10. RECORDS. The Contractor shall establish and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept for the balance of the calendar year in which they were made and for six (6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available, at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. The State shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate State official, in writing, that said records should not be disclosed; and (ii) said records shall be sufficiently identified; and (iii) designation of said records as exempt under the Statute is reasonable. Nothing contained herein shall diminish, or in any way adversely affect, the State's right to discovery in any pending or future litigation.

11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION. (a) FEDERAL EMPLOYER IDENTIFICATION NUMBER and/or FEDERAL SOCIAL SECURITY NUMBER. All invoices or New York State standard vouchers submitted for payment for the sale of goods or services or the lease of real or personal property to a New York State agency must include the payee's identification number, i.e., the seller's or lessor's identification number. The number is either the payee's Federal employer identification number or Federal social security number, or both such numbers when the payee has both such numbers. Failure to include this number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or New York State standard voucher, must give the reason or reasons why the payee does not have such number or numbers.

(b) PRIVACY NOTIFICATION. (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by

the seller or lessor to the State is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law. (2) The personal information is requested by the purchasing unit of the agency contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in New York State's Central Accounting System by the Director of Accounting Operations, Office of the State Comptroller, 110 State Street, Albany, New York 12236.

12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN. In accordance with Section 312 of the Executive Law, if this contract is: (i) a written agreement or purchase order instrument, providing for a total expenditure in excess of $25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of $100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of $100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then:

(a) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, and will undertake or continue existing programs of affirmative action to ensure that minority group members and women are afforded equal employment opportunities without discrimination. Affirmative action shall mean recruitment, employment, job assignment, promotion, upgradings, demotion, transfer, layoff, or termination and rates of pay or other forms of compensation;

(b) at the request of the contracting agency, the Contractor shall request each employment agency, labor union, or authorized representative of workers with which it has a collective bargaining or other agreement or understanding, to furnish a written statement that such employment agency, labor union or representative will not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status and that such union or representative will affirmatively cooperate in the implementation of the contractor's obligations herein; and

(c) the Contractor shall state, in all solicitations or advertisements for employees, that, in the performance of the State contract, all qualified applicants will be afforded equal employment opportunities without discrimination because of race, creed, color, national origin, sex, age, disability or marital status. Contractor will include the provisions of "a", "b", and "c" above, in every subcontract over $25,000.00 for the construction, demolition, replacement, major repair, renovation, planning or design of real property and improvements thereon (the "Work") except where the Work is for the beneficial use of the Contractor. Section 312 does not apply to: (i) work, goods or services unrelated to this contract; or (ii) employment outside New York State; or (iii) banking services, insurance policies or the sale of securities. The State shall consider compliance by a contractor or subcontractor with the requirements of any federal law concerning equal employment opportunity which effectuates the purpose of this section. The contracting agency shall determine whether the imposition of the requirements of the provisions hereof duplicate or conflict with any such federal law and if such duplication or conflict exists, the contracting agency shall waive the applicability of Section 312 to the extent of such duplication or conflict. Contractor will comply with all duly promulgated and lawful rules and regulations of the Governor's Office of Minority and Women's Business Development pertaining hereto.

13. CONFLICTING TERMS. In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this Appendix A, the terms of this Appendix A shall control.

14. GOVERNING LAW. This contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise.

15. LATE PAYMENT. Timeliness of payment and any interest to be paid to Contractor for late payment shall be governed by Article 11-A of the State Finance Law to the extent required by law.

16. NO ARBITRATION. Disputes involving this contract, including the breach or alleged breach thereof, may not be submitted to binding arbitration (except where statutorily authorized), but must, instead, be heard in a court of competent jurisdiction of the State of New York.

17. SERVICE OF PROCESS. In addition to the methods of service allowed by the State Civil Practice Law & Rules

("CPLR"), Contractor hereby consents to service of process upon it by registered or certified mail, return receipt requested. Service hereunder shall be complete upon Contractor's actual receipt of process or upon the State's receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

18. PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS. The Contractor certifies and warrants that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of Section 165 of the State Finance Law, (Use of Tropical Hardwoods) which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State.

In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in §165 State Finance Law. Any such use must meet with the approval of the State; otherwise, the bid may not be considered responsive. Under bidder certifications, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

19. MACBRIDE FAIR EMPLOYMENT PRINCIPLES. In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that the Contractor either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

20. OMNIBUS PROCUREMENT ACT OF 1992. It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.

Information on the availability of New York State subcontractors and suppliers is available from:
NYS Department of Economic Development
Division for Small Business
30 South Pearl St -- 7th Floor
Albany, New York 12245
Telephone: 518-292-5220
Fax: 518-292-5884
http://www.empire.state.ny.us

A directory of certified minority and women-owned business enterprises is available from:
NYS Department of Economic Development
Division of Minority and Women's Business Development
30 South Pearl St -- 2nd Floor
Albany, New York 12245
Telephone: 518-292-5250
Fax: 518-292-5803
http://www.empire.state.ny.us

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than $1 million:

(a) The Contractor has made reasonable efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on this project, and has retained the documentation of these efforts to be provided upon request to the State;

(b) The Contractor has complied with the Federal Equal Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Service Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The Contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that the State may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with the State in these efforts.

21. RECIPROCITY AND SANCTIONS PROVISIONS. Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments

(Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS Department of Economic Development for a current list of jurisdictions subject to this provision.

22. COMPLIANCE WITH NEW YORK STATE INFORMATION SECURITY BREACH AND NOTIFICATION ACT. Contractor shall comply with the provisions of the New York State Information Security Breach and Notification Act (General Business Law Section 899-aa; State Technology Law Section 208).

23. COMPLIANCE WITH CONSULTANT DISCLOSURE LAW. If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental, health, and mental health services, accounting, auditing, paralegal, legal or similar services, then, in accordance with Section 163 (4-g) of the State Finance Law (as amended by Chapter 10 of the Laws of 2006), the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to the agency that awarded the contract, the Department of Civil Service and the State Comptroller.

24. PROCUREMENT LOBBYING. To the extent this agreement is a "procurement contract" as defined by State Finance Law Sections 139-j and 139-k, by signing this agreement the contractor certifies and affirms that all disclosures made in accordance with State Finance Law Sections 139-j and 139-k are complete, true and accurate. In the event such certification is found to be intentionally false or intentionally incomplete, the State may terminate the agreement by providing written notification to the Contractor in accordance with the terms of the agreement.

25. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS.

To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or the covered agency, as defined by Tax Law 5-a, discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

November, 2010

APPENDIX A-1 G

General

A. In the event that the Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.

B. This agreement is subject to applicable Federal and State Laws and regulations and the policies and procedures stipulated in the NYS Education Department Fiscal Guidelines found at http:/www.nysed.gov/cafe/.

C. For each individual for whom costs are claimed under this agreement, the contractor warrants that the individual has been classified as an employee or as an independent contractor in accordance with 2 NYCRR 315 and all applicable laws including, but not limited to, the Internal Revenue Code, the New York Retirement and Social Security Law, the New York Education Law, the New York Labor Law, and the New York Tax Law. Furthermore, the contractor warrants that all project funds allocated to the proposed budget for Employee Benefits, represent costs for employees of the contractor only and that such funds will not be expended on any individual classified as an independent contractor.

D. Any modification to this Agreement that will result in a transfer of funds among program activities or budget cost categories, but does not affect the amount, consideration, scope or other terms of this Agreement must be approved by the Commissioner of Education and the Office of the State Comptroller when:

   a. The amount of the modification is equal to or greater than ten percent of the total value of the contract for contracts of less than five million dollars; or

   b. The amount of the modification is equal to or greater than five percent of the total value of the contract for contracts of more than five million dollars.

E. Funds provided by this contract may not be used to pay any expenses of the State Education Department or any of its employees.

Terminations

A. The State may terminate this Agreement without cause by thirty (30) days prior written notice. In the event of such termination, the parties will adjust the accounts due and the Contractor will undertake no additional expenditures not already required. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder.

Safeguards for Services and Confidentiality

A. Any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department. The material prepared under the terms of this agreement by the Contractor shall be prepared by the Contractor in a form so that it will be ready for copyright in the name of the New York State Education Department. Should the Contractor use the services of consultants or other organizations or individuals who are not regular employees of the Contractor, the Contractor and such organization or individual shall, prior to the performance of any work pursuant to this agreement, enter into a written agreement, duly executed, which shall set forth the services to be provided by such organization or individual and the consideration therefor. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.

B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.

C. This agreement cannot be modified, amended, or otherwise changed except by a written agreement signed by all parties to this contract.

D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed by the party alleged to have waived its right or remedy.

E. Expenses for travel, lodging, and subsistence shall be reimbursed in accordance with the policies stipulated in the aforementioned Fiscal guidelines.

F. No fees shall be charged by the Contractor for training provided under this agreement.

G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.

H. All inquiries, requests, and notifications regarding this agreement shall be directed to the Program Contact or Fiscal Contact shown on the Grant Award included as part of this agreement.

I. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.

J. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

Appendix A-2

American Recovery and Reinvestment Act of 2009 (ARRA)
ADDITIONAL CONTRACT RECORD KEEPING REQUIREMENTS

This contract, is funded, in whole or in part, by the American Recovery and Reinvestment Act of 2009 (ARRA). The United States Office of Management and Budget (OMB) has released, "Implementing Guidance for Reports on Use of Funds Pursuant to the American Recovery and Reinvestment Act of 2009." (M-09-21) This guidance provides detailed information on reporting requirements included in Section 1512 of the Recovery Act.

Recipient vendors receiving ARRA funding will be required to submit quarterly information which will include at a minimum the following information:

- Vendor name and zip code of Vendor headquarters;
- Expenditures (per quarter and cumulative);
- Expenditure description; and
- Estimates on jobs created or retained via the expenditure of these funds by the Vendor.

Additional data may be required from vendors as a result of guidance issued by OMB.

Vendors will be required to submit the ARRA data in a form and format to be determined by the New York State Education Department (NYSED). NYSED anticipates that the reporting information will be provided to Vendors no later than August 30th. There will be no additional compensation for this reporting activity and it is anticipated that the Quarterly Reporting forms will be required in both paper and electronic formats.

An employee of any non-federal employer receiving ARRA funds may not be discharged, demoted, otherwise discriminated against as a reprisal for disclosing to law enforcement and other officials information that the employee reasonably believes is evidence of:

- Gross mismanagement;
- Gross waste of covered funds;
- A danger to public health and safety;
- An abuse of authority; or
- A violation of law.