# Buffalo Public Schools

## Grants Development Department

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**Dr. Pamela C. Brown**
**Superintendent**

**Director**
*Diane Cart*

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**Supervisor**
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*Anthony Battaglia*
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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 *Waterfront School #95.*

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"***

**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** |
| Waterfront Elementary School #95 | | | 140600010119 |
| **Grade Levels Served by the Priority School Identified in this Application** | | | **School NCES #** |
| PK – 8 | | | 360585000391 |
| **Total Number of Students Served by the Priority School Identified in this Application** | | | **School Address *(Street, City, Zip Code)*** |
| 880 | | | 95 Fourth St., Buffalo 14202 |

| 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) | Date |
| | 1-25-13 |
| Type or print the name and title of the Chief Administrative Officer | |
| **Dr. Pamela C. Brown, Superintendent** | |
| DO NOT WRITE IN THIS SPACE | |

RECEIVED
JAN 25 2013
CONTRACT ADMINISTRATION

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

| Documents For Submission | *Checked – applicant* | *Checked – SED* |
|---|---|---|
| Application Cover Sheet<br>*(with original signatures in blue ink)* | ☒ | ☐ |
| Proposal Narrative<br>*(Including District-level Plan, School-level Plan)* | ☒ | ☐ |
| Attachment A<br>Consultation and Collaboration Form | ☒ | ☐ |
| Attachment B<br>School-level Baseline Data and Target Setting Chart | ☒ | ☐ |
| Attachment C<br>Evidence of Partner Effectiveness Chart | ☒ | ☐ |
| Attachment D<br>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<br>*(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:** _____

## I. District-level Plan - Transformation

### A. School 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 principals relative 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 Public Schools (BPS) 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 includes five principals, the Executive Director of Human Resources, the Director of Staffing and Budget, and the community superintendents. On November 5, 2012, BPS launched its strategic planning process by publicly sharing the findings of strategic reviews focused on finance, curriculum, and instruction that were conducted by external consultants in the spring 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 SIG pre-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 BPS 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 BPS because the district does not operate community 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.

**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 year are 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.

### 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.

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 implementation plan that will include quick wins, and a communication strategy and plan to effectively engage stakeholders.
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 reviews supplied 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.

| **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)<br>October–December (biweekly)<br>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 | AIR, district |

| | | | |
|---|---|---|---|
| | | readjust. | team, school team |
| End-of-year check | June 2014 | End-of-year meeting to assess progress and finalize Year 2 plan. | AIR, district 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:<br>• Total available candidates/minority candidates<br>• Available candidates in critical teaching fields<br>• Success of employees hired from a school's campus<br>• Conduct job fair activities<br>• 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 to implement a whole-school reform model as 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 this second 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.

# II. School-level Plan- Transformation

## A. School Overview

The mission of PS 95 Waterfront Elementary School (Waterfront) is to develop and nurture a desire for learning in everyone such that each student develops skills of problem solving, critical

thinking, and communication necessary to succeed academically, professionally, and socially. Waterfront leaders and teachers envision a high-performing school that provides high-quality, rigorous instruction within a supportive, diverse, and creative learning community that motivates students to meet challenges with persistence and excellence. Leadership at Waterfront will be responsible for organizing the entire school around a shared vision of high expectations for student learning and creating a school where teachers are supported to ensure success for all students. This grant will provide structure and support to hasten the pace of reform and create lasting change.

In alignment with the needs assessment, the following three goals were identified for Waterfront's transformation plan:

1. Waterfront will develop a highly engaging and rigorous curriculum that challenges every student and increases instructional learning opportunities.
2. Waterfront will employ an approach to data use that is comprehensive, timely, cyclical, and student centered.
3. Waterfront teachers will continuously learn and grow through job-embedded, building-level, and evidence-based professional development.

Building on the school's legacy of an integrated arts program, Waterfront will achieve the above vision, mission, and goals by leveraging performing and visual arts in the educational program. The following key design elements and core strategies will lead to dramatic improvement in student learning outcomes:

- An instructional program focused on the intellectual, social, and emotional development of the whole child. Waterfront will concentrate on the development of critical thinking skills and work habits necessary for rigorous intellectual productivity. There will be an emphasis on embedding literacy and numeracy simultaneously across the curriculum, to ensure that students develop strong comprehension skills in all subject areas. Student achievement will be assessed using multiple measures to ensure that learning and progress are captured for all students.
- Integration of the arts. A growing body of research demonstrates that learners experience success when taught to use music, visual art, drama, dance, theater, and the literary arts to express and understand ideas, thoughts, and feelings. The artistic process can enhance understanding of all academic subjects and spark students' interest in learning. Waterfront will infuse college preparatory curriculum with arts elective courses and cocurricular and extracurricular activities. Class projects will incorporate visual art and performance components; trips to cultural institutions will supplement in-school learning.
- Partnerships with private and nonprofit organizations, colleges, and universities. Partnerships will be developed to provide and supplement on-site programming and offer hands-on learning opportunities.

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

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

*Please see Attachment B for the School-Level Baseline Data and Target-Setting Chart*

### ii. The School Population

PS 95 Waterfront Elementary School (Waterfront) serves 873 students in Grades PK–8. English language learners (ELLs) constitute 23 percent of the student body, and students with disabilities represent 16.7 percent. Approximately 92 percent of the student body is economically disadvantaged. The racial composition of Waterfront is 46 percent Black, 21 percent Hispanic, 16.7 percent Asian/Pacific Islander, 12 percent White, and 2.9 percent multiracial. During the 2011–12 school year, 20.3 percent of Waterfront students achieved proficiency or above in English language arts (ELA), and 23.7 percent did so in mathematics. In the same year, 8.6 percent of students with disabilities achieved proficiency or above in ELA, and 12 percent did so in mathematics. Of students with limited English proficiency, 4.6 percent achieved proficiency or above in ELA, and 14.7 percent did so in mathematics. Of the economically disadvantaged students, 19.4 percent achieved proficiency or above in ELA, and 23.5 percent did so in mathematics. No student in Grade 8 achieved level 4 in ELA; only 1 percent did so in mathematics.

### iii. Needs Assessment Process

The systemic diagnostic school review process included an in-depth review of the school's Integrated Intervention Team report, Joint Intervention Team report, and student behavior and achievement trend data.

Waterfront's school-based management (SBMT) team reviewed and discussed data collected from the school review process at a Buffalo City School District School Improvement Grants (SIG) needs assessment meeting on January 7, 2013. The review process, developed by American Institutes for Research, ensured full participation of all stakeholders in the review of data and related design of Waterfront's school improvement plan. During the meeting, SBM team members reviewed school data relative to the core SIG focus areas. Through a facilitated and collaborative group process, they identified issues, challenges, and strengths that were systemic to the school and that, if addressed, would likely improve school and student achievement. The process also included a facilitated session during which SBM teams began to articulate a shared vision for their school and how it would look at the conclusion of the SIG implementation period in 2016.

Because this process requires considerable analysis, thought, and discussion, all key stakeholders gained an in-depth understanding of both the data collected from the needs assessment and the key findings used in the development of this school improvement plan. Feedback from participants at the end of the needs-assessment meeting included the following comments:

> *"Collaborative, thought-provoking process"*
>
> *"It was great to be in an environment where we can safely state our concerns and work with dedicated staff to do what it takes to make changes and positively impact achievement."*

*"Time well spent. It's great to see enthusiasm towards change. I'm excited about our school goals."*

**iv. Existing School Capacity, Strengths, and Needs as Determined by Needs Assessment**

As a result of the diagnostic school review, the following strengths and systemic gaps and needs were identified in each of the following core areas:

**Curriculum:** Identified as priority areas, the mathematics, ELA, and writing programs need to be aligned to the Common Core State Standards. Vertical alignment also is lacking in all subject areas, and Waterfront's intervention programs need to be aligned. Teachers expressed a need for instructional strategies and materials for struggling students. There are no intervention supports within the existing curricula.

**Effective Instruction and Use of Time:** While disruptions to instruction are limited, textbook and intervention-program materials are not engaging for students, who perceive them to be outdated and lacking relevance. Inconsistent expectations are a challenge, particularly at the middle school level, where teachers are itinerant and not able to engage with students outside of class or with their peers in staff meetings, common planning, or professional development. Expectations for students with disabilities and ELLs need to be articulated, as well. Additional time for instruction was identified as a priority.

**Data-Driven Instruction/Inquiry:** Data-driven instruction was identified as a priority area. Waterfront teachers work in grade-level teams to create and implement quarterly mathematics and ELA benchmark assessments in Grades 1–8. These assessments are aligned to the Common Core State Standards. More dedicated time is needed to interpret data and to develop a consistent framework for implementing weekly feedback. A system to score assessments also is needed.

**Student Support:** Waterfront's Positive Behavioral Interventions and Supports and response to intervention programs are fully in place, but there is a lack of student academic support options for seventh and eighth graders. Grade-level teams review data, but they need a targeted way to discuss individual learning needs for both low-performing and high-achieving students.

**School Climate and Discipline:** Waterfront maintains a quiet, well-managed, and orderly school environment. No one subgroup is overrepresented in discipline data. The building is clean, remodeled, and well maintained, with student work displayed throughout. However, students are not engaged, school spirit and pride are lacking, and transition supports from elementary to middle grades have yet to be developed.

**Parent and Community Engagement:** Although mechanisms are in place for communication with parents and the community (e.g., website, monthly newsletter, and phone calls), the school struggles to communicate with parents whose first language is not English.

**Training, Support, and Professional Development:** Waterfront staff expressed the need for dedicated time for professional development. Existing professional development is after school or on a voluntary basis. Job-embedded supports are needed to build a continuous feedback cycle between training outcomes and the implementation of strategies. Professional development is a priority area.

### v. How the School and Buffalo Public Schools Will Prioritize These Needs During Implementation

Through the systemic school review, Waterfront identified many connections between structural and systems gaps and student achievement, as well as many areas that need to improve. School leaders and teachers recognize the need to prioritize those areas that, if improved, will have the greatest effect on teacher and student performance. To realize its vision, Waterfront must have a laser focus on these key development areas that best accelerate student performance and growth. Although these areas have been prioritized and a comprehensive plan has been developed to address them, all members of the school community need to understand the development areas and be invested in the changes that must occur.

## C. School Model and Rationale

### i. Rationale for Transformation Model

Buffalo City School District (BCSD) currently has three schools that are implementing a turnaround model funded by a School Improvement Grant (SIG) in the 2012–13 school year. Many of the strategies employed in the transformation model relate to professional development, and supports are being utilized in these schools. However, the district is still working to formalize a screening process to hire teachers to replace those who were reassigned in response to the model's requirement to replace 50 percent of staff. Because BCSD has not reached final agreement with its collective bargaining association on this issue, we do not believe the turnaround model represents a viable model choice for other BCSD schools at this time.

Three schools are currently implementing the restart model under the SIG program. These schools are matched with an educational partnership. However, just a week before this grant application was due, the annual professional performance review was approved by the governor. As such, we will soon receive funding to support the hiring of educational partnership organizations and the implementation of their plans. Because we have not had an opportunity to study the effect of this model on our first cohort, we believe it is best to limit use of the restart model to one school where we have identified a partner with a proven record of success.

Four BCSD schools were awarded transformation grants in Cohort 1 and are currently in their third year of implementation. Two schools were awarded transformation grants in Cohort 2 and are currently in their second year of implementation. We have learned the most from our experience with the transformation model because it has been implemented for the longest period of time, with some adjustment to the original plan due to inconsistent funding. Of the four BCSD schools in Cohort 1, two have shown measureable progress, reinforcing the effectiveness of this intervention. Of the other two schools in Cohort 1, the high school has shown progress in

improving its graduation rate. Because this model has been implemented over several years in six schools, we believe it is the best model to select for this school.

### ii. Process by Which Model Was Chosen

The intervention model was chosen based on an appraisal of school and district capacity. The transformation model was selected given the school, district, and community context. While we recognize that other intervention models are available, the key lever for change will be the hiring of a highly capable leader who will be given the flexibility required to make the changes necessary to drive dramatic improvement for the school's children. After careful consideration, the district concluded that there are currently challenges to implementing other intervention models, including contractual and collective bargaining agreements that will affect the use of the turnaround and restart models.

The district began its model selection process by developing a school profile that included the characteristics of the school and its students, leader background and core competencies, and instructional staff profiles. BCSD then sought to identify the improvement strategy that would yield the most immediate and substantial gains in learning and school success for students now attending this school. Our evaluation was based on findings of the school review that was conducted by an integrated intervention team and of the needs assessment that was conducted in conjunction with a school-based management team. Based on recommendations from the state-appointed distinguished educator, Judy Elliot, BCSD is working to develop a district-level strategic plan that fully supports the requirements of the transformation model, including the following:

- Recruiting and hiring school leaders with the experience, training, and skills needed for dramatic school improvement
- Moving toward a decentralized, school-based system of professional development and budgeting
- Conducting monthly "principal meetings" for priority school principals in order to build skill and capacity to use data to drive instructional decisions and to create opportunities for schools to break out by level (elementary, middle, high school)
- Building autonomy and authority for principals to make on-site, data-based decisions to accelerate improved student outcomes
-

## D. School Leadership

### i. Required Characteristics and Core Competencies

To ensure each priority school will be transformed into a culture of learning and high student success, the Office of School Innovation and Turnaround has identified specific leadership competencies for turnaround principals to successfully produce dramatic gains in student achievement. These competencies are outlined in *School Turnaround Leaders: Competencies for Success* (Public Impact, 2008) and address four major categories: driving for results, influencing for results, problem solving, and showing confidence to lead.

The principal selection process for this cohort of priority schools will be rooted in these core competencies. Given the new superintendent's successful tenure as a turnaround principal in Charlotte-Mecklenburg, North Carolina (2002–06), the Buffalo City School District (BCSD) is in a strong position to identify and select new principals with the following competencies, as set forth by Public Impact:

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

**ii. Selected Principal**

David Hills started as an administrator in the position of Supervisor of Curriculum Assigned to Staff Development in 2004. David Hills participated in the Aspiring Principal's Academy to prepare him for being the Principal of a school in the Buffalo Public Schools.
As Principal at Lovejoy Discovery School #43, he worked hard to establish a positive school climate and behavior systems to minimize disruptive behavior. Short term suspensions were reduced from 468 in the year prior to his arrival to 171 in his second year and 211 his fifth and final year. Attendance rates went from 87.82% in 2005-2006 to 91.02% in 2010-2011. The percent of student scoring at or above proficiency increased from 23% to 68% in Math and 22% to 55% in ELA.

Principal Hill began at Waterfront Elementary School in September of 2011. The school has long struggled with low achievement and a lack of mission and direction. As a resident of the Westside of Buffalo where Waterfront is located, David saw this as an opportunity to develop a shared sense of direction and mission among staff and stakeholders. This process was facilitated by implementing grade level meetings twice a cycle and deep levels of common planning. The student results at the end of one year show an improvement from 15% to 24% proficient in Math. In English Language Arts there was movement from 17% to 20% at or above proficiency. Suspensions were reduced from 710 short term suspensions to 417. The daily attendance rate improved 2.49%. The Buffalo News reported of Waterfront that "a sense of optimism permeates."

### iii. Supporting Leadership Positions

Turning around struggling schools involves a complex change strategy, and both the assistant principal and SAM (the equivalent of a school improvement manager) play critical roles. One of the first steps in supporting priority schools through the change process begins with providing principals and assistant principals with the tools, training, and strategies they need to focus more time on instructional leadership.

BCSD began work with the National SAM Innovation Project (NSIP) in September 2010. NSIP uses an independently validated process to change a principal's use of time, a necessity in the successful transformation of schools. The goal of NSIP is to direct a greater percentage of principal time to teaching practice, student learning, and school improvement, rather than management responsibilities. By continually assessing how time is used (managerial, instructional, or personal), leaders of school change develop strong instructional leadership. Through NSIP, the newly hired principal and assistant principal are trained to increase their interactions around instruction with teachers, students, and decision-making groups in the building. They work together to analyze how time is being spent and how to shift time-consuming managerial duties to others. Using an online calendar, *Time Track* from the NSIP project, the principal, the assistant principal, and SAM monitor their progress toward increasing instructional leadership time. A time coach meets monthly with the team.

National research proves this process works  Changes in a principal's use of time leads to improved teacher practice, increased student achievement, and increased parent engagement. Data reports of Persistently Low Achieving school- Year 1 Cohort 1 principals are showing positive early results. Some findings from the project include the following:

- Principals' time devoted to instruction tasks rose.
- Some instructional leadership areas increased more than others.
- Some schools showed improvement in student achievement gains.
- Job Descriptions

The following are job descriptions for SAM and the assistant principal for turnaround.

**Job Title and Description: SAM—Turnaround/School Administrator and Manager**

**Scope of Responsibilities.**Provide instructional, administrative and organizational leadership and management of the SIG plan.  Coordinate and communicate with principal to ensure compliance with district, federal and state mandates. Supports the initiatives, programs and activities of the SIG working collaboratively with the principal, content staff and district offices to ensure alignment of initiatives and positive effect on teaching and learning.  Select and provide professional development plan for the staff based on a needs analysis that aligns with the goals of the SIG plan.  Provide critical assistance to campus leadership and content staff around data analysis, verification of alignment, training and building capacity of staff to improve instruction through data-informed decision making.  Manage implementation of the SIG plan including; supervision of initiatives, compliance monitoring/reporting and oversight of budget and purchasing compliance.

**Performance Responsibilities.**The principal may assign the following duties:

- Assume responsibility for administration of the school in the absence of certificated administrators.
- Oversee implementation and effectiveness of all aspects of the SIG plan.
- Supervise and evaluate staff.
- Coordinate and provide support and professional development to teachers and staff to improve teaching and learning.
- Work with content and grade-level teams in program planning.
- Monitor and review all state, district-level, and school-level data.
- Monitor student attendance and coordinate effort to improve student attendance.
- Coordinate development and participation in school-level planning and the review of implementation and effectiveness.
- Plan and coordinate to maintain a positive, safe learning environment for students by assisting with student behavior management.
- Promote the school and BCSD through positive relations with the community, businesses, parents, and students.
- Plan for and provide orientation, transition, and school program information to students, parents, and staff.
- Performs other duties as assigned.

**Minimum qualifications.** The minimum qualifications are as follows:

- Master's degree and New York State School Administrator or equivalent certification
- Supervision experience in a public school
- Demonstrated ability to communicate effectively and manage conflict and work on a team

**Desirable qualifications.** The desired qualifications include the following:

- A minimum of years of supervisor experience in an urban school
- Experience in school turnaround
- Proven ability to improve student achievement

**Job Description: Assistant Principal—Turnaround**

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

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

- Instructional leadership
  - Create and communicate a comprehensive education plan aligned with BCSD's vision and goals to turnaround a persistently lowest achieving school.
  - Conduct classroom observations and evaluations of teachers that lead to positive changes in teacher practices and increased student outcomes.
  - Assess the strengths and areas in need of improvement of faculty and staff based on a sound knowledge base.
  - Communicate schoolwide changes and anticipated actions with the support of data.

    - Work to develop and maintain clear lines of communication and collaboration between staff, administrators, students, and parents for the purpose of increasing student outcomes;
    - Act as SAM.
    - Manage the principal's schedule to ensure instructional leadership.
    - Meet daily with the principal to schedule instructional leadership time, reflect on impact, and develop a first responder structure in the school.
- Teaching and learning
    - Establish priority areas for instructional focus and make necessary changes in those areas to strengthen teaching and improve student learning.
    - Ensure that all school leaders and instructional staff monitor progress regularly and systematically make adjustments to strengthen teaching and student learning.
- Curriculum
    - Collaboratively conduct a comprehensive curriculum review to ensure that the curriculum aligns with state and local standards and meets the needs of all students in the school, including students with disabilities and English learners.
    - Rigorously monitor the alignment of the written, taught, and assessed curriculum using scope and sequence documents and pacing calendars.
    - Establish a schoolwide data team that sets the tone for ongoing data use to
        - Define critical teaching and learning concepts.
        - Develop a written plan that articulates activities, roles, and responsibilities.
        - Provide ongoing data leadership.
- Provide supports that foster a data-driven culture within the school to
    - Designate a school-based facilitator who meets with teacher teams to discuss data.
    - Dedicate structured time for staff collaboration.
    - Provide targeted professional development regularly.
- Infrastructure for student success
    - Enthusiastically recruit highly qualified staff members who have the needed specialized skills and competencies for positions in the school.
    - Consider common goals for quick wins, such as changing the school's use of time and improving access to resources and the physical facilities.
    - Foster a positive school climate where student discipline concerns are addressed in a manner that promotes student responsibility and mutual respect.
- Professional development
    - Arrange for targeted professional development based on analyses of achievement and instruction, differentiated according to teacher needs and the subject areas targeted for instructional improvement.

### iv. Current Supporting Leadership Profile

The school leadership team is currently comprised of the Principal and Assistant Principal. Each Assistant Principal will remain at the school during the school improvement grant period, and be joined by a School Administrator and Manager (SAM). The current evaluation process used by BCSD does not provide ample evidence to determine the quality and effectiveness of the school administrators. However, the newly developed Annual Professional Performance Review process

Along with the School Principal, all of the school leaders will receive coaching and support in the competencies for turnaround principals listed above. It will be necessary for the school principal to engage with the Assistant Principal(s) and the SAM to identify specific duties and responsibilities aligned with the structures support, systems, operations and teaching and learning. The School leader will employ shared decision-making and leadership across all areas of the school.

## E. Instructional Staff

### i. Current School Staffing Profile

PS 95 Waterfront Elementary School (Waterfront) is currently staffed with 1.6 full-time equivalent (FTE) English teachers and 1.8 FTE mathematics teachers. This school needs a full complement of teachers in the core areas in order to build an effective instructional team. Part-time staff in core areas have difficulty building relationships with team members, providing out-of-class support to struggling students, becoming part of the school culture, and making time to meet with grade-level or subject-area teams. Having a full complement of teachers in the core subject areas creates a collaborative culture that allows a school to continuously reflect on and improve its practices.

### ii. New Staff Needed

Individual teachers have the largest single school effect on student performance. Documented experience also indicates that individual teachers in high-poverty schools can effect rapid and dramatic student learning improvements within their own classrooms. As Buffalo City School District (BCSD) transfers, recruits, and hires teachers for these schools, it will search for and develop teachers with unique characteristics and competencies identified by Public Impact "School Turnaround Teacher: Competencies for Success" The four competency clusters represent a consistent pattern of thinking, feeling, acting, and speaking that are essential to teachers' success in turning around performance in low-performing BCSD schools.

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

The *Influencing for Results* cluster is concerned with motivating others—students, other school staff, and parents—and influencing their thinking and behavior to obtain student learning results. Turnaround teachers cannot accomplish change alone; instead, they must influence the work of others. They use a variety of influencing tactics—such as inspiring students who have become resistant and apathetic from repeated failure, grasping and responding to unspoken student needs

and motivations, and simultaneously supporting and prodding colleagues to collaborate on the path to schoolwide success—as the situation requires. The relationships they form are for the purpose of influencing others to enhance student learning, not for the purpose of personal bonding.

The *Problem Solving* cluster is concerned with a teacher's approach to planning, organizing, and delivering instruction. It includes analyzing data to determine student learning needs and next steps; considering alternatives for materials, methods, and levels of instruction; making clear, logical, step-by-step plans that both the teacher and students can follow; and clarifying the connection between school learning goals and classroom activity.

Finally, the *Personal Effectiveness* cluster is concerned with the turnaround teacher's self-management of emotions and personal beliefs that affect student learning. Major elements include exhibiting self-control when faced with stressful, uncomfortable, and unfamiliar situations; maintaining confidence in oneself and a willingness to keep improving despite the many small failures that are likely to accompany such a challenging role; actively embracing the constant changes needed to ensure student learning in a high-challenge, high-change situation; and holding and maintaining a strong belief in the human potential for learning and improvement, despite significant pressure to settle for less.

### iii. Process for Informing Instructional Staff of SIG Model to Be Implemented

On January 7, 2013, the school-based management team met with American Institutes for Research consultants to conduct needs assessments and to have input in creating a vision that would be used in writing the initial School Improvement Grants (SIG) draft for their school. At this meeting, team members were informed of the model being implemented. On January 14 and 15, the model being implemented, grant requirements, and school improvement planning process were explained to staff members by community superintendents in a meeting held at the school. At that time, a draft plan was shared with the community and feedback solicited to help refine the approach.

### iv. Process for Hiring and Placing New Staff

Teachers selected as turnaround educators will demonstrate evidence of maintaining a model classroom and will have knowledge and experience in using data to inform instruction, planning instruction aligned with standards, and working with students from diverse backgrounds. Teachers who wish to transfer from another BCSD school to a school implementing a transformation model within this SIG cohort will follow BCSD's "Guideline for Teacher Transfer and Staffing." This process is as follows: (1) the teacher submits a letter of voluntary transfer to the chief academic officer, which results in the teacher's name being placed on the seniority list by Human Resources; (2) the teacher is notified by the supervisor or director of the vacancy; (3) the school principal consults the teacher's personnel file (this step is optional); (4) the principal accepts or declines teacher. After the voluntary transfer process is complete, the

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

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

**F. Partnerships**

**i. Implementation Partners and Their Roles**

Buffalo City School District (BCSD) solicited proposals from external School Improvement Grant (SIG) support providers through RFP 12-13-053 and received sealed responses on January 8, 2013. However, most schools applying for 1003(g) SIG funding have not yet had new principals appointed. For this reason, external partner matches for these schools will not be determined until new principalsare appointed, thus allowing school leaders a stake in the selection of turnaround partners. In addition, the district was disappointed in the breadth of responses received through this RFP. Upon award of SIG grants, therefore, the district will reissue an RFP for partners tailored to the needs of the district and the new principals it identifies.

It is the district's intention to appoint all new principals by May 8, 2013. At that time, newly appointed principals will be able to study each proposal submitted and to review the scoring rubric that was utilized to vet proposal submissions and the individual ratings received. Based on these submissions and on a second-round interview process with potential providers, principals will determine which partner(s) will be best suited to support their schools and turnaround plans. (Providerswho submitted proposals for RFP 12-13-053 on January 8, 2013, and who met the evidence of effectiveness criteria are detailed in Attachment C.)

**ii. Evidence of Partner Effectiveness**

Please see Attachment C for the Evidence of Partner Effectiveness chart. Trend data for those respondents who included evidence of effectiveness with their submissions are appended to the attachment. Potential partners who failed to provide this information in time to meet the grant submission deadline will be asked to complete this chart prior to being declared eligible for selection by a SIG cohort school and to provide services supported by SIG funding.

### iii. How External Partners Will Be Held Accountable for Performance

Partner accountability is crucial to the successful implementation of any school improvement plan. The school will work with BCSD to ensure that its contractual agreements will serve aseffective vehicles to purchase and anchor partner services and commitments and to detail the specific roles, responsibilities,and time commitments needed to implement the plan during the academic year. The provider(s), school principal, and district office will determine reasonable academic or other performance targets that are specific to the contractual services and will institute a system of quarterly meetings with each provider to review data that illustrates the level of service implementation throughout the course of the contract so that midcourse corrections are possible. Providers must meet the agreed upon targets to continue their contractsin the following year; however, our system of quarterly conversations and regular data reviews will ensure that there are no surprises.In addition, some targets are subject to negotiation based on circumstance. Ongoing evaluation, as well as ongoing communication regarding this evaluation, is vital to ensuring that implementation and outcomes are kept on track.

## G. Organizational Plan

### i. Management and Team Structures

*Please see School-Level Organizational Chart.*

### ii. Day-to-Day Operations

The immediate task of school improvement is given to the superintendent. The superintendent will retain direct oversight of the principal and the District Office of Innovation and Turnaround, both of whom maintain a direct line of communication with the superintendent. The Office of Innovation and Turnaround will rigorously monitor the quality, effectiveness, and fidelity to the school improvement process and will identify areas of progress and challenge, align district resources to better meet those needs, and provide regular communication to the board and relevant stakeholders. In return, the principal will retain operational control of the building administrative, teaching, and support staff and services.

The school-based management team (SBMT) consists of representatives from all stakeholder groups, including school leadership, teachers, and student support staff. These stakeholders will meet monthly to provide external oversight to school improvement efforts. SBMT will review data from leading indicators to monitor and evaluate the effectiveness of SIG initiatives. SBMT has a direct line of communication with the principal and seeks broad-based engagement among all school stakeholders to ensure a successful turnaround.

In the day-to-day operations of the school, the principal serves as the instructional leader, overseeing all aspects of the school's instructional program and school improvement efforts. The principal communicates directly with the assistant principal and school administration manager (SAM). The assistant principal will direct implementing the curriculum, professional development of all teaching staff, and priority areas of instructional focus. The SAM will set, monitor, and communicate progress toward SIG goals and initiatives. The SAM will meet

weekly with the principal and assistant principal to review their use of time as instructional leaders (per the National SAM Innovation Project *Time Tracker* calendar), discuss classroom observations, and analyze quarterly data from leading indicators.

Teachers will meet weekly by grade levels for common planning time and professional learning communities (PLCs). The PLC process is pivotal in analyzing student performance data, including quarterly benchmark assessments and common formative assessments, and for instructional planning and pedagogy. Led by instructional coaches and supported by the principal and assistant principal, PLCs will ensure that instructional practices are aligned and driven by assessment data, that student learning needs are targeted through intervention or enrichment, and that job-embedded professional development is differentiated to meet teacher needs. Instructional coaches will meet weekly with teachers to support them in their implementation of new instructional strategies that target student learning needs.

Two additional teams function in the day-to-day operation of the school. The student support team (SST) consists of administrators, the social worker, the guidance counselor, and the school psychologist as well as other staff members whose core responsibilities focus on attendance, truancy, and discipline. The SST will meet weekly to establish a more cohesive and supportive school community, reduce attendance issues and truancy, increase positive behavior and student engagement, and reduce dropout rates. The SST will also communicate directly with students and their families and work collaboratively with the parent facilitator.

The second team, the school leadership team (SLT), will meet weekly to monitor the progress of the SIG, determine necessary midcourse corrections, and ensure all stakeholders are regularly informed of progress. Made up of school administrators, the SAM, core department chairs, an SST representative, and the on-site lead partner, the SLT will analyze data, examine leading and lagging indicators, problem solve areas of concern, and provide recommendations and feedback to the governance board. The team will also communicate weekly progress to teachers, parents, and community members.

### iii. Annual Professional Performance Review (APPR) Plan

Under Education Law 3012-c all probationary and contract teachers will be observed by the principal or assistant principal who has been certified as a lead evaluator. Each teacher will be observed a minimum of twice during the year, consisting of one unannounced and one formal observation with a pre and post conference. Each principal will work with the assistant principal and SAM to develop a weekly-monthly-yearly observation calendar 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, Time Track 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.

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 Time Tracker calendar.

At the start of the year each principal will assign the assistant principals 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 Community Superintendent who evaluates the principal 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. The visits will include a structured review process of school documents and classroom visits. One of the visits will be unannounced. The Community Superintendents will also keep a weekly-monthly-yearly observation calendar using a process similar to the principal's calendar.

### iv. Calendar of Events to Support APPR Implementation

*The full calendar will be set by the principal in the pre-implementation period.*

## H. Educational Plan

### i.Curriculum

Buffalo City School District provides grade-specific instructional frameworks for reading and English language arts (ELA). The instructional frameworks provide a developmentally appropriate, sequential progression of skills and concepts to be taught and include components such as suggested instructional timeframes; reading selections; specific skills and concepts to be taught; relevant standards for reading (informational, literature, and foundational skills), writing, listening and speaking, and language; and assessment information. Supplementary documents provide further specificity to the frameworks, including elements such as supplementary texts (oral and written) of appropriate complexity, text-based questions, additional resources, pertinent

modifications, and guidance for flexible grouping and management. These documents are intended to guide teachers in Grades PK–8 as they plan, prepare, think, and reflect on instruction. The frameworks are designed to be flexible: although the core scope remains the same, modifications may be made at any point to reflect adoption of new materials or revised timeframes. The instructional frameworks for Grades 9–12, currently under revision, will mirror this design.

Although the district provides the framework, it is understood that school leaders and teachers will be engaged in ongoing planning at a more granular level, addressing the needs of the students in front of them. Knowing that Tier I core instruction must be rigorous and aligned to the Common Core Learning Standards (CCLS), teachers will consider how to scaffold instruction following a gradual release of responsibility model. Likewise, teachers will differentiate during core instruction, targeting identified skills with flexible groups of students.

PS 95 Waterfront Elementary School (Waterfront) will take the following steps to ensure that all students have access to a rigorous curriculum and learning experiences that will adequately prepare them for academic success:

- Provide time and support (i.e., materials, training, and guidance) for teachers to engage in unit and lesson development this spring and summer.
- Determine a common format for guiding curricular documents and ensure that these address the following elements:
  - Content and skills to be addressed
  - Alignment to the instructional shifts
  - Timeframes for instructional delivery
  - Scaffolding strategies
  - Differentiated instructional materials and methods to meet all students' learning needs, as well as modifications and adaptations to meet the needs of diverse learners
  - Formative and summative assessment tools
  - Consideration of Universal Design for Learning principles
- Ensure alignment to interventions within the response to intervention (RTI) framework.
- Provide ongoing professional development for teachers to inform their planning. This will include training on how to implement the instructional shifts for literacy, such as how to plan for close reading of text, how to write text-based questions, how to teach writing effectively, how to effectively train students to access complex text through grammatical and syntactical analysis, and how to address academic vocabulary. Priority schools will receive support from district teams as well as the flexibility to identify outside providers to support this work.

- Provide time this summer for teams of teachers, specialists, and instructional leaders to review the documents and to identify gaps and overlaps in coverage across grade levels and within subject areas.
- Share and discuss findings with all faculty members and make revisions.
- Develop and execute a system this fall to monitor the implementation of the curriculum within the school.
- Use monitoring data to reflect on and evaluate the effectiveness of the curriculum at regular intervals each quarter. School-based Inquiry Teams will lead this work.

This development process will increase the availability of a consistent curriculum and associated instructional programs and will provide teachers with a core standards-based curriculum and aligned instructional program that will develop students' skills, concepts, and abilities across all grades.

**English Language Learners.** Currently the curricular program for English language learners (ELLs) is fragmented. Teaching staff use pre-packaged instructional programs and supplemental materials in lieu of a comprehensive, standards-aligned curriculum. This approach reinforces a negative stigma that a student's native language needs to be remediated instead of celebrated and used as leverage for content-area understanding. Waterfront will develop and use grade-level and content-area curriculum maps, pacing guides, and units of study that are aligned with the Common Core State Standards. Within these guiding curricular documents, teachers of ELLs will embed best practices in bilingual education and include supplemental instructional resources and materials to support students' English language acquisition.

**Core Knowledge Language Arts (CKLA).**Written by the Core Knowledge Foundation (E. D. Hirsch, Jr.) and developed according to the specifications of the New York State Education Department for Grades PK–2, this is a sequenced, spiraled, content-rich curriculum containing resources and instructional practices that support the attainment of the New York State PK–12 CCLS. The program combines systematic phonics-based instruction to teach decoding skills with extensive read-alouds to build both oral language and background knowledge. Waterfront is participating in the pilot program and will receive all curriculum materials, printed professionally and shipped at no cost.

One to two weeks of professional development to support implementation also will be provided. All K–2 classrooms in participating schools must participate in the pilot and partner with professional developers to implement the curriculum with quality and fidelity. Teachers will be provided with a classroom set of materials and will be expected to participate in related professional development. The school district has committed to supporting teachers through the implementation of the pilot program.

### ii.Instruction

Waterfront will implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving, and deeper content understanding across core courses and common-branch subjects.Waterfront will continue the work started during a pilot program across the district during the 2012–13 school year. "Skillful Teaching," by Research for Better Teaching, Inc. (RBT), provides the school with a shared view of what good teaching is—including what it takes to manage classrooms, make concepts clear and accessible to students, plan power-packed lessons, communicate high expectations, and use formative assessment data daily to inform instruction. A common instructional format will ensure the following core components of every lesson across all subject areas: framing the learning, presenting information, creating mental engagement, cognitive empathy, and consolidating and anchoring the learning. Implementation will be supported through the RBT professional development program, Skillful Teaching. This program provides practical strategies for strengthening teaching skills and teaches educators how to apply the core components to lesson design and instruction. Professional development courses are more than 40 hours long and include follow-up visits and coaching to support teachers as they implement new instructional practices. Instructional leaders learn how to observe teachers accurately and provide targeted and actionable feedback through the Observing and Analyzing Teaching course.

**Instructional Strategies.**All teachers will focus on two particular shifts for the 2013–14 school year, because choosing a high-leverage focus for the year allows a common conversation within and across schools and provides the opportunity to set a sensible pace toward full Common Core alignment by 2014–15. The Common Core State Standards require an increased emphasis on discourse and argument in both literacy and mathematics, which has significant implications for the ways teachers engage students in discussion and the kinds of questions they ask students. As teachers pose more challenging questions to students, engage in text-based discussions, and invite students to critique the reasoning of others, they will become effective with questioning and discussion techniques. Focus on this competency also ensures that student voice becomes an integral part of every lesson. The school will develop, implement, and refine a shared and common set of instructional strategies that support the need for instructional discourse: for example, Socratic Seminars, Dense Questioning, Conversations Across Time, and QAR – Question-Answer Relationships.

The instructional shifts required for both literacy and mathematics will be strategically incorporated and supported in all common-branch subjects and elective courses in the following ways:

- Incorporate logical reasoning and problem-solving opportunities daily, as they relate to the content areas.
- Provide resources for students such as calculators, rulers, scale models, graphic organizers, charts, graphs, statistical data, and other resources to enable students to experience mathematical connections to various topics across the curriculum.
- Use informational text and close reads of content-area reading material.
- Partner mathematics and ELA teachers with teachers of social studies, science, and "specials" to develop lesson plans in those subject areas that use numeracy, quantitative literacy, and reading comprehension strategies.

Teachers will purposefully incorporate these strategies into daily lesson plans, receiving timely and actionable feedback from instructional leaders to optimize usage. Teachers also will be supported in this endeavor by instructional coaches.

**Sheltered Instruction Observation Protocol (SIOP) Model.**As the number of ELLs increases, the school is seeking effective ways to help them acquire the knowledge and skills they need to succeed in the classroom and beyond. Research shows that when teachers fully implement the SIOP Model, ELLs' academic performance improves.
The SIOP Model is a research-based and validated model of sheltered instruction. The SIOP Model consists of eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of ELLs in transitional bilingual education programs, dual-language programs, and freestanding English as a second language (ESL) programs. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English language proficiency.

**Elective Courses, Cocurricular Activities, and Extracurricular Activities.**Elective courses, cocurricular activities, and extracurricular activities will be developed and organized to support the school's mission, vision, and school improvement goals. All activities will be driven by grade-level and subject-area curriculum and will support literacy and mathematics skills while allowing flexibility for exploration in areas that will ensure that students are highly prepared for college and careers and become well-rounded citizens. School teams will identify and develop elective courses that serve as "applied learning electives." For example, in support of the social studies curriculum, the school may offer a civics or urban development elective; in addition to science, students may have a Project Green or astronomy elective; in addition to the ELA block, the school may offer journalism or theater. Students at Waterfront will have opportunities for arts, foreign language, and physical education (PE). In PE, students might study the rules of cricket while they learn about the British colonization of India. In this way, all courses will support student achievement and social well-being.

**Acceleration of Learning.**All middle school students will be exposed to more advanced mathematics material so that more will be able to take geometry in ninth grade. Currently, most students take geometry in 10th grade. Eighth-grade students will be encouraged to take algebra; seventh-grade students will take prealgebra; and sixth-grade students will be exposed to mathematics concepts to prepare them for prealgebra. Ultimately, the hope is that most students will be prepared to take calculus or precalculus as high school seniors.

In social studies, a subject that currently has no standardized test, the main change will be to space out geography instruction. Geography also will be more integrated with world history. As the school reaches full implementation of the transformation model, students may have the opportunity to begin the Global History I course, in preparation for the Regents Exam.

### iii.Use of Time

- **School Calendar** – September 4, 2013 – June 21, 2014 (188 days, tentative)
- **Daily Hours** – 8:00 a.m. – 2:30 p.m. (6 hours and 30 minutes)
- **Core Courses** – 120 minutes ELA; 90 minutes mathematics
- **Elective Courses** – 45 minutes
- **Afterschool/Enrichment** – 120 minutes

Use of time is balanced among four priorities: making every minute of the school day count, more time for teachers to collaborate to improve instruction and address student learning needs, individualized learning time and instruction focused on specific student needs, and academic and global enrichment programming before and after school and during the summer.

**Making Every Minute Count.** To successfully increase time for high-quality academic instruction, the school will maximize time for learning and eliminate unproductive time in the schedule. Teachers and administrators will develop and teach routines and assigned roles aimed to minimize transition and noninstructional time such as frequent locker breaks, transitions between classes, and lengthy dismissal procedures. All teachers will develop classroom management plans that articulate the routines and procedures they will implement to ensure that time is used productively. These classroom management plans will detail procedures for passing out and collecting papers, dividing into groups, entering and exiting the classroom, asking questions, and other procedures intended to create a classroom environment conducive to learning while ensuring students remain on task. Waterfront Elementary School will build on current district work using targeted strategies from Doug Lemov's*Teach Like a Champion.*

**More Time for Teachers to Collaborate to Improve Instruction and Address Student Learning Needs.** Building teacher skills takes time; the hard work of refining lesson plans, analyzing student data to identify areas of need, and sharing instructional strategies requires that teachers and instructional leaders have sufficient time to meet and work together. Schedules will be reorganized to provide teachers with regular time for collaboration within and across grade levels, subject areas, and with instructional support staff (e.g., special education, bilingual and/or ESL teachers, social workers, and guidance counselors).

During these times, faculty will review weekly formative, summative, and benchmark assessment data to identify students who need additional support. Faculty also will work with intervention staff to work to solve problems around how to support struggling students, strengthen and tailor instruction to student needs, plan small-group lessons, or assign afterschool supports.

Through careful collaboration among the school leaders, pedagogical and support staff, and the collective bargaining association, schools may adopt or adapt one or both of the following evidence-based strategies for increasing time for teacher planning and collaboration:

- Devote weeks during the summer for professional development and team planning.

- Schedule biweekly or monthly early-release days. Teachers meet in teams while students participate in academic and social enrichment programs led by community organizations.

**Individualized Learning Time and Instruction Focused on Specific Student Needs.** The time allocated to core academic courses will be increased (ELA will be at minimum two hours, and mathematics will be at least one and one half hours); the remaining time will be used for interventions and enrichment. Small-group ELA and mathematics classes will be added to the weekly schedule. These classes will target specific skills for which students need additional support, and students will be grouped with peers who have similar needs based on formative, summative, and benchmark assessments. This strategic schedule enables teachers to move students into or out of academic support classes easily, based on how they perform at any time during the year. Students excelling in ELA or mathematics may take on more enrichment courses in place of small-group classes.

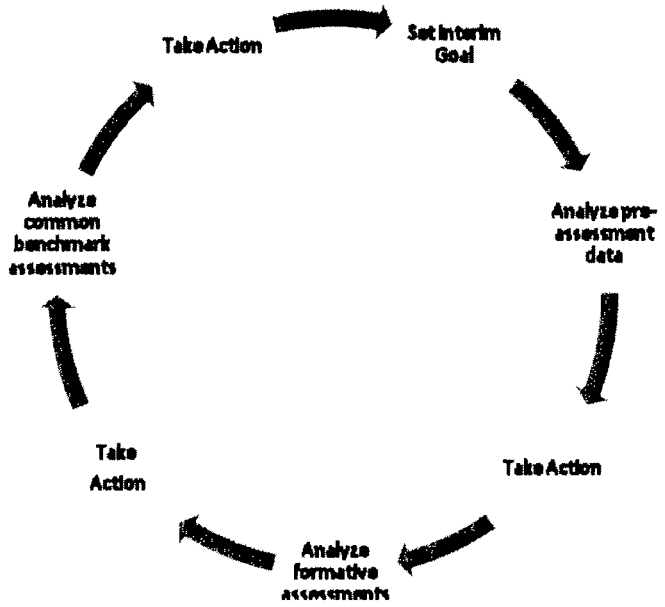
**Academic and Global Enrichment Programming Before and After School and During the Summer.** The school could not fulfill its mission and vision of providing a rigorous academic program without additional time. In addition to increased time during the instructional day, students also will have opportunities for academic and cocurricular activities after school and during the summer to develop creative thinking and problem-solving skills that come from a well-rounded education. An afterschool enrichment period will be led by selected community partners with expertise in the school's key design areas; designed and delivered by teachers based on their own particular interests; or led by students using youth development principles in the upper grades.

To set up the program for success, the school will develop a shared vision, identify goals and program components, and determine how success will be evaluated. Programs and activities will be curriculum based and will support the curriculum of common-branch subjects.

### iv.Data-Driven Instruction and Inquiry

To fully integrate the Common Core State Standards, teachers must have systems to track students' prior knowledge, emerging understanding, misunderstandings, and accomplishments. Teachers and students will need to broaden their skill sets in assessment in order to shift from assessment systems that rely solely on summative assessments, questions with single answers, and multiple-choice questions, to those that emphasize learning as conceptual, dynamic, and embedded in context. This change in approach is a high-leverage competency of focus. Teachers will become effective in using assessment in instruction as they monitor student progress to know what students understand and misunderstand and make adjustments to their plans to increase learning.

Through ongoing professional development from RBT's "Using Data Day-to-Day," teachers will learn to use a variety of assessments to inform their planning, teaching, and reflecting on lessons. Teachers will engage in frequent, short cycles of improvement to achieve student achievement goals, including the following:




Following assessment administration, teachers will have one half day to one full day to conduct data analysis and action planning. Data analysis days will be built into the schoolwide calendar. The local education agency or school will provide data reports to each teacher that are succinct and contain an item analysis, standard-level analysis, and bottom-line results. Teachers will use a common written template and structured protocol for deep analysis. This process will require reflection and action planning at the following levels: individual teacher, grade level, subject area, and schoolwide.

Through the analysis of assessment results, teachers will identify strengths, weaknesses, and gaps by standard and skill. Deep analysis will require that teachers identify not only what students did not learn but why they did not learn it.

Through data analysis, teachers will create a plan for addressing the standards and skills not mastered by the whole class, groups of students, and individual students. This plan will delineate the standards and skills that must be retaught to the whole class, the skills that will be addressed through small-group instruction, and the individual students who require placement in intervention programs, as outlined in the schoolwide RTI framework.

At the grade level, teams will address performance trends and then use an action-results meeting protocol to identify best practices and key actions that everyone will implement to address assessment results. Additional time will be spent developing concrete elements of lesson plans (e.g., Do Nows, teacher guides, student activities, and homework) that will be used to address needs and gaps in specific skills and standards.

Ongoing job-embedded training, support, and professional development will be aligned with the assessment calendar but will be adaptable to student learning needs. The instructional leadership team will facilitate teacher data-analysis meetings after each interim assessment and maintain focus on the process throughout the year. The instructional leaders will review and provide feedback on lesson and unit plans, conduct classroom observations, and give feedback driven by action plans and student needs. In addition, instructional leaders will identify, share, and disseminate best practices, resources, and strategies from high-achieving teachers and other schools, and they will facilitate school and classroom intervisitation.

### v.Student Support

The schoolwide framework for providing academic, social-emotional, and student support to the whole school population includes the following components:

- The use of a schoolwide (universal) screening assessment to identify students at risk for poor learning outcomes
- A multitiered intervention program and strategies that increase in levels of intensity
- Frequent and ongoing progress monitoring to determine student progress and program efficacy
- A team structure to organize and analyze student performance using progress-monitoring data

Student support teams and grade-level teams will serve as the major systems for the identification of students at risk for academic failure, disengagement or dropout, and health issues. Grade-level teams will meet for one half day or whole day following common benchmark assessments, as described in the functional cycle of data-driven instruction and inquiry. During this time, teachers analyze data and identify groups of students and individual students who are not meeting benchmark goals. Students are placed into intervention programs designed to address skill deficits. Following district-developed progress-monitoring protocol, students will be moved into other intervention programs to address additional skills, remain in interventions for additional cycles, or be moved out of the intervention following the district's newly implemented RTI model of support and programming.

Implemented during the 2010–11 school year, Student Support Teams play a significant role in implementing social-emotional and behavioral support systems and serve as student and system advocates. With the support of the Erie 1 Board of Cooperative Educational Services, Division of School Support Services, the team uses disaggregated behavior and discipline data from the Student Monitoring Systems to identify students not responding to universal schoolwide behavior supports and assigns them to group or individualized supports. Currently, the school uses Check In Check Out as the secondary support. The tertiary level of support begins with a functional behavior assessment and concludes with an individualized behavior plan. Students also are referred to support services provided by community mental health partners.

### vi.School Climate and Discipline

A safe and supportive learning environment is critical to school improvement. This is about not only disciplining students but also building relationships with and setting high expectations for them, as well as taking fair and consistent action. Waterfront will refine the current schoolwide positive behavior program and discipline system with clearly established expectations for safety, discipline, and respect. The policies and related system will include concise, schoolwide behavior expectations common for all students and a continuum of supports, interventions, incentives or rewards, and consequences—including a clear delineation of which activities and programs students are entitled to and which are privileges. In addition, the schoolwide behavior policy will identify which behaviors are to be handled by teachers, behavior support staff, and school leaders.

Schoolwide positive behavior and intervention programs will include the following:

- An instructional component for teaching students self-control and social-skill strategies
- Links between individual classroom management strategies and the schoolwide behavioral support system
- Regular and systematic collection and use of data regarding discipline and school climate to guide decision making
- Deliberate professional development that builds adult capacity to facilitate learning experiences and manage classrooms in a way that results in a safe and healthy environment conducive to learning

Students with disabilities will be held to the same universal behavior expectations. Too often, schools lower standards and expectations for students rather than applying individualized and tiered supports designed to address behaviors that may be a manifestation of a student's disability. Students who do not respond to universal programs and supports will receive a functional behavioral assessment to identify the antecedent, behavior, and consequences that may impede response to expectations. Individualized behavior plans will be developed as needed. Teachers will first use effective universal classroom management practices for all students, and then they will determine which students need additional support and more individualized interventions that incorporate strategies, modifications, and needs identified in a student's individualized education program.

### vii.Parent and Community Engagement

Waterfront will develop a consistent and unified approach to family involvement through an organized and deliberate effort to reach all parents and families and to encourage them to engage with the school in ways that meet their needs. By providing many opportunities to engage—such as by joining the School Council, participating in programs sponsored by a partner agency at the school, attending school informational meetings, or providing meaningful feedback on surveys—the school can help parents become more knowledgeable about how to support their children's

academic achievement. The school will employ the following formal mechanisms and information strategies to increase parental and community engagement:

- **Develop a family/school compact that will delineate how parents and teachers will share the responsibility to build and develop a partnership to help students meet high standards.** The compact will serve to engage parents, in collaboration with staff and students, around strategies for increasing student achievement.
- **Survey parents at the beginning of the school year to determine the best way to disseminate information to them, receive their feedback, and determine how the school can assist them so that they can better support their children.** Receiving information directly from parents will inform the school's next steps regarding parents' needs, programs, and protocols for reaching and appropriately engaging parents and families. A parent survey administered at the end of the year will provide feedback about the effectiveness of the strategies employed and will inform planning for Years 2 and 3.
- **Use varied forms of communication, including increasing the use of technology to keep parents and families informed about the school community and their children's progress.** Family communication will flow in both directions. In keeping with the increased use of technology, the school will explore and implement opportunities for communication through automated calls, text messages, e-mail, better use of the school website, newsletters, and regular phone outreach.
- **Provide staff or services that can communicate with parents in Spanish and other languages that may be spoken by parents at the school, and provide written communication in major languages.** Parents cannot engage with teachers and school personnel if they don't understand what is being said or written. In order to increase the number of parents who participate in school activities, it is critical that parents feel comfortable and that the school communicates effectively.
- **Identify, train, and support parent facilitators who can assess the needs at the school and serve as liaisons to parents.** An organized, district-supported parent program will provide another pathway for parents and families to engage with teachers to understand how to help their children at home.
- **Host activities that meet the needs of students, parents and families, and the community at large.** This may include academic or social celebrations, literacy or mathematics events, or training for parents and community members by a partner organization (e.g., parenting classes, extracurricular activities, or job and skills training).

## I. Training, Support, and Professional Development

### i. School Involvement in Development of Plan

The school-level plan was developed as a collaborative effort between the school-based management team (SBMT) and staff members from the Buffalo City School District (BCSD). The plan demonstrates the commitment of both the school and BCSD to ensure that every teacher experiences high-quality professional learning so that every student achieves his or her highest potential. Professional development is the pathway to exemplary teacher and student learning. The SBMT team identified areas in which instructional staff and support staff need

training and support to achieve the mission and vision of school improvement. Student achievement will be enhanced when teachers experience powerful, strategically aligned, and needs-determined professional support.

During the Pre-Implementation and Implementation Periods, the school's restructuring team, in collaboration with school and district leadership, will develop and continually refine a professional development plan aligned with the professional learning activities outlined in the School Improvement Grant (SIG) application.

**District Professional Development.**A continuous improvement model allows for differentiated professional development to address specific school needs. The Office of School Innovation and Turnaround will support all priority schools and SIG Cohort 4 schools in the implementation of their school-level plan. A variety of professional development delivery models will be offered, including face to face, school-based, professional learning communities (PLCs) and a continuous learning cycle/lesson study program. BCSD and school instructional coaches will provide follow-up and support to teachers at the school level. The goal is to build a school's internal capacity to deliver job-embedded professional development.

**School Professional Development.**Schools will build their capacity to design and deliver professional development at the school site, based on their unique needs. This will include observing other teachers teaching, being observed and receiving feedback, examining student data, planning lessons with colleagues, being coached by a BCSD or school-based instructional coach, and/or reading journals and educational articles.

**Major School Improvement Professional Development Service Providers.**The following organizations will provide support during the grant's Pre-Implementation and Implementation Periods. These organizations have a proven track record of building the capacity of district- and school-level staff to improve instructional practices, systems and operational structures, and student learning outcomes.

- American Institutes for Research (AIR)
- Sheltered Instruction Observation Protocol (SIOP) model
- Research for Better Teaching Inc.
- Core Knowledge Foundation

### ii. Pre-Implementation Period

***The Pre-Implementation Period chart is attached.***

The essential planned training, support, and professional development events scheduled during the Pre-Implementation Period, leading up to the start of the school year, include the following:

**AIR.***Building an Instructional Coaching Program* will begin with a two-day intensive training for instructional coaches in summer 2013. This training will include preparing for coaching with professional teaching standards, clarifying the role of the coach in teacher professional development, aligning coaching with other professional learning, understanding trust as a coaching "norm," and understanding a coach's roles in school and teacher development.

**SIOP model.** The SIOP model is a research-based and validated instructional model that has been proven effective in addressing the academic needs of English learners throughout the United States. The SIOP team works closely with teachers, instructional coaches, school leaders, and paraprofessionals or teacher aides as they learn to plan, implement, and support instruction using the SIOP model. In a series of workshops throughout the year, teachers will learn about and practice the eight components of the SIOP model by engaging in a variety of instructional activities. They will plan and implement lessons, reflect on their experiences, and refine their instructional practices using the SIOP model. Instructional coaches will develop their knowledge of the SIOP model and learn ways to guide and support others who are developing SIOP expertise. These staff members will be supported as they coach other teachers and develop and implement a professional development program for their schools.

**PLCs.** A PLC is a collegial group of educators that is united in a commitment to student learning. PLCs will meet regularly to examine teaching practices, analyze student performance, and address achievement gaps. Learning takes place in the classroom in the interactions between teachers and students; to improve student learning, it is necessary to focus on improving the quality of instruction in classrooms. PLCs are an important structure that supports instructional improvement, systematic data use, and a school culture focused on continuous improvement. By focusing on student learning, in addition to having benefits for students, PLCs positively affect the culture of a school.

### iii. Implementation Period

***The Implementation Period chart is attached.***

**Skillful Teaching.** The Research for Better Teaching's *Skillful Teaching* program provides practical strategies for strengthening teaching skills and teaches pedagogues how to apply the core components to lesson design and implementation. Professional development courses are more than 40 hours in length and include follow-up visits and coaching. Instructional leaders learn how to accurately observe teachers and provide targeted and actionable feedback through the Observing and Analyzing Teaching course.

**Using Data Day to Day.**Research for Better Practice's *Using Data Day to Day* overviews the comprehensive model of the knowledge base on teaching and focuses on a few areas in depth: (1) planning clear lessons that are accessible to all students; (2) communicating high expectations; and (3) using a variety of assessments to inform planning, teaching, and reflecting on lessons. Participants will learn how to collect, analyze, and respond to data by drawing on research-based instructional strategies. In addition, a strong theme throughout the course is strengthening an understanding and respect for our students' diverse cultural backgrounds.

**Core Knowledge (CK).**CK is an educational reform model based on the premise that a solid, specific, shared core curriculum is crucial to ensure a sound elementary education and help students build strong foundations of knowledge. The content of this core curriculum is outlined in the*Core Knowledge Sequence*manual, which describes what students should learn at each grade level in Grades K–8. Themanualprovides a detailed outline and a planned progression of specific content to teach in language arts, American and world history, geography, mathematics, science, the visual arts, and music. The sequenceof topics is intended to provide 50 percent of what is taught in a U.S. elementary school, and the content complements the general skills

development and learning objectives typically found in state and local curriculum guides. Currently, hundreds of schools are participating in the CK school reform model throughout the United States.

**AIR Reality Check.** The AIR *Reality Check* is a facilitated process of reflecting on the SIG plan goals and objectives alongside relevant, up-to-date school data at the conclusion of the first semester or midway through Year 1 of a turnaround. The purpose of the meeting is to

- Identify the depth of implementation of initiatives in the SIG plan.
- Begin to identify which initiatives should be continued, adjusted, or stopped.
- Identify and prioritize next steps for deepening implementation and effectiveness.

### iv. Evaluation Plan

Evaluation planning will be an integral part of professional development planning. In collaboration with BCSD staff, school leaders, and professional development providers, the principal will ensure that professional development, training, and support are closely aligned to the school improvement goals and strategies. Specific professional learning outcomes and related indicators, along with the expected outcomes in student learning and related indicators, will be identified prior to each professional learning activity. Interim outcomes, indicators, and benchmarks include the following: teacher perception, new knowledge and skills, changes in school organization and culture, and changes in student learning.The results from early or formative evaluations will be used to inform modifications to the design of professional development and report to stakeholders on early outcomes.

Rigorous, ongoing evaluations will help refine training, support, and professional development programs in several ways:

- Early or formative evaluations will gauge teacher satisfaction with professional learning activities, whether the activities took place as planned, and whether teachers mastered new knowledge and skills.
- Formative evaluations will help professional development providers determine whether activities are on track or whether some midcourse changes are necessary to achieve the intended outcomes.
- Summative evaluations will focus on whether the professional development achieved the intended outcomes as reflected in changes in teachers' practice and changes in student learning.
- Ongoing evaluations will yield information about changes in school organization and culture that may result from teacher training, support, and professional development.

Initial evaluations of training, support, and professional development will focus on the following three questions:

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

Data collected on professional learning implementation will include careful record keeping and the following quantitative and qualitative data sources:

- Sign-in sheets to track teacher participation

- Activity logs to track follow-up support for individual teachers and groups of teachers
- Activity logs noting the frequency and the duration of weekly observations and feedback on the classroom application of new instructional strategies, as well as their substantive focus
- Surveys and evaluation forms to gauge teacher perception and whether teachers are likely to apply new knowledge and skills in their professional practice
- An analysis of benchmark assessments, common formative assessments, daily formative assessments, and student work.

Table 1 presents a timeline for the regular evaluation of the effects of training, support, and professional development. The cells labeled Professional Learning Activities I, II, and III indicate that professional learning is ongoing for several months and, subsequently, during the three years of the grant period and beyond. The activities included in each cell repeat because they are ongoing and job embedded and also reflect new activities as the school, leaders, and teachers build their capacity. Interim outcomes, indicators, and benchmarks are observable and measurable outcomes during the evaluation periods. As the professional learning activities progress, the interim outcomes include more extensive mastery, the application of new knowledge and skills, and an early look at whether changes in student learning are occurring as expected.

Throughout the planning, delivery, and evaluation of professional development, support, and training, instructional leaders will work with individual teachers and groups of teachers, during coaching and PLCs, to identify and examine evidence of teaching and learning (e.g., observation notes, student work, daily formative assessments, and benchmark assessment results) to evaluate whether the professional learning activities have had the desired impact on teaching and learning.

**Table 1. Timeline for the Regular Evaluation of the Effects of Training, Support, and Professional Development**

| September–November | First Evaluation | December–February | Second Evaluation | March–May | Third Evaluation | |
|---|---|---|---|---|---|---|
| **Professional Learning Activities I** | **Interim Outcomes/ Indicators/ Benchmarks I** | **Professional Learning Activities II** | **Interim Outcomes/ Indicators/ Benchmarks II** | **Professional Learning Activities III** | **Outcomes/Indicators** | |
| • Presentations<br>• Workshops<br>• Demonstrations<br>• School-based follow-up | • Teacher perceptions<br>• New knowledge and skills<br>• Changes in school organization and culture | • Workshops<br>• Demonstrations<br>• PLCs<br>• School-based follow-up<br>• Instructional coaching | • Teacher perceptions<br>• New knowledge and skills<br>• Changes in practice<br>• Changes in school organization and culture<br>• Changes in student learning | • Study groups<br>• PLCs<br>• School-based follow-up<br>• Instructional coaching | • New knowledge and skills<br>• Changes in practice<br>• Changes in school organization and culture | • Changes in student learning<br>• Changes in student behavior and engagement |

## J. Communication and Stakeholder Involvement/Engagement

One of the core beliefs driving the PS 95 Waterfront Elementary School (WES) transformation plan is the district- and school-wide understanding that school staff, parents, and community members are partners in the change process. *The School Turnaround Field Guide*, a 2010 social impact report sponsored by the Wallace Foundation, identifies three critical gaps in parent, community, and stakeholder engagement that must be addressed to ensure successful school turnaround. These include:

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

The district and WES are committed to implementing regular and systematic actions to address these gaps and to ensure that all parents, community members, and other stakeholders are well informed regarding implementation of the School Improvement Grants (SIG) plan.

To that end, two rounds of meetings were convened as part of the WES transformation plan development process:

1. On January 7, 2013, school-based management (SBM) teams from identified Buffalo City School District (BCSD) transformation schools convened with district staff and facilitators from American Institutes for Research to review school-specific data relative to the core SIG focus areas. Through a facilitated and collaborative group process, the teams identified issues, challenges, and strengths that were systemic to the schools and that, if addressed, would be likely to improve school and student achievement. The meeting also included a facilitated session during which SBM teams began to articulate a shared vision for their schools and how those schools would look at the conclusion of the SIG implementation period in 2016. School teams used worksheets to capture highlights of the meeting to share with the broader school community.
2. On January 14 and January 15, 2013, parent and community stakeholder meetings were held at the school. The intent of the meetings was to inform all stakeholders of the SIG process, communicate the vision for the successful turnaround of WES, and collect parent and stakeholder insights and feedback. All meetings were well attended, and information that was gathered was incorporated into BCSD's SIG plans.

Moving forward, the district and WES will utilize the following core strategies for regular and systemic communication with all stakeholders:

1. Develop a district-wide communication plan that incorporates multiple media and provides user-friendly data and information.
2. Create a governance board to monitor progress of the transformation plan.
3. Establish a school leadership team.

4. Provide direct outreach to families and communities through school-level parent facilitators.

A **district-wide communication plan will be developed** to clarify lines of communication between the district and the community and to ensure that all parents, families, and community members are kept abreast of the initiatives and progress of school transformation. Included in the plan, for example, are monthly community roundtables led by BCSD's superintendent to monitor progress, gather feedback, and inform the governance board of community needs. Multiple forms of media and user-friendly data will be used to reach all stakeholders and to build community-wide support and public will for dramatic school change.

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

A **school leadership team will be established and will meet weekly** to monitor the progress of the SIG, determine necessary course corrections, and ensure that all stakeholders are regularly informed. Comprised of school administrators, core department chairs, a student support team representative, the school administration manager, and an on-site lead partner (if applicable), the school leadership team will analyze data, examine leading and lagging indicators, address and resolve areas of concern, and provide recommendations and feedback to the governance board. The team will communicate weekly progress to teachers, parents, and community members.

The on-site lead partner will also report monthly to the district's superintendent on the progress of the reform initiatives. The superintendent and the Office of School Innovation and Turnaround will then present monthly reports to the BCSD Board of Education. Quarterly meetings with the teachers' union and quarterly meetings with lead partners and other SIG support vendor partners will also provide status updates on progress and will strengthen collaboration.

In response to the needs assessment, **direct outreach to families and communities will be provided** through school-level parent facilitators. Parent facilitators will be trained to assess parent and community needs, build strong relationships that deepen parental engagement, and partner with community organizations to enhance instruction. During the outreach meetings on January 15, we heard from a parent whose child had previously attended a district charter school. She commented on how different and robust the parental engagement was at the charter school that was run by the Westminster Foundation. In response to this feedback, we reached out to the Foundation to request assistance in improving parental engagement at our Priority Schools.
It is our intention that parent facilitators will become more effective in providing regular updates to parents and families about the school plans and implementation of the SIG plan. Several modes of communication will be used, including:

- Surveying families and students on ways the school can effectively engage with them and assess satisfaction with school services

- Conducting home visits, monthly parent education meetings, visits to faith-based organizations, and outreach to the surrounding business community to connect with traditionally hard-to-reach families
- Publishing weekly newsletters and providing parent calendars to improve communication and strengthen links between home and school
- Hosting regular public meetings to review school performance and school improvement plans
- Providing multiple and varied opportunities to engage parents in school and learning activities
- Welcoming and supporting new families with support from the school's student support team and school staff

## K. Project Plan and Timeline

### i. Pre-Implementation Period—Goals and Key Strategies

In preparation for the Year 1 implementation plan, the following goals and key strategies will be addressed in the Pre-Implementation Period (April 1 to August 31, 2013):

- Develop comprehensive curriculum.
- Unpack School Improvement Grant (SIG) and establish necessary team structures.
- Communicate vision and build support for SIG plan.
- Plan for teacher evaluation implementation.

### ii. Pre-Implementation Period—Actions and Activities

Table 1 outlines the specific, measurable, and time-phased actions on the part of district leadership, school leadership, the lead partner, and other stakeholders to support the key strategies in the Pre-Implementation Period.

**Table 1. Pre-Implementation Period Actions and Activities**

| Key Strategies | Actions Aligned With Key Strategies | Person/Group Responsible for Completion | Implementation Date |
|---|---|---|---|
| Develop comprehensive curriculum. | Provide teachers with a comprehensive curriculum and quarterly benchmark assessments aligned to the Common Core State Standards. | Office of Curriculum and Development | May 2013 |
| | Provide training for all teachers to use new curriculum and quarterly benchmark assessments. | Office of Curriculum and Development and assistant principal | Summer 2013 |
| | Provide school-based professional development on team building, commitment to high achievement, the use of data to inform instruction, and consistent communication of support and expectations. | Principal, assistant principal, and Office of School Innovation and Turnaround | Summer 2013 |
| | Create daily school schedule that allows for increased instructional time, academic intervention, and enrichment. | Principal | Summer 2013 |
| Unpack SIG and | Review SIG plan in grade-level teams and | Grade-level teams | April 2013 |

| Key Strategies | Actions Aligned With Key Strategies | Person/Group Responsible for Completion | Implementation Date |
|---|---|---|---|
| | identify next steps. | | |
| | Create daily school schedule that includes common planning time and weekly professional learning communities (PLCs). | Principal | Summer 2013 |
| establish necessary team structures. | Establish student support team (SST). | Lead counselor and staff with responsibilities for reducing truancy and discipline disruptions | April 2013 |
| | Establish school leadership team (SLT) and participate in SLT academy. | Principal, assistant principal, lead partner, grade-level representatives, and SST representative | Spring–summer 2013 |
| | Recruit and hire best candidate as principal who demonstrates core competencies as a turnaround leader. | Superintendent, Office of School Innovation and Turnaround, and lead partner | April–May 2013 |
| | Develop communication plan. | Office of School Innovation and Turnaround | April 2013 |
| | Establish representative SIG governance board. | Superintendent, Office of School Innovation and Turnaround, and lead partner | April 2013 |
| Communicate vision and build support for SIG plan. | Host community roundtables. | Superintendent | April–August 2013 |
| | Convene quarterly coordination meetings with vendor partners. | Office of School Innovation and Turnaround, principals, and vendors | April 2013 and August 2013 |
| | Host ongoing stakeholder meetings with parents and community members. | Principal, SLT, and parent facilitator | April–August 2013 |
| | Provide staff or services to communicate with parents in Spanish and other languages that may be spoken. | Office of School Innovation and Turnaround | April 2013 |
| | Provide training to parent facilitators to assess parent and community needs, deepen parental engagement, and partner with community-based organizations (CBOs). | Office of School Innovation and Turnaround | Spring–Summer 2013 |
| | Survey parents to determine best ways to disseminate information, receive feedback, and engage them in SIG process. | Parent facilitator | May 2013 |
| | Participate in all school staff retreat. | Principal, assistant principal, and school staff | August 2013 |
| Plan for teacher | Implement an opt-in/opt-out process for | Office of Human | April 2013 |

| Key Strategies | Actions Aligned With Key Strategies | Person/Group Responsible for Completion | Implementation Date |
|---|---|---|---|
| evaluation implementation. | teachers and staff. | Resources | |
| | Provide all staff with updated information on implementation of the new teacher evaluation system. | Office of Human Resources | April 2013 |
| | Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff. | Office of Human Resources and Office of School Innovation and Turnaround | April 2013 |

### iii. Implementation Period—Goals and Key Strategies

The following goals and key strategies will be addressed in the Year 1 Implementation Period (September 1, 2013, to August 31, 2014):

- Implement and celebrate early wins.
- Launch PLCs, SST, and SLT.
- Provide differentiated, job-embedded professional development to support implementation of the aligned curriculum, benchmark assessments, data-driven instruction, and instructional strategies that address targeted learning needs.
- Implement intervention programs and develop transition plans.
- Monitor weekly implementation data and execute communication plan.
- Implement school-family engagement plan and partnership plan.
- Institutionalize performance management process.

### iv. Quick Wins

According to Kowal and Ableidinger (2011),successful turnaround leaders identify a few high-priority goals that will yield visible results and serve to motivate and engage all stakeholders in the change process. These early wins must be targeted, based on a review of data, and directly impact student learning outcomes. The early wins for SIG Cohort 4 include the following:

- Increase the daily student attendance rate.
- Increase parent attendance at the first quarter Open School night.
- Decrease the number of discipline referrals as measured by Positive Behavioral Interventions and Supports (PBIS).
- Increase time on task as measured by weekly classroom observations.

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

- Existence of a plan, including turnaround success actions
- Level of clarity and detail in all goals, steps, and timing for all staff
- Ratings of timeliness of actions to implement plan steps
- Existence of systems to regularly collect, analyze, and use data

Given the detailed SIG plan outlined in this application and the high levels of district and school commitment to change, the SIG Cohort 4 schools are on the right track for the earliest phase of school transformation.

### v. Leading Indicators

Based on Kowal and Ableidinger (2011), Table 2 identifies the leading indicators that will be reviewed on a quarterly basis as well as how the data will be collected, who will analyze the data, and to whom the data will be reported. As noted by Kowal and Ableidinger, successful turnaround leaders are "fearless data hounds" (p. 10) and report data frequently in open-air sessions to ensure that the focus is on problem solving, not excuse making. The SIG Cohort 4 schools are committed to open-air data analysis and reporting, as outlined in Table 2.

**Table 2. Leading Indicators for Turnaround Success and Data Reporting**

| Success Factor | Leading Indicator Reviewed Quarterly | Method of Data Collection | Data Analysis Conducted By | Data Reported To/In |
|---|---|---|---|---|
| Leaders take turnaround success actions. | Ratings on the way in which the leader engages in each action | Leadership rubric (synthesis of observations) | Community superintendents and National SAM Innovation Project time coach | Superintendent, Office of School Innovation and Turnaround, lead partner, and monthly principal meetings |
| | Teacher turnover rate | | Office of Human Resources | Office of School Innovation and Turnaround, lead partner, and governance board |
| School achieves preconditions for learning gains. | Teacher and student attendance | Data warehouse | Office of Shared Accountability | Office of School Innovation and Turnaround, SLT, parents, CBO, lead partner, and governance board |
| | Truants | PBIS | SST | PLCs, SST, SLT, parents, CBO, lead partner, and governance board |
| | Student turnover rates | Data warehouse | Office Shared Accountability | SST, SLT, lead partner, and governance board |
| | Discipline incidents | PBIS | SST | PLCs, SST, SLT, parents, CBO, lead partner, and governance board |
| | Student, teacher, and parent satisfaction | Survey | Office of School Innovation and Turnaround and parent facilitators | Office of School Innovation and Turnaround, SLT, parents, CBO, lead partner, and governance board |
| School achieves early wins. | Increased student attendance | Data warehouse | Office of Shared Accountability | PLCs, SLT, parents, CBO, lead partner, and governance board |
| | Increased parent participation in Open School night | SLT | SLT | PLCs, SLT, parents, CBO, lead partner, and governance board |
| | Indicators based on school-specific goals | Quarterly benchmark assessments,PBIS, and classroom rubric (synthesis of weekly observations) | Teachers,SST,principal, and assistant principal | PLCs, SST, SLT, parents, CBO, Office of School Innovation and Turnaround, lead partner, and governance board |

### vi. Years 2 and 3—Goals and Key Strategies

The overarching goal for the Year 2 and Year 3 Implementation Periods is to continually monitor data and program effectiveness to ensure that the SIG transformation evolves to fit targeted school needs. Data from leading indicators will be reviewed quarterly (and annually where appropriate) to address implementation issues, ensure data-driven decision-making processes, and determine timely course corrections. In addition, as outlined in Kowal and Ableidinger (2011), district and school leaders will be able to examine the correlations between student outcome data and leading indicators in Years 2–3 and then target the leading indicators that are the most connected to student learning outcomes and turnaround success.

## III. SIG Budget

### Reference


Kowal, J., &Ableidinger, J. (2011).*Leading indicators of school turnaround: How can you know if a turnaround is on track?* Chapel Hill, NC: Public Impact. Retrieved from http://www.schoolturnarounds.org/index.php?option=com_content&view=article&id=28&Itemid=29

Public Impact.(2008, June).*School turnaround leaders: Competencies for success* (a report for the Chicago Public Education Fund). Chapel Hill, NC: Author. Retrieved from http://www.publicimpact.com/publications/Turnaround_Leader_Competencies.pdf

# BUDGET NARRATIVE – Pre-Implementation

| ***CODE/ BUDGET CATEGORY*** | ***EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)*** |
|---|---|
| ***Code 15*** *Professional Salaries* | **Total: $168,349** |
| **TOTAL : $10,272**<br><br>**$1,092**<br><br>**$1,967**<br><br>**$2,133**<br><br>**$2,880**<br><br>**$2,200** | Buffalo City School District:<br>Associate Superintendent, School Innovation and Turnaround: Provides overall programmatic leadership for all School Improvement activities/program and direction.<br>Director, School Innovation and Turnaround: Support the continuing development and operation of all Educational Partnership Organizations (EPO's). Liaison between EPO's and the Buffalos City School District (BCSD).<br>Supervisor, Innovation and Turnaround: Manages all of the SIG grants – collaborates with each principal to implement all of the professional activities required and is in charge of all fiscal/budgetary actions.<br>Project Administrator: Will provide additional assistance and support for all of the activities in the Office of School Innovation and Turnaround.<br>Supervising Principal: Offer administrative assistance and guidance to the Turnaround Principal(s) while working with assigned Community and Associate Superintendents. |
| **2 admin. x 10 hrs x $26.88 = $538**<br><br>**23 teachers x 10 hrs x $26.01 = $5,983**<br>**2 subs x 20 days x $112/day = $4,480**<br>**$2,000**<br>**22 teachers x 70 hrs x $27.84/hr = $42,874**<br><br>**65 teachers x 5 days x $300/day = $97,500**<br><br>**4 teaching assistants x 70 hrs x $16.79/hr = $4,702** | Waterfront School #95:<br>Curriculum Committee - Administrative: 2 Buffalo City School District (BCSD) administrators will be working with instructional staff in preparation for the Summer Extended Learning and Turnaround implementation for the Fall Semester.<br>Curriculum Member – Teachers: 23 teachers will work on curriculum development for the Summer and Fall turnaround<br>(2) Substitute for Summer School: Will provide assistance to teaching staff.<br>Principal: Stipend as required by District Collective Bargaining Agreement.<br>Teacher Ancillary – Summer School: Twenty-two (22) teachers will provide summer enrichment/remedial services to students.<br>Teacher Ancillary – Professional Development: 65 teachers will participate in full day professional development focused upon Waterfront School's individual school improvement plan.<br>Teaching Assistants – Summer – Will provide classroom instructional assistance during the summer program. |
| ***Code 16*** *Support Staff Salaries* | **Total: $6,558** |
| **$1,056**<br><br>**$344**<br><br>**$1,344** | Buffalo City School District:<br>Senior Account Clerk Typist: Provide clerical assistance to the Director, supervisor and Project Administrator in the Office Of School Innovation and Turnaround.<br>Administrative Secretary: Provide clerical assistance to the Associate Superintendent in the Office of Innovation and Turnaround.<br>Research Aide: Provide data research and technical assistance for the office of School Innovation and Turnaround |

| ***CODE/ BUDGET CATEGORY*** | ***EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)*** |
|---|---|
| **$672**<br>**$900**<br><br>**2 aides x 70 hrs x $16.01/hr = $2,242** | Budget Examiner: Will provide district wide review and analysis of each SIG to insure timely/effective grant expenditure.<br>Human Resource Specialist: will assist Human Resources Department to acquire and align essential personnel for the continuing success of the school improvement grants.<br><br>Waterfront School #95:<br>Teacher Aides: (2) will provide support services to classroom teachers and administrator |
| ***Code 40***<br>*Purchased Services* | **Total: $36,060** |
| **$2,500**<br>**$3,056**<br>**$11,250** | Buffalo City School District<br>Contract Services:<br>Educational Research Strategies: Will guide and assist with implementing school-based budgeting in all our Turnaround Schools.<br>Human Resource Consultant: To be Determined. Will provide supervision and support the Human Resources Department with the hiring of appropriate and highly effective staff to ensure the success of the SIG's.<br>Distinguished Educator: EDULEAD, LLC: will provide overall district guidance and educational recommendations required per New York State Education. |
| **$9,254**<br>**$10,000** | Waterfront School #95 Contract Services:<br>National Urban Alliance: Turnaround specialists who will partner with Waterfront School staff to provide continuing professional development and mentoring within the framework of their turnaround model.<br>Research for Better Teaching: Teachers will participate in the Studying Skillful Teacher course which emphasizes instructional practice and effective integration of essential student data. |
| ***Code 45***<br>*Supplies and Materials* | **Total: $3,701** |
| **$800**<br>**$2,594**<br>**$307** | Buffalo City School District:<br>Minor Equipment: One computer for the new Project Administrator<br><br>Waterfront School #95:<br>Instructional Supplies: Books/DVD's and materials essential for the professional develop offered to administration and teaching staff.<br>Office Supplies: Supplies related to data driven inquiry. |
| ***Code 46***<br>*Travel Expenses* | **Total: 61,034** |
| **2 staff x $557.50/person = $1,115**<br>**111 miles x .45/mile = $50** | Buffalo City School District<br>Employee Travel: Network Team training in Albany, New York to implement Race to The Top initiative.<br>Employee Mileage: For travel within the District |

| ***CODE/ BUDGET CATEGORY*** | ***EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)*** |
|---|---|
| **$59,869** | Waterfront School #95<br>Student Transportation: Buses to transport students during Summer School experience. |
| ***Code 80***<br>*Employee Benefits* | **Total: $51,983** |
| | Benefits rates are contractually negotiated through a collective bargaining process.<br>Social Security @ .0765 = $13,381<br>Retirement NYS Teachers @ .165 = $27,778<br>Retirement NYS Employees @ .205 = $ 1,345<br>Health Ins. Administrators @ $15,000/yr = $ 1,525<br>Health Ins. Exempt @ $15,000/yr = $ 91<br>Health Ins. Civil Service @$11,885 = $ 1,094<br>Worker's Compensation @ .0315 = $ 5,510<br>Unemployment Insurance @ .0065 = $ 1,137<br>Supplemental = $ 118<br>Life Ins = $ 4 |
| ***Code 90***<br>*Indirect Cost* | **Total: $8,847** |
| | Restricted indirect costs are calculated by the LEA at the approved rate of 2.7%. This rate is applied to the modified direct cost base: **$327,685**. |
| ***Code 49***<br>*BOCES Services* | **Total: $15,000** |
| | Erie I BOCES: Professional Development to encourage the development of positive school culture and climate to facilitate instruction. |

# BUDGET NARRATIVE – Year One

| ***CODE/ BUDGET CATEGORY*** | ***EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)*** |
|---|---|
| ***Code 15*** *Professional Salaries* | **Total: $872,262** |
| | Buffalo City School District: |
| **$5,460(.04 FTE)** | Associate Superintendent, School Innovation and Turnaround: Provides overall programmatic leadership for all School Improvement activities/program and direction. |
| **$10,664(.12 FTE)** | Director, School Innovation and Turnaround: Support the continuing development and operation of all Educational Partnership Organizations (EPO's). Liaison between EPO's and the Buffalos City School District (BCSD). |
| **$9,834(.12 FTE)** | Supervisor, Innovation and Turnaround: Manages all of the SIG grants – collaborates with each principal to implement all of the professional activities required and is in charge of all fiscal/budgetary actions. |
| **$4,800 (.06 FTE)** | Project Administrator: Will provide additional assistance and support for all of the activities in the Office of School Innovation and Turnaround. |
| **$11,000 (.11 FTE)** | Supervising Principal: Offer administrative assistance and guidance to the Turnaround Principal(s) while working with assigned Community and Associate Superintendents. |
| **$20,150(.31 FTE)** | Instructional Coach: Assigned to provide imbedded professional development |
| **$5,200 (.08 FTE)** | Instructional Technology Coach: Will support the use of technology in all applications, provides district-wide mentors on the use of technology and the the use of data. |
| | Waterfront: |
| **$80,000** | Project Administrator: will be the School Administrative Manager – assisting the principal allowing more instructional than managerial duties. Insure that PD will be implemented at all school levels, track attendance and oversee grant activities. |
| **.40 teachers x $65,000 = $26,000** | Reduced Class Size Teachers: to reduce the number of students in grades 5, 6 and 7. |
| **$65,000** | Instructional Technology Coach: Able to guide teachers using technology to infuse technology into all classrooms as standard practice |
| **$65,000** | Data Coach: Retrieve, analyze, interpret and disseminate all school and classroom data with emphasis on math and ELA to drive and facilitate instruction |
| **$65,000** | Literacy Coach: Will provide additional instruction and support to grades 7 and 8 working in collaboration with Title I Literacy Coach working with grades 5 and 6. |
| **$65,000** | Math Coach: Will provide additional instruction and support for grades 5 – 8. |
| **.25 FTE x 65,000 = $16,250** | Attendance Teacher: Will provide attendance services – home visits, data collection and interventions. |
| **.5 FTE x $65,000 = $32,500** | Librarian: Allows for full time librarian to assist with literacy and provide all library services every school day. |
| **$65,000** | Support Reading Teacher: Assists with implementing reading programs at all grade levels. |
| **$65,000** | Support Math Teacher: To provide additional math instructional support for grades 5 – 8. |

| ***CODE/ BUDGET CATEGORY*** | ***EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)*** |
|---|---|
| **2 teachers x 186 days x $112/day = $41,664** | Substitutes: 2 substitutes for full academic year to support teaching staff to receive and embed related professional development |
| **80 teachers x 5 days x $300/day = $120,000** | Teacher Ancillary 41st week – 5 full days of related professional development. |
| **23 teachers x 25 hours x $18.59 = $10,690** | Teacher/Student: After school professional development. |
| **3 admin x 25 hours x $19.21 hour = $1,441** | Administrative/student: After school professional development. |
| **2 teachers x 25 hours x $27.81/hr = $1,391** | Discussion Leader: in-district professional developers who will provide training to teachers and administrators after hours. |
| **3 admin x 25 hours x $26.88/hr = $2,016** | Curriculum Committee – Admin: to allow administrators to participate in after hours curriculum development. |
| **23 teachers x 25 hours x $26.01/hr = $14,956** | Curriculum Committee – Teacher: to allow teachers to participate in curriculum development. |
| **22 teachers x 20 days x 3.5 hours x $27.84/hr = $42,874** | Teacher Ancillary Summer 2014: to provide remediation and enrichment services to students during the summer. |
| **$2,000** | Principal Stipend 2014: Stipend required per the Collective Bargaining Agreement |
| **3 teaching assistants x 70 hrs x $16.79/hr = $3,526** | Teaching Assistants – Summer – Will provide classroom instructional assistance during the summer program. |
| **$19,846** | Teaching Assistant: To provide additional common planning time and kindergarten support. |
| ***Code 16*** *Support Staff Salaries* | **Total: $22,322** |
| **$5,280 (.12 FTE)**<br>**$1,720 (.04 FTE)**<br>**$6,720 (.12 FTE)**<br>**$3,360(.06 FTE)**<br>**$3,000 (.06 FTE)** | Buffalo City School District:<br>Senior Account Clerk Typist: Provide clerical assistance to the Director, Supervisor and Project Administrator in the Office Of School Innovation and Turnaround.<br>Administrative Secretary: Provide clerical assistance to the Associate Superintendent in the Office of Innovation and Turnaround.<br>Research Aide: Provide data research and technical assistance for the office of School Innovation and Turnaround<br>Budget Examiner: Will provide district wide review and analysis of each SIG to insure timely/effective grant expenditure.<br>Human Resource Specialist: will assist Human Resources Department to acquire and align essential personnel for the continuing success of the school improvement grants.<br><br>Waterfront: |

| ***CODE/ BUDGET CATEGORY*** | ***EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)*** |
|---|---|
| **2 aides x 70 hrs x $16.01/hr = $2,242** | Teacher Aides Summer: (2) will provide support services to classroom teachers and administrator |
| ***Code 40*** *Purchased Services* | **Total: $202,014** |
| **$17,230**<br>**$1,278**<br>**$5,000** | Buffalo City School District<br>Contract Services:<br>American Institute for Research: Turnaround Leadership training Building Leadership Teams<br>National School Innovation Project: (NSIP) Provide school administrator manager training<br>Distinguished Educator: EDULEAD, LLC: will provide overall district guidance and educational recommendations required per New York State Education. |
| **$96,252**<br>**$15,000**<br>**$11,500**<br>**$20,000**<br>**$15,754**<br>**$20,000** | Waterfront:<br>Contract Services:<br>National Urban Alliance: Turnaround specialists who will partner with North Park Middle staff to provide continuing professional development and mentoring within the framework of their turnaround model.<br>Research for Better Teaching: Teachers will participate in the Studying Skillful Teacher course which emphasizes instructional practice and effective integration of essential student data.<br>NSIP: Provide School Administrative Management (SAM) training for the principals and Project Administrator<br>Outside Educational Expert – TBD: To provide assistance an evaluation to the Diagnostic Toll for School District Effectiveness.<br>Buffalo Zoo: STEM program for all grade 5 classrooms<br>Tuition Reimbursement: Provides tuition reimbursement for graduate level work for faculty and administrators at North Park. |
| ***Code 45*** *Supplies and Materials* | **Total: $18,700** |
| **$100**<br>**$300**<br>**$1,800**<br>**$550 x 30 = $16,500** | Buffalo City School District:<br>Office Supplies: budget detail attached<br>Instructional Supplies: professional development supplies<br>Minor Equipment: One iPad mobility cart; to store and charge 30 iPads<br>Waterfront:<br>Minor Equipment; 30 iPads for students to increase student use of technology including but not limited to on-line textbooks, assessments, research and networking |
| ***Code 46*** *Travel Expenses* | **Total: $68,769** |

| ***CODE/ BUDGET CATEGORY*** | ***EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)*** |
|---|---|
| **$800**<br><br>**222miles x .45/mile = $100**<br><br>**$59,869**<br>**$3,000**<br>**$5,000** | Buffalo City School District<br>Employee Travel: Network Team training in Albany, New York to implement Race to The Top initiative.<br>Employee Mileage: For travel within the District<br><br>Waterfront:<br>Student Transportation: Buses to transport students during Summer School experience.<br>Field Trip: STEM Program at Buffalo Zoo<br>Non-Employee Travel: For the outside Educational Expert – DTSDE Training in Albany, New York |
| ***Code 80***<br>*Employee Benefits* | **Total: $389,343** |
| | Benefits rates are contractually negotiated through a collective bargaining process.<br>Social Security @ .0765 = $68,436<br>Retirement NYS Teachers @ .165 = $143,924<br>Retirement NYS Employees @ .205 = $ 4,577<br>Health Ins. Teachers @ $ $12,717= $95,887<br>Health Ins. Administrators @ $15,000/yr = $ 20,279<br>Health Ins. Exempt @ $15,000/yr = $ 454<br>Health Ins. Civil Service @$11,885 = $ 5,087<br>Health Ins Teacher Aide @10,965= $10,965<br>Worker's Compensation @ .0315 = $ 28,180<br>Unemployment Insurance @ .0065 = $ 5,815<br>NYS Teachers Supplemental @ $525 = $3,959<br>NYS Admin Supplemental @ $530 = $748<br>NYS Exempt Supplemental= $55<br>NYS Teacher Assist @$540= $540<br>NYS Civil Service @$575= $230<br>Life Ins @ $19.80 = $ 207 |
| ***Code 90***<br>*Indirect Cost* | **Total: $40,558** |
| | Restricted indirect costs are calculated by the LEA at the approved rate of 2.7%. This rate is applied to the modified direct cost base: **$1,502,158** |
| ***Code 49***<br>*BOCES Services* | **Total: $34,500** |
| **$34,500** | Erie I BOCES: Professional Development to encourage the development of positive school culture and climate to facilitate instruction. Intensive PBIS coaching, Attendance Improvement, Parent and Community Engagement, Behavior Specialist and Building Crisis preparedness. |

# 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<br>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) | 1/24/13 | |
| **Crystal Barton**<br>Type or print name | | |

| **Teachers Union President / Lead** | Date | Summary Documentation if Signature is Unobtainable<br>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) | January 2013 | |
| **Philip Rumore**<br>Type or print name | | |

| **Parent Group President / Lead** | Date | Summary Documentation if Signature is Unobtainable<br>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. |
|---|---|---|
| Sharon Turner | 1/23/13 | |
| Signature (in blue ink)<br>Sharon Turner<br>Type or print name | | |

**Waterfront School #95**

Attachment B – School #95
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 | 66960 | 66960 | 66960 |
| b. Student participation in State ELA assessment | % | 99* | 98* | 99 | 100 | 100 | 100 |
| c. Student participation in State Math assessment | % | 99* | 98* | 99 | 100 | 100 | 100 |
| d. Drop-out rate | % | 26* | 8* | | | | |
| e. Student average daily attendance | % | 93** | 90.31 | 93.01 | 93.51 | 94.01 | 94.51 |
| f. Student completion of advanced coursework | | 30.6^ | 248/ 15% | | | | |
| g. Suspension rate | % | 5** | 20* | 33** | 31 | 29 | 27 |
| h. Number of discipline referrals | num | 134772** | 6635* | 273 | 268 | 263 | 258 |
| i. Truancy rate | % | | 9.69 | 6.99 | 6.49 | 5.99 | 5.49 |
| j. Teacher attendance rate | % | | 89.7 | 89.9 | 90.3 | 90.7 | 91.1 |
| k. Teachers rated as "effective" and "highly effective" | % | | N/A | | | | |
| l. Hours of professional development to improve teacher performance | num | | 1439.5 | 715.25 | 735.25 | 755.25 | 775.25 |
| m. Hours of professional development to improve leadership and governance | num | | 37.7 | 117.5 | 123.0 | 128.0 | 133.0 |
| n. Hours of professional development in the implementation of high quality interim assessments and data-driven action | num | | 946.4 | 901.75 | 907.0 | 912.0 | 917.0 |
| **II. Academic Indicators** | | | | | | | |
| o. ELA performance index | PI | 145 | 104 | 84 | 89 | 94 | 100 |
| p. Math performance index | PI | 157 | 110 | 79 | 85 | 91 | 98.5 |
| q. Student scoring "proficient" or higher on ELA assessment | % | 55.1 | 27.85 | 20.27 | 23.5 | 26.5 | 29.5 |
| r. Students scoring "proficient" or higher on Math assessment | % | 64.8 | 29.94 | 23.66 | 26 | 29 | 31.5 |
| s. Average SAT score | score | 1488 | 1214.0 | | | | |
| t. Students taking PSAT | num | N/A | N/A | | | | |
| u. Students receiving Regents diploma with advanced designation | % | 30.6* | 12* | | | | |
| v. High school graduation rate | % | 74* | 50* | | | | |
| w. Ninth graders being retained | % | | 14 | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| x. High school graduates accepted into two or four year colleges | % | 80** | 80* | | | | |

*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) |
|---|---|---|
| **Rubicon International**<br>One World Trade Center, Suite 1200<br>121 SW Salmon<br>Portland, Oregon 97204<br>503.224.7474<br><br>***Service***: Curriculum Mapping | Blue Valley School District (Kansas) | Dr. Tonya Merrigan (913.239.4175) & Ms. Sandy Groth (913.239.4369) |
| | Carson City School District (Nevada) | Ms. Laurel Terry (775.283.1503) |
| | Chicago Public Schools ( High & Elementary School Networks) (Illinois) | Ms. Megan Hougard (773.535.8230) & Ms. Linnea Garrett (773.534.9770) |
| | Indianapolis Public Schools (Indiana) | Ms. Joan Harrell (317.226.4913) |
| | Oakland County Schools (28 member districts) (Michigan) | Mr. Michael Yocum (248.209.2037) & Ms. Kelly Carey (248.209.2016) |

| **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) |
|---|---|---|
| **Pearson**<br>1919 M. Street NW, Suite 600<br>Washington, DC 20036-3560<br>202.783.3668<br><br>***Service***: Turnaround Partner, Whole School Reform | Niagara Falls City School District<br>79th Street Elementary | Dr. Carol Gold, Administrator for Curriculum and Instruction, 716-286-4207, cgold@nfschools.net |
| | Harry F. Abate Elementary | Dr. Carol Gold |
| | Cataract Elementary | Dr. Carol Gold |
| | Hyde Park Elementary | Dr. Carol Gold |
| | Henry J. Kalfas Elementary | Dr. Carol Gold |
| | Geraldine J. Mann Elementary | Dr. Carol Gold |
| | Maple Avenue Elementary | Dr. Carol Gold |
| | Niagara Street Elementary | Dr. Carol Gold |
| | Gaskill Preparatory School | Dr. Carol Gold |
| | LaSalle Preparatory School | Dr. Carol Gold |
| | Niagara Falls High School | Dr. Carol Gold |
| | Poughkeepsie City School district | Jose Carrion, Asst. Superintendant, 845.451.4950 |
| | Poughkeepsie Middle School | Jose Carrion |
| | Poughkeepsie High School | Jose Carrion. |
| | Rochester City Schools-24 Elementary Schools | Dr. Bolgen Vargas, Superintendant , 585.262.8100 |
| **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) |
| **Niagara IT Solutions, Inc.**<br>2886 Upper Mountain Road<br>Sanborn, NY 14132<br>Mark Gaynor<br>716-812-8798<br>mgaynor@nits1.com<br><br>***Service:*** Data management systems provider; electronic support for tracking curriculum effectiveness | Bennet High School #200 | Carlos Alvarez, Principal, 716-816-4250 |
| | Riverside High School #205 | Denise Clarke, Principal, 716-816-4360 |
| | South Park High School #206 | Terri Schuta, Principal, 716-816-4828 |
| | Burgard High School #300 | Brian Weisinger, Principal, 716-816-4450 |
| | Martin Luther King #39 | Ramona Thomas-Reynolds, Principal, 716-816-3240 |
| | International School #45 | Nadia Nashir, Principal, 716-816-3300 |
| | Futures Academy #37 | Dr. Tonja Williams, Princpal, 716-816-3800 |
| | Dr. Charles Drew Magent #59 | Denisca Thomspson, Principal, 716-816-3370 |

Attachment C

| **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) |
|---|---|---|
| **Hillside Work-Scholarship Connection**<br>70 Jewett Parkway<br>Buffalo, NY 14214<br>585.654.1611<br>rgreen@hillside.com<br><br>***Service:*** HW-SC's Core Services model blends three interconnected areas of student services: Mentoring, Advocacy & Academic Support, Post-Secondary Preparation & Support and HW-SC's Job Institute | **Rochester City School District** | Chief of Staff: Patty Malgieri, 585.262.8329 |
| | All City High | Sandy Jordan, Principal, 585.458.2110 |
| | Charlotte H.S. | Michael A. Allen II, Principal, 585.663.7070 |
| | East H.S. | Anibal Soler Jr., Principal, 585.288.3130 |
| | Integrated Arts & Technology (IAT) | Kevin Klein, Principal, 585.324.3750 |
| | James Monroe H.S. | Armando Ramirez, Principal, 585.232.1530 |
| | Joseph C. Wilson Magnet, Commencement Academy | Pamela Rutland, Principal, 585.232.3440 |
| | Leadership Academy for Young Men | Wakili Moore, Principal, 585.324.7760 |
| | Northeast College Preparatory H.S. | Mary Aronson, Principal, 585.324.9273 |
| | Northwest College Preparatory H.S. | Toyia Wilson, Principal, 585.324.9289 |
| | Robert Brown H.S. | David Grant, Principal, 585.324.9770 |
| | Rochester(STEM)Science, Tech, Engineering, Math HS | Kathleen Denaro, Principal, 585.324.9760 |
| | Rochester Early College International H.S. | Marlene Blocker, Principal, 585.324.9010 |
| | School of the Arts | Brenda Pacheco, Principal, 585.242.7682 |
| | School without Walls (SWW) Commencement Academy | Idonia Owens, Principal, 585.546.6732 |
| | Vanguard Collegiate H.S. | Carol Jones, Principal, 585.324.3760 |
| | **Syracuse City School District** | Superintendant: Sharon Contreras, 315.435.4164 |
| | Corcoran High School | Leo Cosgrove, Principal, 315.435.4321 |
| | Fowler High School | James Palumbo, Principal, 315.435.4376 |
| | Henninger High School | Robert DiFlorio, Principal, 315.435.4343 |
| | ITC | Mathew Williams, Principal, 315.435.4300 |
| | Wm. Nottingham High School | David Maynard, Principal, 315.435.4380 |
| | **Buffalo Public Schools** | Community Superintendent: Dr. David Mauricio, 716.816.3703 |

| | | |
|---|---|---|
| | South Park High School | Theresa Schuta, Principal, 716.816.4828 |
| | Bennett high School | Carlos Alvarez, Principal, 716.816.4250 |

| **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) |
|---|---|---|
| **Evaluation Partners**<br>John Roden<br>2037 Grover Road<br>West Falls, NY 14170<br>716-713-4399<br>John@johnroden.net<br><br>***Service:*** Program Evaluator | Buffalo Public Schools-MSP Grants in Science for PLA Schools | Kelly A. Baudo, Supervisor of Science Education, 716.816.3048 x8787 |
| | Buffalo Public Schools-MSP Grants in Math for PLA Schools | Diane Andreana, Supervisor of Math Education, 716.816.3048 x8780 |
| | Buffalo Public Schools-Two PDAE Arts Grants | Michele Agosto, Supervisor of Curriculum in Art Ed. 716.816.3601 |
| | Buffalo Public Schools-Improving Literacy through School Libraries | Diane Cart, Director of Grants Procurement & Management Office of Federal & State Programs, 716.816.3966 |
| | School Technology Grants (4) | Williams Russo, Supervisor of Instructional Technology |
| **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) |
| **Educational Consultants**<br>**Dr. Kate Mahoney**<br>**716.673.4653**<br>**Dr. Karen E. Lilie**<br>**716.673.4656**<br><br>***Service:*** Support for ELLS, Supervision for ESL student teachers<br><br>**Educational Consultants**<br>**Dr. Christine Givner 716.673.3311**<br>**Dr. Laura Geraci 716.673.3312**<br>**Dr. Carrie Fitzgeral 716.673.4652**<br><br>***Service:*** PBIS:SWPBIS & CWPBIS, SPED needs, Differentiation instruction, Accommodations and modification (instruction & | HOLA Dual Language Program-PS#12 | Michael Liguoti-Alampi, 999 South Ave, Rochester, NY 1462 |
| | Bilingual Center PS 33 | Miguel Medina, 716.816.4783 |
| | La Escuela Primaria de los Hermanos Serdan | Senora Trujilla, 23 Poniente No. 1301, Puebla Mexico |
| | Bemus Point Central School | Jacqueline Latshaw, Superintendent, 716.386.2855 |
| | Dunkirk School #7 | Ms. Cheryl Simmons, K Teacher, 716.366.9370 |
| | The Early Care and Education Services in Pistoia, Italy | Donatella Giovannini d.giovannini@comune.pistoia.it |
| | Learning Through the Arts of Literature | Dr. Susan Etheredge, sethered@email.smith.edu |
| | Sherman Central | Christine Burdick, Dir of Special Ed, cburdick@sherman.wnyric.org |
| | Brocton Central | Jason Delcamp, JDelcamp@broc.wnyric.org |
| | Westfield Academy Central | Amy Brinkley, abrinkley@wacs2.wnyric.org |

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|---|---|---|
| assessments) | | |

| **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) |
|---|---|---|
| **Dr. Mira Berkley 716.673.3701**<br>**Dr. Karen Lindeman 716.673.3455**<br><br>*Service:* Emilia-inspired environment (K-2)<br><br>**Dr. Robert Dahlgren 716.673.4654**<br>**Dr. Guangyu Tan 716.673.4805**<br><br>*Service:* Culturally responsive pedagogy (CRP) and its application in classroom, create a caring student-centered learning environment | Frewsburg Central | Michelle Dziubinski, mdziubinski@frews.wnyric.org |
| | Chautauqua Lake Central | Ella Ames, eames@clake.org |
| | Dunkirk Middle School | Laura Burnside, lburnside@dunkirk.wnyric.org |
| | Southwestern Central | Fawn Fisher, ffisher@swms.wnyric.org |
| | Dunkirk High School | Mary Mistretta, mmistretta@dunkirk.wnyric.org |
| | Clymer Central | Scott Aikens, saikens@clymercsd.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) |
| **Center for Applied Linguistics**<br>4646 40th St. N.W.<br>Washington, DC 20016<br>Dr. Julie Sugarman<br>202-362-0700<br>jsugarman@cal.org<br><br>***Service:*** Program Evaluation | Arlington Public Schools, VA | Palm Delfose Teacher Leader Office of Multilingual & Global Education Madison Metropolitan School District 608.442.2938 |
| | North ShoreSchool District 112, Highland Park, IL | Dr. Diego F. Giraldo, District Coordinator, 847.613.7272 |
| | | |
| | | |
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Attachment C

| **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) |
|---|---|---|
| **Berger Education Services**<br>5225 Sheridan Drive<br>Buffalo, NY 14221<br>Nancy Berger<br>716.572.1604<br>nancyberger@gmail.com<br><br>***Service:*** SES Services | Buffalo Public School #3 | Elizabeth Giangreco, Jessica Sipes- 716.816.3120 |
| | Buffalo Public School #19 | Linda Brancatella, Patricia Watson 716.816.3180 |
| | Buffalo Public School #30 | Dr. Wanda Schoenfeld, Sally Tay716.816.3220 |
| | Buffalo Public School #33 | Miguel Medina, Dawn Carlson 716.816.4783 |
| | Buffalo Public School #45 | Nadia Nashir, Mary Hunter 716.816.3300 |
| | Buffalo Public School #72 | Jacque Bravaro-Phelan, Todd Miklous 716.816.4809 |
| | Buffalo Public School #76 | Donna Jackson 716.816.3848 |
| | Buffalo Public School #95 | David Hills, Chris Stephens 716.816.3900 |
| | Buffalo Public School #99 | Dawn DiNatale, Jenna Mellenthien 716.816.4180 |
| | Buffalo Public School #204 | Naomi Cerre, Evelyn Arent 716.816.4340 |
| | Buffalo Public School #206 | Theresa Schuta, Pat Cook 716.816.4828 |
| | Buffalo Public School #301 | Brian Wiesinger, Dave Stephens 716.816. 4450 |
| | All Eligible Schools Buffalo Teacher's Fed | Phil Rumore716.881.5400 |

| **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) |
|---|---|---|
| **National Urban Alliance for Effective Education**<br>33 Queens Street, Suite 100<br>Syosset, NY 11791<br>516.802.4192<br>Valerie Zeman, Administrator<br>Eric J. Cooper, President<br><br>***Services***School Turnaround<br><br>*Services in Newark*: Striving Readers Grant Partner School-wide Professional Development with emphasis on special education | Washington High School, San Francisco Unified Sch. Dist. | Eric Louvrin, Principal, lovrine@sfusd.edu |
| | Visitacion Valley Middle School, San Francisco Un. Sch. Di | Jim Dierke, Principal, direkej@sfusd.edu |
| | Office of Professional Development, San Fran District | Bill Sanderson, Director, SandersonB@sfusd.edu |
| | Office of the Superintendent, San Fran District | Carlos Garcia, Former Superintendent, carlosgarcia@sfusd.edu, Richard Carranza, carranzar@sfusd.edu |
| | Albany High School | Former Superintendent Eva Joseph doctor@aol.com |
| | Beardsley Elementary, Bridgeport Public Schools | Dr. John Ramos, Former Superintendent, Jrazz.ramos84@gmail.com |
| | Hayes High School, Bridgeport Public Schools | Carol Birks, Former Principal, cdbirks@aol.com |
| | District Wide, Eden Praire School District | Dr. Melissa Krull, Former Superintendent, Mkrull_mn1@comcast.net |
| | 19 Middle Schools, Newark Public Schools | Dr. Gayle Griffin, Former Associate Sup, gjwgriffin@aol.com |

| **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) |
|---|---|---|
| **School of Education**<br>Buffalo State College<br>1300 Elmwood Ave, Caudell Hall Room 114<br>Wendy A. Paterson, Ph.D.<br>716.878.4214<br>paterswa@buffalostate.edu<br><br>**Professional Development Schools Consortium**<br>www.buffalostate.edu/pds/x1020.xml<br><br>***Services:*** School leadership development | Buffalo Public School District | |
| | School #17 | Leslie K. Day 716.816.3150 |
| | School #18 | Pixita del Prado Hill 716.816. 3160 |
| | School #19 | Nancy A. Chicola 716.816.3180 |
| | School #27 | Thomas Sadowski 716.816. 4770 |
| | School #30 | Dr. Wanda Schoenfeld, Sally Tay716.816.3220 |
| | School #32 | Pauletta Stine 716.816.3410 |
| | School #33 | Miguel Medina 716.816. 4783 |
| | School #39 | Ramona Thomas Reynolds 716.816 3240 |
| | School #43 | Colleen Carota 716.816.3260 |
| | School #45 | Nadia Nashie 716.816.3300 |
| | School #54 | H. Geneive Jones-Johnson, Principal 716.816.3340 |
| | School #59 | Denisca Thompson 716.816.3370 |
| | School #61 | Laura Harris 716.816.3400 |
| | School #64 | Michael Gruber 716.816.3420 |
| | School #65 | Tracie-Michelle Lewis 716.816.3439 |
| | School #66 | Maria Fasolino 716.816.3440 |
| | School #67 | Mary Jo Conrad 716.816.4922 |
| | School #72 | Jacque Bravaro-Phelan, Todd Miklous 716.816.4809 |
| | School #76 | Donna Jackson 716.816.3848 |
| | School #79 | Gregory Mott 716.816.4040 |
| | School #82 | Jennifer Kapsiak 716.816.4070 |
| | School #89 | Fatima Morrell 716.816.4110 |
| | School #90 | Pamela Schunk 716.816.4120 |
| | School #93 | Darlene Jasinowski 716.816.4818 |
| | School #94 | Debra Sevillain-Pooles 716.816.4150 |
| | School #95 | David Hills 716.816.3900 |
| | School#97 | Bridgette Gillespie 716.816.4460 |
| | School #99 | Dawn DiNatale 716.816.4180 |

Attachment C

| **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) |
|---|---|---|
| **Cambium Education, Inc.**<br>Alyssa Johnson, Bids and Contract Coordinator<br>4093 Specialty Place<br>Longmont, CO 80504<br>303.651.2829 ext. 465<br>alyssa.johnson@cambiumlearning.com<br><br>***Services:*** Education solutions provider addressing the full scope of turnaround services. | Indianapolis Public Schools, IN | Dr. Li-Yen Johnson Asst. Superintendent Indianapolis PS |
| | Milwaukee Public Schools, WI | Ms. Yvonne Rambo, Officer of Turnaround Schools Indianapolis PS |
| | | Ms. Joan Harrell, Director of elementary Education Indianapolis PS |
| | | Mr. Dennis Queen, Metro Regional Executive of Innovation, Milwaukee PS |
| | | Dr. Darriene Driver, Chief Academic Officer, Milwaukee PS |
| **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) |
| **Niagara University College of Education**<br>PO Box 1930<br>Niagara University, NY 14109<br>Patricia Wrobel<br>716.286.8309<br>pwrobel@niagara.edu | Buffalo city School District | Debra Sykes 716.816.7109 |
| | East High School | Casey Young 716.816. 4520 |
| | International School 45 | Kathy Foy 716.816.3300 |

| **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) |
|---|---|---|
| **Research to Practice**<br>31 Beech Street<br>Floral Park, NY 11001<br>516.428.4064<br>The rtpgroup@gmail.com<br><br>***Services:*** | East St. Louis School District 189, East St. Louis, IL | Denean Vaughn, Director-Curriculum & Grants 618.646.3056 |
| | Della Lamb Elementary School, Kansas City, MO | Jennifer Wilson, Principal, 816.221.0043 |
| | Toombs County Schools, Lyons, Georgia | Sabrina Woodruff, Special Ed Director, 912.526.3141 ext.102 |
| | Hamburg School District, Hamburg, AR | Marilyn Chambers, Special Programs Director/District Curriculum 870.853.9851 |
| | Buffalo Public School #6, Buffalo, NY | Sharon Brown, Principal, 716.816.3767 |
| **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) |
| **Via Evaluation**<br>628 Washington Street<br>Buffalo, NY 14203<br>716.362.0627<br>Gary@ViaEval.com<br><br>***Services:*** Evaluation services for ESL and bilingual programming | OCM BOCES: BETAC | Ms. Lee Beals, Director, 315.263.1703 |
| | Erie 1 BOCES: RBE-RN | Denise Gonez-Santos, Director, 716.821.7546 |
| | Buffalo Public Schools-BETAC | Ms. Ruth Cassillas, Language Assessment Specialist, 716.816.3984 |
| | Buffalo Public School: Bilingual Two-Way focused on #76 | Donna Jackson 716.816.3848 |
| | Buffalo Public School: Dual Language focused on BPS#36 | Dr. Tamara Alsace, Program Coordinator, 716.816.3048 ext. 8760 |
| | Syracuse Cit School District: Dual Language | Ms. Parie Perkins, Principal, 315.435.4276 |
| | Hempstead Union Free School District: District-Wide SES Analysis | Dr. Nichelle Rivers, Executive Director, 516.292.7111 x1422 |
| | North-west Buffalo Community Center: Federal Supplemental Education Services (SES) Project | Lawrence T. Pernick Jr. , 716.876.8108 x12 |

| **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) |
|---|---|---|
| **Medaille College**<br>18 Agassiz Circle<br>Buffalo, NY 14214<br>716.880.2143<br>Dr. Mary Ellen Mulvey<br><br>***Services:*** College and career-ready programming for students; community services network for parents and families | Riverside High School, Buffalo, NY | Dennise Clarke, dclarke@buffaloschools.org |
| | | Debra Sykes, dsykes@buffaloschools.org |
| | | Vincent Corulli, vcorulli@buffaloschools.org |
| | | Laura Samulski-Peters, LSamulski@buffaloschools.org |
| | | Jason Madden, jbmadden@buffaloschools.org |
| | | Aarin Pellitieri, apellitieri@buffaloschools.org |
| | | Sarah Davis, sdavis or spatterson@buffaloschools.org |
| | | Kelly Rogers, KCRogers@buffaloschools.org |

Attachment C

Attachment D - (1003g) Budget Summary Chart

| Agency Code | 1 | 4 | 0 | 6 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Agency Name | Buffalo City School District (School #95) | | | | | | | | | | | |

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

| Categories | Code | Costs |
|---|---|---|
| Professional Salaries | 15 | 168,349 |
| Support Staff Salaries | 16 | 6,558 |
| Purchased Services | 40 | 36,060 |
| Supplies and Materials | 45 | 3,701 |
| Travel Expenses | 46 | 61,034 |
| Employee Benefits | 80 | 51,983 |
| Indirect Cost (IC) | 90 | 8,847 |
| BOCES Service | 49 | 15,000 |
| Minor Remodeling | 30 | |
| Equipment | 20 | |
| | **Total** | 351,532 |

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

| Categories | Code | Costs |
|---|---|---|
| Professional Salaries | 15 | 872,262 |
| Support Staff Salaries | 16 | 22,322 |
| Purchased Services | 40 | 202,014 |
| Supplies and Materials | 45 | 18,700 |
| Travel Expenses | 46 | 68,769 |
| Employee Benefits | 80 | 389,343 |
| Indirect Cost (IC) | 90 | 40,558 |
| BOCES Service | 49 | 34,500 |
| Minor Remodeling | 30 | |
| Equipment | 20 | |
| | **Total** | 1,648,468 |

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

| Categories | Code | Costs |
|---|---|---|
| Professional Salaries | 15 | 887,456 |
| Support Staff Salaries | 16 | 26,441 |
| Purchased Services | 40 | 75,000 |
| Supplies and Materials | 45 | 10,010 |
| Travel Expenses | 46 | 30,767 |
| Employee Benefits | 80 | 415,442 |
| Indirect Cost (IC) | 90 | 39,884 |
| BOCES Service | 49 | 15,000 |
| 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 | 580,220 |
| Support Staff Salaries | 16 | 18,560 |
| Purchased Services | 40 | 60,000 |
| Supplies and Materials | 45 | 10,020 |
| Travel Expenses | 46 | 20,900 |
| Employee Benefits | 80 | 270,200 |
| Indirect Cost (IC) | 90 | 25,100 |
| BOCES Service | 49 | 15,000 |
| 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 | 2,508,287 |
| Support Staff Salaries | 16 | 73,881 |
| Purchased Services | 40 | 373,074 |
| Supplies and Materials | 45 | 42,431 |
| Travel Expenses | 46 | 181,470 |
| Employee Benefits | 80 | 1,126,968 |
| Indirect Cost (IC) | 90 | 114,389 |
| BOCES Service | 49 | 79,500 |
| 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 - Cohort 4 - Waterfront Elementary #95**
**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 / 13 To: 8 / 31 / 13

**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.

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 @ 0.2 | $ 136,500 | $ 1,092 |
| Supervisor-School Inn & Turnaroun | 0.12 @ 0.2 | $ 81,950 | $ 1,967 |
| Director-School Innov & Turnaroun | 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 |
| | | Subtotal - Code 15 | $ 10,272 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 @ 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 addendum |

## SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect cost, e.g. business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g. a teacher working one day per week equals .2 FTE.

| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
|---|---|---|---|
| **Waterfront Elementary #95** | | | |
| Substitutes-summer school | | 2 subs x 20 days x $112/day | $ 4,480 |
| Curr Comm Member Admin | | 2 admin X 10 hrs x $26.88 | $ 538 |
| Curr Comm Member Tchr | | 23 tchrs x 10 hrs x $26.01 | $ 5,983 |
| Principal Stipend-summer | | 1 admin x $2,000 | $ 2,000 |
| Tchr Ancill-summer school | | 22 tchrs x 70hrs x $27.84 | $ 42,874 |
| Teacher Ancillary-summer pd | | 65 tchrs x 5 days x $300/day | $ 97,500 |
| Teaching Assistant-hourly-summer | | 4 assts x 70 hrs x $16.79/hr | $ 4,702 |
| | | | $ 158,077 |
| | | Subtotal - Code 15 | **$ 168,349** |

## 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 |
|---|---|---|---|
| Teacher Aide-hourly-summer | | 2 aides x 70 hrs x $16.01/hr | $ 2,242 |
| | | | $ 2,242 |
| | | Subtotal - Code 16 | **$ 6,558** |

## 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 & Lead | TBD | 5 days consultant /training | $ 3,056 |
| Distinguished Educator | EDULEAD, LLC | 4.5 days @ $2,500/day | $ 11,250 |
| | | Subtotal - Code 40 | $ 16,806 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** | | | |
| Minor Equipment | | | |
| Computer | 1 | $ 800 | $ 800 |
| | | Subtotal - Code 45 | $ 800 addendum |

## PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

| Description of Item | Provider of Services | Calculation of Cost | Proposed Expenditure |
|---|---|---|---|
| **Waterfront Elementary #95** | | | |
| Consultant Contracts: | | | |
| Turnaround Specialist | National Urban Alliance | $9,254 | $ 9,254 |
| Skillful Teacher Training | Research for Better Teaching | $10,000 | $ 10,000 |
| | | | $ 19,254 |
| | | Subtotal - Code 40 | **$ 36,060** |

## 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 |
|---|---|---|---|
| Instructional Supplies: | varies | varies | $ 2,594 |
| PD books and materials | | | |
| Supplies - Refer to attached | | | |
| Office Supplies | varies | varies | $ 307 |
| Refer to attached | | | |
| | | | $ 2,901 |
| | | Subtotal - Code 45 | **$ 3,701** |

## 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 addendum |

## EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

| Benefit | | | Proposed Expenditure |
|---|---|---|---|
| Social Security | | 0.0765 | $ 13,381 |
| Retirement | New York State Teachers | 0.165 | $ 27,778 |
| | New York State Employee | 0.205 | $ 1,345 |
| | Other | | |
| Health Insurance | Teachers | | $ - |
| | Administrators | | $ 1,525 |
| | Exempt | | $ 91 |
| | Civil Service | | $ 1,094 |
| | Teacher Aides | | |
| Worker's Compensation Insurance | | 0.0315 | $ 5,510 |
| Unemployment Insurance | | 0.0065 | $ 1,137 |
| Supplemental Benefits | NYS Tchrs | | |
| | NYS Administrators | $530 | $ 57 |
| | Exempt | | $ 11 |
| | Teacher Assistants | | |
| | Buffalo Civil Service | | $ 50 |
| Life Insurance $19.80 | | | $ 4 |
| | | Subtotal - Code 80 | **$ 51,983** |

## 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 |
|---|---|---|---|
| **Waterfront Elementary #95** | | | |
| Student Transportation-summer schl | summer school | varies | $ 59,869 |
| | | | $ 59,869 |
| | | Subtotal - Code 46 | **$ 61,034** |

## EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

| Benefit | | | Proposed Expenditure |
|---|---|---|---|
| Social Security | | 0.0765 | |
| Retirement | New York State Teachers | 0.165 | |
| | New York State Employee | 0.205 | |
| | Other | | |
| Health Insurance | Teachers | | |
| | Administrators | | |
| | Exempt | | |
| | Civil Service | | |
| | Teacher Aides | | |
| Worker's Compensation Insurance | | 0.0315 | |
| Unemployment Insurance | | 0.0065 | |
| Supplemental Benefits | NYS Tchrs | | |
| | NYS Administrators | $530 | |
| | Exempt | | |
| | Teacher Assistants | | |
| | Buffalo Civil Service | | |
| Life Insurance $19.80 | | | $ - |
| | | Subtotal - Code 80 | **$ -** |

## INDIRECT COST: Code 90

A. Modified Direct Cost Base - Sum of all preceding subtotals (codes 15, 16, 40, 45, 46 and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow-through funds.) $ 327,685 (A)

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

C. (A) x (B) = Total Indirect Cost Subtotal - Code 90 $ 8,847 (C)

## PURCHASED SERVICES WITH BOCES: Code 49

| Description of Services | Name of BOCES | Calculation of Cost | Proposed Expenditure |
|---|---|---|---|
| **Waterfront Elementary #95**<br>School Culture & Climate | Erie I BOCES | $15,000 | $ 15,000 |
| | | Subtotal - Code 49 | **$ 15,000** |

## 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 | $ 168,349 |
| Support Staff Salaries | 16 | $ 6,558 |
| Purchased Services | 40 | $ 36,060 |
| Supplies and Materials | 45 | $ 3,701 |
| Travel Expenses | 46 | $ 61,034 |
| Employee Benefits | 80 | $ 51,983 |
| Indirect Costs | 90 | $ 8,847 |
| BOCES Services | 49 | $ 15,000 |
| Minor Remodeling | 30 | $ - |
| Equipment | 20 | $ - |
| | Grand Total | $ 351,532 |

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 |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Finance: Voucher # _____ First Payment _____

Log | Approved | MIR

Buffalo City School District

**Grant Name:** SIG #95

**Code 45 - Supplies & Materials**

| Rationale | Quantity | Item (please be specific) | Price Each | TOTAL |
|---|---|---|---|---|
| Professional Development | 100 | Teach Like a Champion- Doug Lemov | 16.95 | $1,695.00 |
| | 10 | The Skillful Teacher: Building Your Teaching Skills | 47.75 | 478 |
| | 1 | **Poster: *Map of Pedagogical Knowledge Pyramid*** (2009) | 13.95 | 14 |
| | 4 | **Mini-Posters: *Map of Pedagogical Knowledge Pyramid*** | 13.95 | 56 |
| | | (pkg of 25) | | 0 |
| | 1 | ***DVD: The Skillful Teacher Series, 5-DVD Set*** 2012 | 275.95 | 276 |
| | 1 | ***DVD: The Skillful Data Use Series, Volume 1,*** | 74.95 | 75 |
| | | ***Collaborative Inquiry: Connecting Data to Results*** 2012 | | 0 |
| | | | | 0 |
| | | | **Instructional Supplies TOTAL** | $ 2,594 |

| Line Description | Quantity | Item (please be specific) | Price Each | TOTAL |
|---|---|---|---|---|
| ***Office Supplies*** | 8 | Post It- Lined chart paper | 30 | 240 |
| for Data Driven Instruction | 6 | Bic Assorted Brite Liners Highlighters | 4.50 | 27 |
| | 1 | 3 x 3 post Its- multicolored (18 pk) | 20 | 20 |
| | 10 | 3 x5 Index cards | 2.00 | 20 |
| | | | | 0 |
| | | | | 0 |
| | | | | 0 |
| | | | | 0 |
| | | | | 0 |
| | | | | 0 |
| | | | | 0 |
| | | | **Office Supplies TOTAL** | $ 307 |

**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 - Waterfront Elementary #95-Year 1**

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: 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.

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 & Turnaroun | 0.12 | $ 81,950 | $ 9,834 |
| Director-School Innov & Turnaroun | 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 addendum |

## SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be Indirect cost, e.g. business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g. a teacher working one day per week equals .2 FTE.

| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
|---|---|---|---|
| **Waterfront Elementary #95** | | | |
| Project Administrator | 1.00 | $80,000 | $ 80,000 |
| Instructional Technology Coach | 1.00 | $65,000 | $ 65,000 |
| Data Coach | 1.00 | $65,000 | $ 65,000 |
| Reduced Class Size Teacher | 0.40 | $65,000 | $ 26,000 |
| Instructional Coach-school based | 1.00 | $65,000 | $ 65,000 |
| Instructional Coach-school based | 1.00 | $65,000 | $ 65,000 |
| Attendance Teacher | 0.25 | $65,000 | $ 16,250 |
| Librarian | 0.50 | $65,000 | $ 32,500 |
| Support Math Teacher | 1.00 | $65,000 | $ 65,000 |
| Support Reading Teacher | 1.00 | $65,000 | $ 65,000 |
| Substitutes | | 2 subs x 186 days x $112/day | $ 41,664 |
| Teacher Ancillary-41st week | | 5 days x 80 tchrs x $300/day | $ 120,000 |
| Teacher/Student - pd | | 23 tchrs x 25 hrs x $18,59/hr | $ 10,690 |
| Administrator/Student - pd | | 3 admins x 25 hrs x $19.21/hr | $ 1,441 |
| Discussion Leader - pd | | 2 tchrs x 25 hrs x $27.81/hr | $ 1,391 |
| Curr Comm Member Admin | | 3 admin X 25 hrs x $26.88 | $ 2,016 |
| Curr Comm Member Tchr | | 23 tchrs x 25 hrs x $26.01 | $ 14,956 |
| Tchr Ancill-Summer Program | | 22 tchrs x 20 days x 3.5 hrs x $27.84/hr | $ 42,874 |
| Principal Stipend-Summer Prog | | 1 prin x $2,000 | $ 2,000 |
| Teaching Assistant | 1.00 | $ 19,846 | $ 19,846 |
| Teaching Asst-hourly-summer | | 3 assts x 70 hrs x $16.79/hr | $ 3,526 |
| | | | $ 805,154 |
| | | Subtotal - Code 15 | **$ 872,262** |

## 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 |
|---|---|---|---|
| Teacher Aide-hourly-summer | | 2 aides x 70 hrs x $16.01/hr | $ 2,242 |
| | | | $ 2,242 |
| | | Subtotal - Code 16 | **$ 22,322** |

## 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 | $17,230 | $ 17,230 |
| SAM Training | NSIP | $1,278 | $ 1,278 |
| Distinguished Educator | EDULEAD, LLC | $5,000 | $ 5,000 |
| | | Subtotal - Code 40 | $ 23,508 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 addendum |

## PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

| Description of Item | Provider of Services | Calculation of Cost | Proposed Expenditure |
|---|---|---|---|
| **Waterfront Elementary #95** | | | |
| Contract Services | | | |
| Turnaround Partner | National Urban Alliance | $96,252 | $ 96,252 |
| SAMS Training | NSIP | $11,500 | $ 11,500 |
| Skillful Teacher Training | Research for Better Teaching | $15,000 | $ 15,000 |
| Outside Educational Expert-DTSDE | TBD | $20,000 | $ 20,000 |
| STEM Program at Buffalo Zoo | Buffalo Zoo | $15,754 | $ 15,754 |
| Tuition | varies | $20,000 | $ 20,000 |
| | | | $ 178,506 |
| | | Subtotal - Code 40 | **$ 202,014** |

## 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 |
|---|---|---|---|
| Minor Equipment | | | |
| Tablet Mobility Cart | 1 | $1,800 | $ 1,800 |
| Tablet-for student use | 30 | $550 | $ 16,500 |
| | | | $ 18,300 |
| | | Subtotal - Code 45 | **$ 18,700** |

## 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 |
|---|---|---|---|
| **Waterfront Elementary #95** | | | |
| Contract Services | | | |
| Turnaround Partner | National Urban Alliance | $96,252 | $ 96,252 |
| SAMS Training | NSIP | $11,500 | $ 11,500 |
| Skillful Teacher Training | Research for Better Teaching | $15,000 | $ 15,000 |
| Outside Educational Expert-DTSDE | TBD | $20,000 | $ 20,000 |
| STEM Program at Buffalo Zoo | Buffalo Zoo | $15,754 | $ 15,754 |
| Tuition | varies | $20,000 | $ 20,000 |
| | | | $ 178,506 |
| | | Subtotal - Code 40 | **$ 202,014** |

## 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 |
|---|---|---|---|
| Minor Equipment | | | |
| iPad Mobility Cart | 1 | $1,800 | $ 1,800 |
| iPads-for student use | 30 | $550 | $ 16,500 |
| | | | $ 18,300 |
| | | Subtotal - Code 45 | **$ 18,700** |

## 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 | Turnaround Leadership Meetings Albany, NY | $800/person x 1 person | $ 800 |
| Mileage | | 222 miles x $0.45/mi | $ 100 |
| | | Subtotal - Code 46 | $ 900 addendum |

## EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

| Benefit | | | Proposed Expenditure |
|---|---|---|---|
| Social Security | | 0.0765 | $ 68,436 |
| Retirement | New York State Teachers | 0.165 | $ 143,924 |
| | New York State Employe | 0.205 | $ 4,577 |
| | Other | | |
| Health Insurance | Teachers | | $ 95,887 |
| | Administrators | | $ 20,279 |
| | Exempt | | $ 454 |
| | Civil Service | | $ 5,087 |
| | Teacher Aides | | $ 10,965 |
| Worker's Compensation Insurance | | 0.0315 | $ 28,180 |
| Unemployment Insurance | | 0.0065 | $ 5,815 |
| Supplemental Benefits | NYS Tchrs | | $ 3,959 |
| | NYS Administrators | $530 | $ 748 |
| | Exempt | | $ 55 |
| | Teacher Assistants | | $ 540 |
| | Buffalo Civil Service | | $ 230 |
| Life Insurance $19.80 | | | $ 207 |
| | | Subtotal - Code 80 | **$ 389,343** |

## 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 |
|---|---|---|---|
| **Waterfront Elementary #95** | | | |
| Nonemployee Travel - Outside Educational Expert | DTSDE Training Albany, NY | $1,666.60/person x 3 people | $ 5,000 |
| Field Trip | STEM Program at Buffalo Zoo | $3,000 | $ 3,000 |
| Student Transportation-summer schl | summer school | varies | $ 59,869 |
| | | | $ 67,869 |
| | | Subtotal - Code 46 | **$ 68,769** |

## EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

| Benefit | | | Proposed Expenditure |
|---|---|---|---|
| Social Security | | 0.0765 | |
| Retirement | New York State Teachers | 0.165 | |
| | New York State Employe | 0.205 | |
| | Other | | |
| Health Insurance | Teachers | | |
| | Administrators | | |
| | Exempt | | |
| | Civil Service | | |
| | Teacher Aides | | |
| Worker's Compensation Insurance | | 0.0315 | |
| Unemployment Insurance | | 0.0065 | |
| Supplemental Benefits | NYS Tchrs | | |
| | NYS Administrators | $530 | |
| | Exempt | | |
| | Teacher Assistants | | |
| | Buffalo Civil Service | | |
| Life Insurance $19.80 | | | |
| | | Subtotal - Code 80 | $ - |

## INDIRECT COST: Code 90

| | | | |
|---|---|---|---|
| A. | Modified Direct Cost Base - Sum of all preceding subtotals (codes 15, 16, 40, 45, 46 and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow-through funds.) | $ 1,502,158 | (A) |
| B. | Approved Restricted Indirect Cost Rate | 2.70% | (B) |
| C. | (A) x (B) = Total Indirect Cost — Subtotal - Code 90 | $ 40,558 | (C) |

## PURCHASED SERVICES WITH BOCES: Code 49

| Description of Services | Name of BOCES | Calculation of Cost | Proposed Expenditure |
|---|---|---|---|
| **Waterfront Elementary #95** | | | |
| School Culture & Climate | Erie I BOCES | $15,000 | $ 15,000 |
| Student Support:Attendance Improvement | Erie I BOCES | $5,000 | $ 5,000 |
| Parent & Community Engagement: | Erie I BOCES | $5,000 | $ 5,000 |
| Behavior Specialist | Erie I BOCES | 5 days x $900/day | $ 4,500 |
| Building Crisis Preparedness | Erie I BOCES | $5,000 | $ 5,000 |
| | | Subtotal - Code 49 | **$ 34,500** |

## 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 | $ 872,262 |
| Support Staff Salaries | 16 | $ 22,322 |
| Purchased Services | 40 | $ 202,014 |
| Supplies and Materials | 45 | $ 18,700 |
| Travel Expenses | 46 | $ 68,769 |
| Employee Benefits | 80 | $ 389,343 |
| Indirect Costs | 90 | $ 40,558 |
| BOCES Services | 49 | $ 34,500 |
| Minor Remodeling | 30 | $ - |
| Equipment | 20 | $ - |
| | Grand Total | $ 1,648,468 |

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

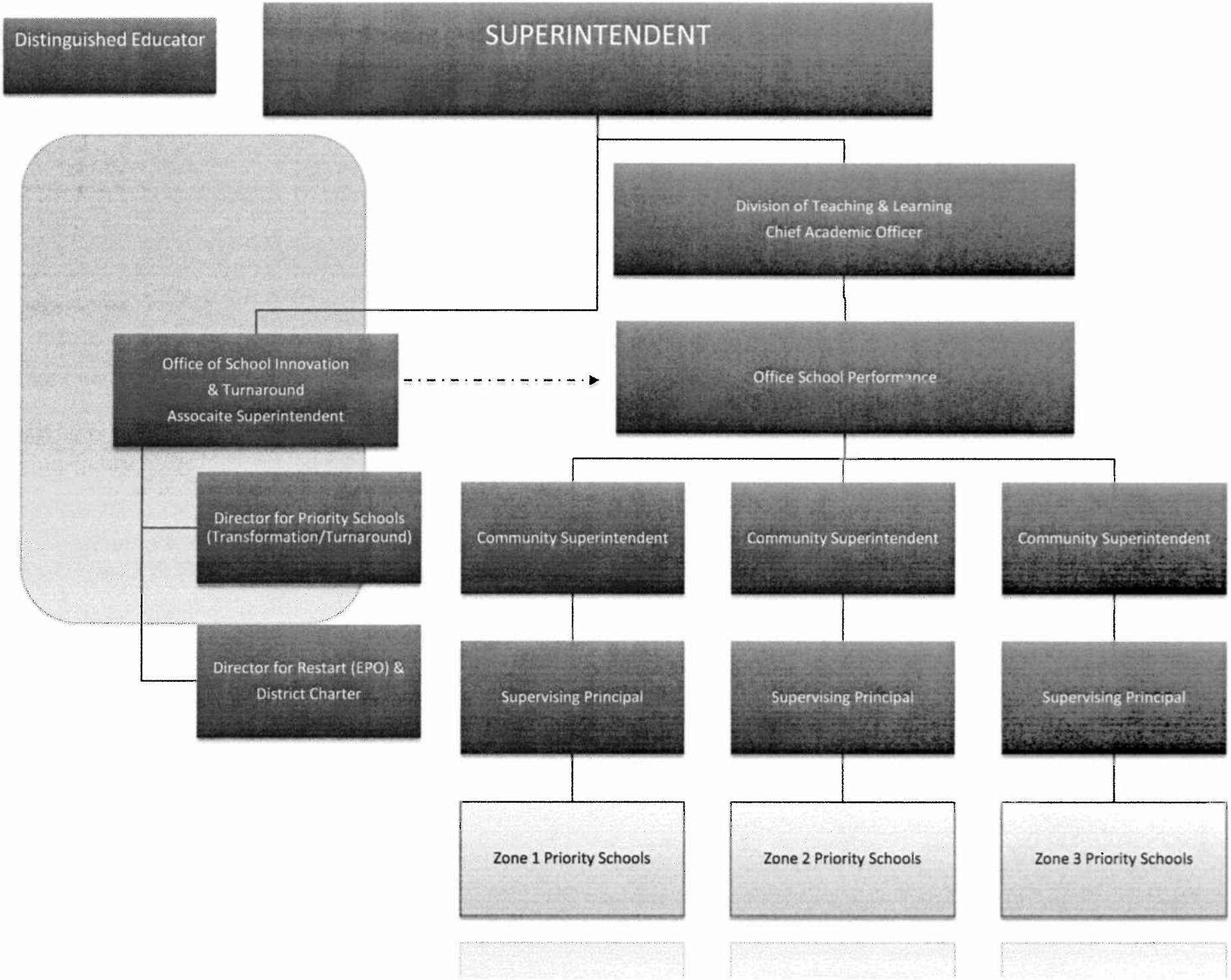
Code 45 - Supplies & Materials

## 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 |
| | | | | 0 |
| | | | | 0 |
| | | | | 0 |
| | | | | 0 |
| | | | **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 |


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.<br>**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<br><br>**Rational:** Proficiency in use of data is a core competency in school turnaround.<br><br>**Outcome**:<br>Data Teams will gain essential skills and knowledge in four areas:<br>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.<br>2.Facilitation: facilitate data-driven dialogue and lead teams through short cycles of planning, implementing, and monitoring instructional improvement.<br>3.Leadership for sustainability: communicate vision, build broad support, and establish systems to sustain a culture of continuous improvement.<br>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**:<br>• On site coaching visits by RBT an district data team<br>• Use of DDI rubric provided at NTI trainings as part of APPR conversations and evidences with the principals<br>• District Integrated Intervention Review team visits | |
| Early Warning System Training (AIR) | June – August | Training on Early Warning System funded through Systemic Supports.<br><br>**Rational:** EWS are critical in identifying and placing students with appropriate interventions and preventing student drop outs.<br><br>**Outcome:**A student support team will regularly monitor data from EWS and have the capacity to implement appropriate interventions based upon the data.<br><br>**Monitoring Method**: Monthly School Site Visits identified in Section C( iii). | School leaders |
| CCSS Training (NTI-NYSED) (BSCD) | September 2012-August 2013<br><br>New curricular materials and unit/lesson development July-August | Teachers will receive ongoing training on CCSS.<br><br>**Rational:** Develop capacity to implement CCSS per NYSED's RTTT requirement.<br><br>**Outcome**:<br>1. The shifts are deeply understood by all.<br>2. Shifts are evident and observable in every P-12 classroom on a daily basis.<br>3. Use of curricularmaterials that manifest the shifts in obvious ways and satisfying publisher's criteria and the tri-state rubric are evident.<br>**Monitoring Method**:<br>• 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<br>• 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).<br><br>**Rational:**<br><br>To provide teachers with strategies and the knowledge base to analyze and synthesize assessment data critical for making instructing decisions around supporting student learning.<br><br>**Outcome**:<br><br>1. The interpretation of data will assist teachers to focus on what it tells them about student learning.<br>2. Teachers will be able to move from understanding what the data tells them to creating effective Response to Instruction pathways for student progress.<br>3. Development of an steady stream of information about student learning.<br><br>**Monitoring Method**:<br><br>Professional Growth System evaluations<br><br>Monthly School Site Visits identified in Section C( iii). | Classroom teachers<br><br>Coaches<br><br>Teaching and Learning administrators and support staff |
| CCSS Ambassador Program (NYSED) | TBD-summer dates in Albany<br><br>Monthly district | District provides monthly training to deepen content knowledge and assist them in becoming PD providers in their schools.<br><br>**Rational: T**o 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.<br><br>**Outcome**:<br><br>The District and each school will have a plan for leveraging educator ambassadors to assist with CCLS implementation.<br><br>**Monitoring Method**:<br><br>• On site Instructional Rounds school visits using the School Visit Data Tool based on looking for instructional shifts by Student Achievement Partnerships<br>• Use of CCLS Implementation Readiness rubric provided at NTI trainings as part of APPR conversations and evidence reviews with the community superintendent and principal<br>• District Integrated Intervention Review team visits<br>• 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.<br><br>**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.<br><br>**Outcome**: Each principal will set individual goals to improvement their effectiveness with turnaround competencies.<br><br>**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.<br><br>**Rational:** Building competencies in school turnaround based on research indicating the impact of effectiveness of appropriate leadership in school turnaround environment.<br><br>**Outcome**: Each session will have a different focus based upon the outcomes from the summer session and observations from site visits.<br><br>**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.<br><br>**Outcome**:<br>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.<br>**Monitoring Method**:<br>• On site coaching visits by RBT an district data team<br>• Use of DDI rubric provided at NTI trainings as part of APPR conversations and evidence reviews with the community superintendent and principal.<br>• District Integrated Intervention Review team visits | School leaders and teachers |
| CCSS Ambassador Program (NYSED) | TBD-2013-14 SY dates in Albany<br><br>Monthly district | District provides monthly training to deepen content knowledge and assist them in becoming PD providers in their schools.<br><br>**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.<br><br>**Outcome**:<br><br>The District and each school will have a plan for leveraging educator ambassadors to assist with CCLS implementation.<br><br>**Monitoring Method**:<br><br>• On site Instructional Rounds school visits using the School Visit Data Tool based on looking for instructional shifts by Student Achievement Partnerships<br>• Use of CCLS Implementation Readiness rubric provided at NTI trainings as part of APPR conversations and evidences with the principals<br>• District Integrated Intervention Review team visits<br>• Review of school-based PD plans aligned with CCLS and SIG funding | |
| SAM training (National SAM Innovation Project) | September 2013 – August 2014 | **Rational:**<br><br>Support for priority schools through the change process by providing principals tools, training, and strategies to focus more time on instructional leadership<br><br>**Outcome**:<br><br>The principal and SAM set goals to increase their interactions about instruction with teachers, students, and decision-making groups in the building.<br><br>Principal and SAM analyze how time is being spent and shift | School-based SAM administrator, principal, school clerks |

| | | | |
|---|---|---|---|
| | | time-consuming managerial duties to others.<br><br>**Monitoring Method**:<br><br>• 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.<br>• APPR conversations and evidence reviews with the community superintendent and principal | |

# 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.

**Full Calendar Schedule of Events 2013-2014**

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:**

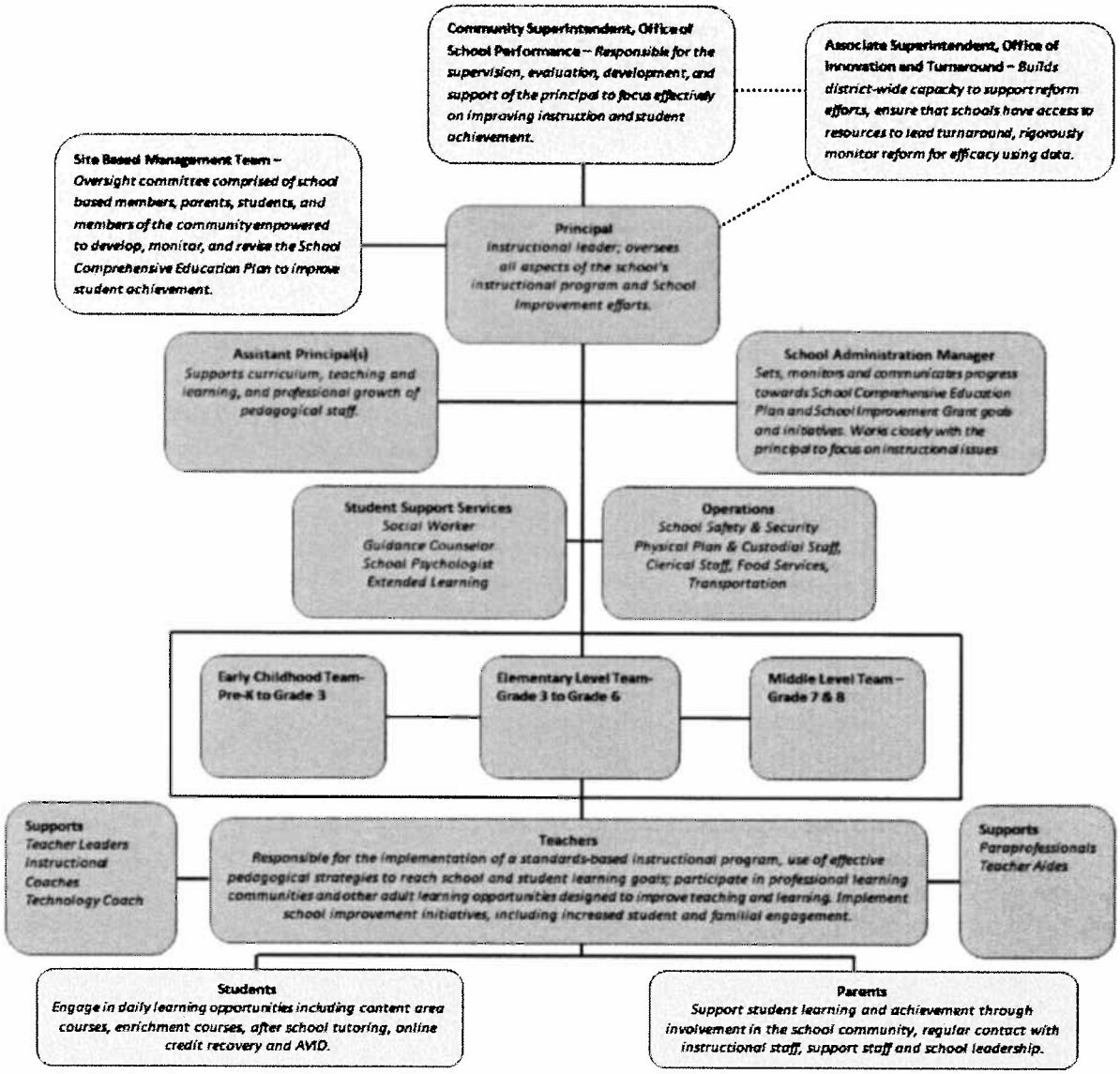
Goal setting conferences and individual professional development plans for all building principals shall be completed no later than **October 2013.**

**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.

# School-Level Organizational Chart



## I.Training, Support, and Professional Development

### Part 2. Pre-Implementation Period Chart

| Event | Participants | Agent/ Organization | Measurable Outcome | Method of Analysis | Method of Reporting |
|---|---|---|---|---|---|
| School Plan Development and Support | School staff | American Institutes for Research | A completed plan that includes objectives based on a comprehensiveevaluation of school data and instructional strategies predicatedon a thorough understandingof student learning needs | Review by BCSDstaff | Shared in meetings with staff, grade-level teams, parents, and community members<br>Available on the school website |
| Highly Effective Teaching | Instructional coaches | Research for Better Teaching (RBT) | Coaches are knowledgeable and prepared to provide PD for building-level teachers | Coaches' plans/outlines for PD sessions and articulation of actionable feedback, roles, and responsibilities<br>Coaches' reflections on readiness to provide teacher training during school year | Coaching reports and activity logs<br>Formative evaluations |
| Unleashing the Power of Collaborative Inquiry: A Professional Development Program for Data Teams | Instructional coaches<br>Data teams | RBT | Data teams gain essential skills and knowledge in four areas: data literacy, facilitation, leadership for sustainability, and<br>cultural proficiency | Coaches and data teams meet toreflect on learning and how to use data with teachers in the schools<br>Weekly reviews of formative assessments in PLCs and resulting instructional plans | Coaches' school plans for PD on using data daily<br>PLCs and data team notes<br>Instructional plans that reflect data analysis<br>Coaching reports and activity logs |

| Event | Participants | Agent/ Organization | Measurable Outcome | Method of Analysis | Method of Reporting |
|---|---|---|---|---|---|
| New Teacher Support | First-year through third-year teachers | Principal, mentors, instructional coaches | Teachers develop and refine skills in planning and delivering instruction that meets the needs of students | Formal and informal observations that demonstrate a deeper understanding of roles and responsibilities | Notes from pre-and post-conferences and observations<br>New teacher support meeting notes<br>New teacher reflections onobservations of mentor teachers and best practices |
| Common Core StateStandards (Modules 5–8) | K–8 teachers | Buffalo City School District (BCSD) staff | Teachers develop and refine understanding of Common Core State Standards and curriculum | Use of standards in instructional planning that are aligned with Common Core State Standards | Notes from grade-level and PLC meetings<br>Observations by coaches and principal<br>Coaching reports and activity logs |

## I. Training, Support, and Professional Development
## Part 3: Implementation Period Chart

| Event | Participants | Agent Organization | Measureable Outcome | Method of Analysis | Method of Reporting |
|---|---|---|---|---|---|
| School Plan: Reality Check/Course Correction | School staff | American Institutes for Research | Creation of course correction action plans | Analysis of student performance on weekly formative assessments, quarterly benchmarks, and relevant leading indicators | Complete 30-day course correction action plan<br>SLT reports to teachers, families, and community members |
| New Teacher Support | First-year through third-year teachers | Principal, mentors, and coaches | Increase in teacher understanding and application of instructional skills that result in student learning | Reflective feedback gathered from formal and informal observations and meetings with new teachers | Notes from pre-and post-conferences and observations<br>New teacher support meeting notes<br>New teacher reflections from observations of mentor teachers and best practices |
| Using Data Day to Day | Teachers, coaches, administrators | Research for Better Teaching (RBT) | Implementation of the following core strategies:<br>• Application of areas of performance, repertoire, and matching concepts to ongoing study of the knowledge base on teaching<br>• Use of a variety of data (e.g., pre-assessments, checking for understanding, ongoing formative assessments, and | Creation of common aligned assessments that are used to inform instruction<br>Analysis of student performance data in PLCs<br>Development of instructional plans that are responsive to student learning needs | Observations by principal and coaches<br>Walkthrough notes<br>PLCs and data team notes<br>Instructional plans that reflect data analysis<br>Coaching reports and activity logs |

| Event | Participants | Agent Organization | Measureable Outcome | Method of Analysis | Method of Reporting |
|---|---|---|---|---|---|
| | | | student work) to inform planning, teaching, and reflecting on lessons<br>• Application of five functions of clarity (framing lessons, presenting information, creating mental engagement, getting inside students' heads, and anchoring learning) to lesson design and implementation<br>• Formulation of clear and meaningfulmastery objectives and criteria for student success<br>• Strengthening of courage and conviction to make a difference in the life and learning of each child<br>• Expansion of repertoire of instructional strategies<br>• Use of language and application of strategies to enable students to put forth effective effort<br>• Development of systems for providing ongoing feedback to students on their performance<br>• Design of opportunities for students to revisit or extend learning based on formative assessment data | | |

| Event | Participants | Agent Organization | Measureable Outcome | Method of Analysis | Method of Reporting |
|---|---|---|---|---|---|
| Sheltered Instruction Observation Protocol (SIOP)model | Bilingual and ESL teachers | Center for Applied Linguistics | Increase in understanding and application of SIOP® model's scientifically-validated framework of sheltered instruction, including the eight components of effective instruction (lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment). | Reflective feedback gathered from observations of SIOP lessons and meetings with teachers | Instructional plans that reflect SIOP<br>Observations by principal and coaches<br>Coaching reports and activity logs |
| Unleashing the Power of Collaborative Inquiry | School data teams | RBT | Implementation of essential skills and knowledge in four areas: data literacy, facilitation, leadership for sustainability, and cultural proficiency. | Weekly review of formative assessments in PLCs and resulting instructional plans | Coaches' school plans for PD on using data daily<br>PLCs and data team notes<br>Instructional plans that reflect data analysis<br>Coaching reports and activity logs |
| Common Core State Standards (Modules 5–8) | K–8 teachers | BCSD staff | Enhanced teacher understanding of Common Core State Standards | Use of standards in planning instruction aligned with common core | Notes from grade-level and PLC meetings<br>Observations by coaches and principal<br>Coaching reports and activity logs |

# DAVID P. HILLS

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## CERTIFICATION AREAS

- Permanent, School District Administration, issued September 2006
- Permanent, Social Studies 7-12, issued February 2002

## EDUCATION

2003–2006 Canisius College, Buffalo, NY GPA – 4.0
- Master of Science in the Educational Leadership and Administration Program

1999-2001 Buffalo State College, Buffalo, NY GPA – 4.0
- Master of Science in Social Studies Education

1986–1991 Houghton College, Houghton, NY
- Bachelor of Arts

## ADMINISTRATIVE EXPERIENCE

2010–Present Buffalo Public Schools, Buffalo, NY

*Principal, Waterfront Elementary School #96*

- Developed a shared sense of direction and mission among staff and stakeholders.
- Oversee implementation of tools for common formative assessments.
- Iinstituting procedures for instruction aligned to the Common Core Curriculum and the SIOP instructional model.
- Promote positive supports for students and establish positive behavior systems.
- Facilitate school wide professional growth.
- Work with community partners to provide supports for the school.

2006–2010 Buffalo Public Schools, Buffalo, NY

*Principal, Lovejoy Discovery School #43*

- Oversee implementation of curriculum and monitor effective instruction.
- Established a positive school climate and behavior systems to minimize disruptive behavior.
- Facilitate school wide professional growth and a collaborative environment
- Implement strong parent leadership and decision making involvement.
- Work with community partners to provide supports for the school and secured grants to assist our work with partners.

2004–2006 Buffalo Public Schools, Buffalo, NY

*Administrator, Supervisor of Curriculum Assigned to Staff Development*

- Facilitate and coordinate district professional development.
- Developed a literacy walkthrough protocol for district and building administrators.
- Manage the New Teacher Induction and Mentor Teacher Internship Program.
- Administer several Federal and State Grants.

## TEACHING EXPERIENCE

1999–2004 Buffalo Public School #3, Buffalo, NY
Social Studies Teacher, 7th and 8th grade

1996–1999 Buffalo Public School #28, Buffalo, NY
Social Studies Teacher, 7th and 8th grade

1991–1995 Christian Central Academy, Williamsville, NY
Social Studies Teacher, 8th – 12th and Advanced Placement

## RELATED TRAINING AND COURSEWORK

| | |
|---|---|
| Fall 2012 | Network Team Training |
| 2011-2012 | Observation and Analyzing Teaching Training |
| February 2008 | Consortium on Reading Excellence Literacy Summit (two days) |
| 2006- 2009 | Probationary Principals Meetings |
| Spring - 2006 | Leadership Academy for Aspiring Principals (ten days) |
| May 2006 | Consortium on Reading Excellence Literacy Summit (two days) |
| 2005 - 2006 | Consortium on Reading Excellence (fifteen days) |
| July 2005 | Safe and Civil Schools Conference (four days) |
| March 2005 | Nonviolent Crisis Intervention: Certification (three days) |

## LEADERSHIP EXPERIENCE

2002-2004 Social Studies Curriculum work and Training
- Collaborated on pacing guides, yearend assessments and the selection of textbooks.
- Presented a series of in-services on best practices in the Social Studies.

1998–2003 Lead an Urban Youth Group
- Founded and coordinated a youth group for 30 to 70 inner-city teenagers.

## REFERENCES

- Louanne Loveless, Parent of Student at School #43, 716-861-5739
- Jill Robbins-Jabine, Director of Community Collaboration at Say Yes to Education, 716-247-5310
- Linda Flowers, Executive Director WNY United, 716-821-7722

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# Pearson

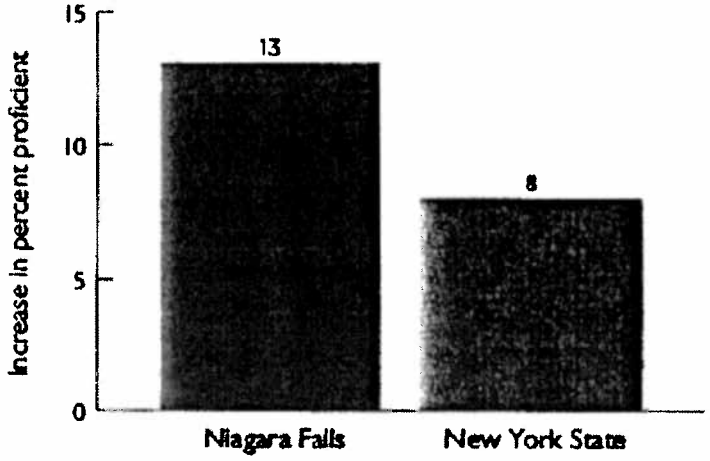
## Niagara Falls City School District, NY

Our engagement with Niagara Falls City School district began in 2001 when two of the district's elementary schools received Comprehensive School Reform Grants. They were joined by two middle schools the following year. In 2003, the district used its own resources to bring its remaining six elementary and middle schools into the project. Two years later we began work with the district's high school.

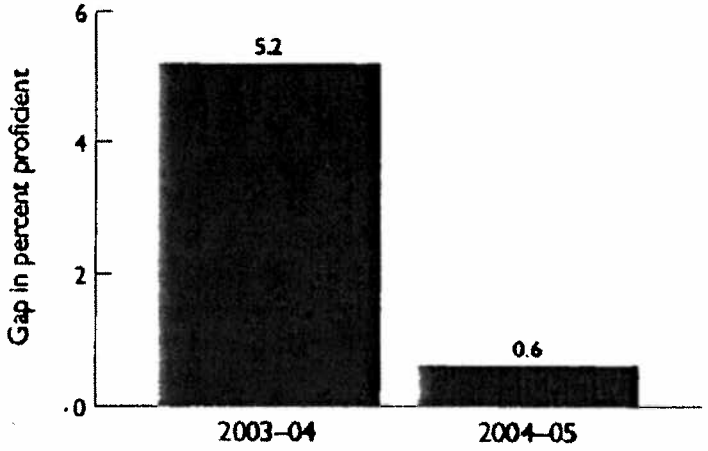
Pearson has provided districtwide professional development for K–5, preparatory, and high school mathematics. Our programs include content training on instructional shifts and building teacher capacity, as well as the Tools for Understanding program. We work on the development of unit plans for middle and high school math, as well as collection, annotation, and development of anchor papers for performance indicators at each grade level in middle school and high school algebra.

In 2012, we completed 10 years of continuous work with the district. Our working relationship has been maintained through changes in district leadership and changes in field staff assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes in assessments and scaling of assessments make it difficult to consistently track improvements in scores over the period. However, sample data include an increase from 56 percent of students passing Regents English in 2005–2006 to 72 percent in 2009–2010, and from 58 percent to 76 percent passing Regents Math A over the same period. By 2008, Niagara Falls High School and six other district schools had been designated by New York State as a "high performing/gap closing school."

We enjoy a continuing partnership with Niagara Falls City School District to develop units of study aligned to the New York Common Core Learning Standards for English language arts and mathematics. We also pilot performance tasks to inform instruction and professional development at the secondary level. Additionally, we provide ongoing professional development for district coaches, content leads, principals, and supervisors of mathematics and literacy in elementary, prep, and high school.




**Niagara Falls Schools Outpace State Growth Rate.** This shows an increase in the percent of students proficient on New York's grade 4 English language arts assessment, 2004–2005.




**Achievement Gap Between Niagara Falls and State Narrows.** This shows the difference between Niagara Falls and New York State in percent proficient and above on New York's grade 4 English language arts assessment.

# Poughkeepsie City School District, NY

In the Poughkeepsie City School District (PCSD), NY, we provided whole school reform at the Middle School from 2005–2008 and at the High School from 2006–2010. From 2008–2011, we provided professional development on co-teaching for K–12 teachers. In 2013 we are providing professional development for leaders on implementing the CCSS.

The Pearson-Poughkeepsie partnership led to impressive academic gains, for secondary English and mathematics student performance. In the early years of the Poughkeepsie Middle and High School reform process, only about half of 6th–12th grade students showed proficiency the New York State tests, but within two years percentages increased by a minimum of 12 percentage points. From 2007–2011 the district evidenced annual improvements in both math and English. See the data in the following figure.

| Poughkeepsie City School District Secondary Student Proficiency (2007–2011) | | |
|---|---|---|
| School Year | Math: % of Proficient Students | English: % of Proficient Students |
| 2007–2008 | 51% | 46% |
| 2008–2009 | 56% | 54% |
| 2009–2010 | 62% | 63% |
| 2010–2011 | 63% | 66% |

**PCSD Secondary Student Proficiency In ELA and Math.** After PCSD worked with Pearson, Poughkeepsie secondary students improved ELA and math test scores.

As a result of improved student performance, other indicators improved. From 2008–2011, the district's Graduation Rate improved from 46 percent to 57 percent, an improvement of 11 percentage points in just two years. The positive trend additionally led the district to meet its AYP Graduate rate targets in 2009–2010, after years of falling short of the federal target.

PCSD also experienced positive changes within its school discipline data. After a year of alarming increases in the percentage of students receiving suspensions (from 16 percent to 18 percent of students between 2008 and 2009), the percentage dropped rapidly in 2009–2010 to only 15 percent. While 15 percent is still high, the one-year drop by 3 percentage points shows that the school is starting to move in the right direction. While the decrease in students receiving suspensions can be attributed to several factors, we believe one of the reasons for the decrease was an improved emphasis on expert teaching in the secondary schools, which resulted in less time managing behavior and more time captivating student attention and energies.

Pearson looks forward to a new 2013 CCSS partnership with the PCSD and believes that we can continue to help the district grow its capacity to improve achievement and do what is best for all students.

# Rochester City School District, NY

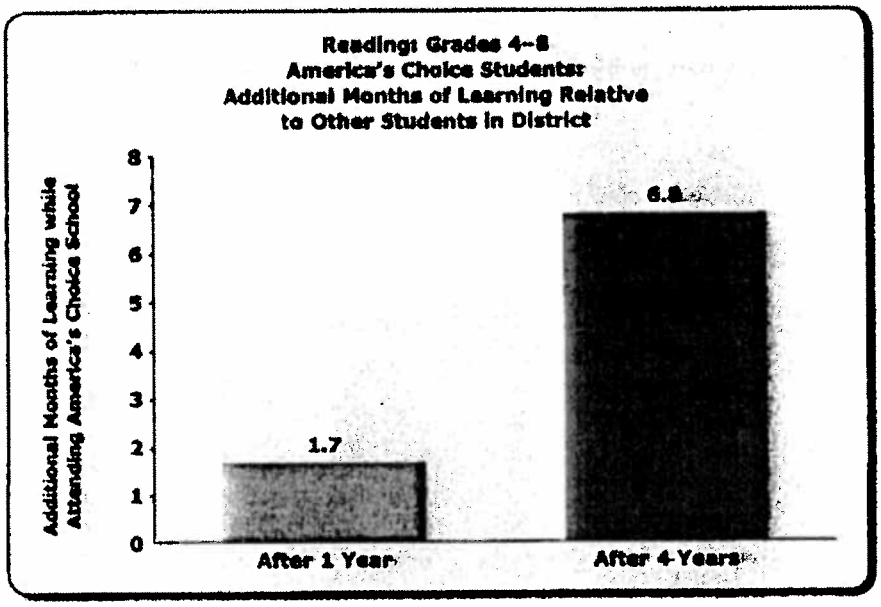
## CPRE Study

Rochester City School District in New York is an urban district of approximately 35,000 students with a large proportion of minority students and very high levels of poverty. The district comprises 52 schools; 39 of these are grades K–8. The district began to implement the America's Choice comprehensive school improvement model in 1998 with six schools and included additional schools progressively over the ensuing years, reaching 24 of the 39 elementary schools and more than half of the district's schools overall. (Pearson acquired America's Choice in 2010.)

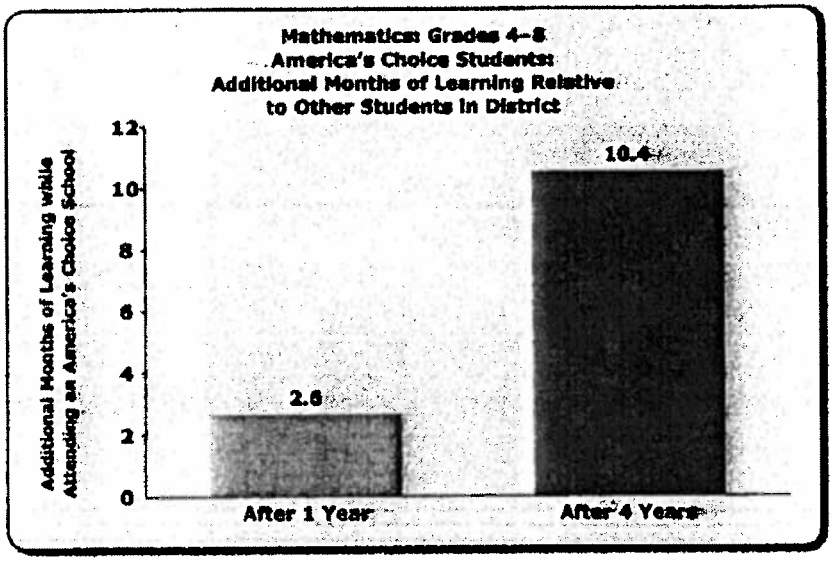
In 2006, Henry May, Jonathan Supovitz, and David Perda, on behalf of the Consortium for Policy Research in Education (CPRE), published the findings of their longitudinal study of student performance of the Rochester City Public Schools. The study compared the performance of students in schools implementing the comprehensive school improvement model with the performance of students in schools without the model, analyzing 11 years of data, including data from before implementation of the design. A Longitudinal Study of the Impact of America's Choice on Student Performance in Rochester, NY 1998–2003, (H. May et al. 2006), published in *Educational Policy Evaluation and Analysis*, concluded that students in the comprehensive school improvement model schools performed statistically better than similar students in schools without the model.

"Low achieving students performed particularly well under the America's Choice regimen, without having any negative effect on students in the upper quartiles."

"Minority students in America's Choice schools—African Americans and particularly Hispanics—also learned more than their peers in other district schools."



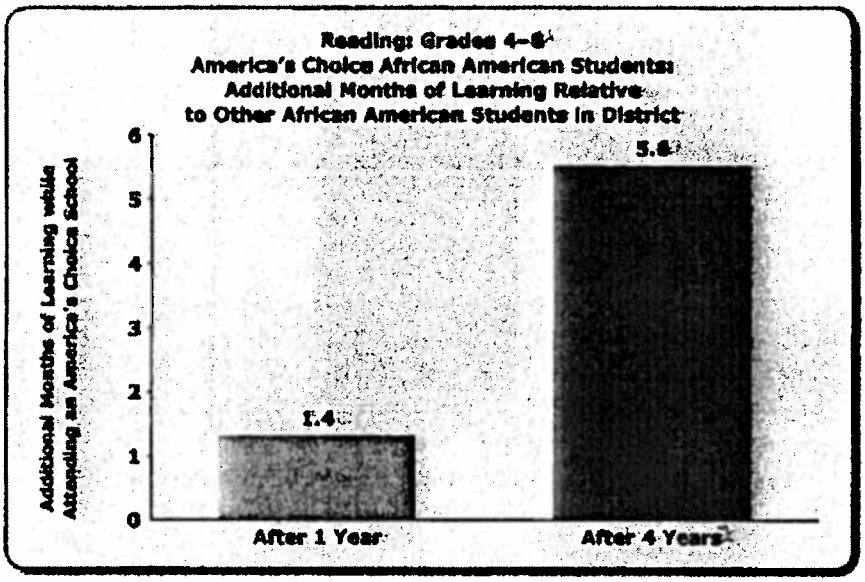

**Additional Learning in Reading.** Students in grades 4–8 experienced additional months of learning in reading in the school improvement model school compared to students in other schools.



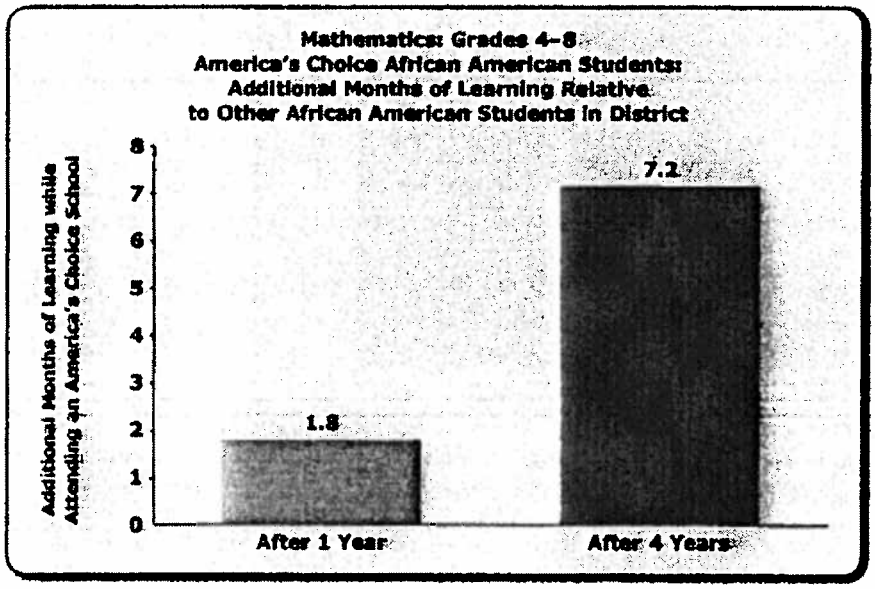

**Additional Learning in Math.** Students in grades 4–8 experienced additional months of learning in math in the school improvement model school compared to students in other schools.

Students in schools that received services through the selected comprehensive school improvement model gained an additional 1.7 months per year in reading and 2.6 months per year in mathematics compared to similar students in other Rochester schools. This translates into 6.8 months in reading and 10.4 months in mathematics over a four-year period.

Minority students enrolled in schools that received services through the selected comprehensive school improvement model made large gains relative to similar students in other schools in the district.

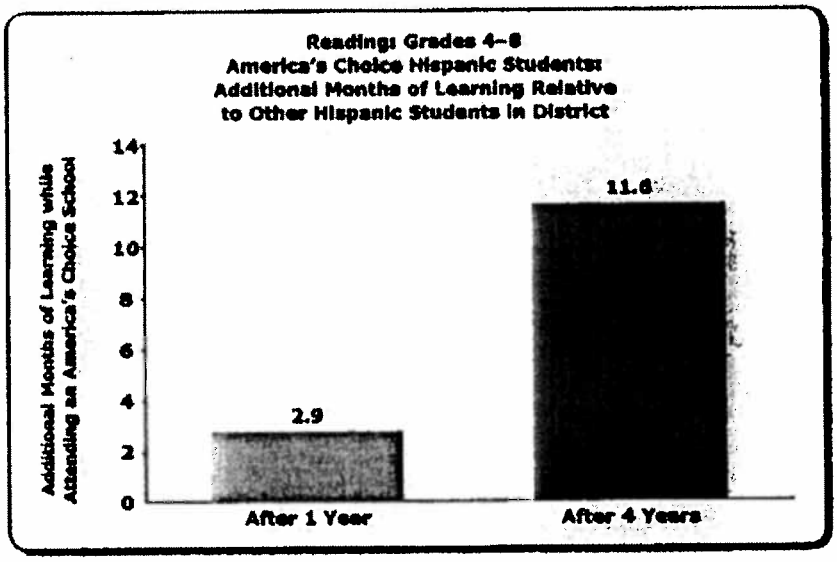



**Gains Among Minority Students.** African American students in grades 4–8 experienced additional months of learning in reading while in a school with the comprehensive school improvement model compared to African American students in other schools.

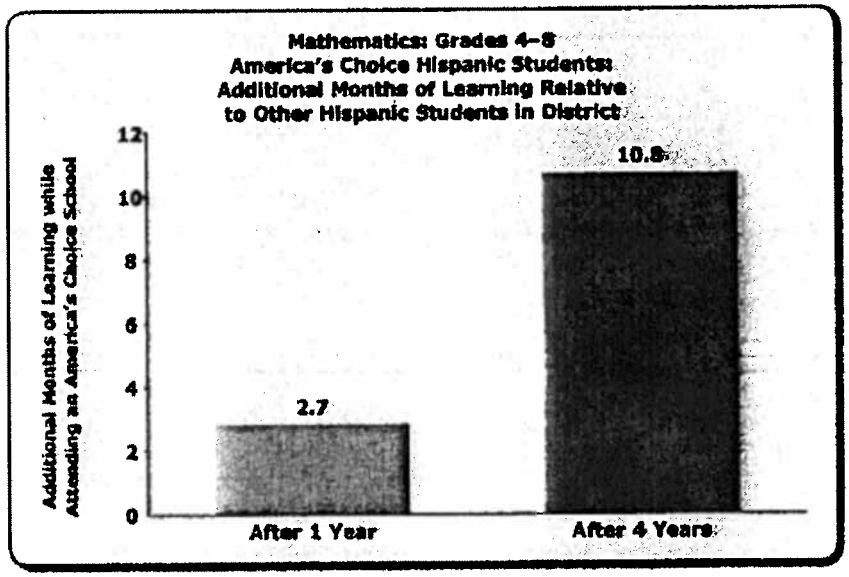



**Gains Among Minority Students.** African American students in grades 4–8 experienced additional months of learning in math while in a comprehensive school improvement model school compared to African American students in other schools.

African American students in schools that received services through the selected comprehensive school improvement model gained an additional 1.4 months per year in reading and 1.8 months per year in mathematics compared to similar students in other Rochester schools. This translates into 5.6 months in reading and 7.2 months in mathematics over a four-year period.




**Gains Among Minority Students.** Hispanic students in grades 4–8 experienced additional months of learning in reading while in a comprehensive school improvement model school compared to Hispanic students in other schools.




**Gains Among Minority Students.** Hispanic students in grades 4–8 experienced additional months of learning in math while in a comprehensive school improvement model school compared to Hispanic students in other schools.

Hispanic students in schools that received services through the comprehensive school improvement model gained an additional 2.9 months per year in reading and 2.7 months per year in mathematics compared to similar students in other Rochester schools. This translates into 11.6 months in reading and 10.8 months in mathematics over a four-year period.

Comparing Hispanic students in schools that received services through the selected comprehensive school improvement model with Caucasian students in other Rochester schools, the Hispanic students in the school improvement model schools gained an additional 2.3 months of learning relative to the Caucasian students in other Rochester schools. After four years, the additional learning was 9.4 months. When this is translated into SAT-9 Grade Equivalents, the Hispanic students in school improvement model schools in the 4th grade were 9 months behind the Rochester Caucasian Students. After 8th grade, they had narrowed the gap by 55 percent.

# Prince George's County Public Schools, MD

## Ten Schools Exit School Improvement Status After Implementing School Design Model

### Challenge

Prince George's County Public Schools (PGCPS), located in metropolitan Washington, DC, is the second largest school system in Maryland and the 18th largest in the country. With more than 134,000 students, it is among the most diverse as well. The majority of schools in PGCPS struggled with low achievement scores in literacy and mathematics. In many of its high schools, students passed their algebra courses, but did not pass the state assessment.

### Solution

In the 2006–07 school year, America's Choice (acquired by Pearson in 2010) worked with schools in Prince George's County to provide professional development support. In the following school year, PGCPS began full implementation of the Intensive School Design on a large scale in its lowest-performing schools. A laser-like focus on instruction and student achievement resulted in remarkable, across-the-board gains in test results.

Initially, Pearson worked with 11 middle schools that faced corrective action or restructuring and 22 elementary schools (two feeder schools for each middle school). In addition, Pearson worked with 16 high schools serving large numbers of students who had not passed the state high school assessment in algebra. Six other middle schools used Pearson's Ramp-Up to Middle Grades Literacy, Ramp-Up to Pre-Algebra, and Ramp-Up to Algebra to accelerate learning for students who are two or more grade levels behind in reading and/or mathematics.

Outstanding professional development from Pearson helped the district build its instructional capacity. In the summer of 2008, Pearson trained 565 educators—60 school administrators, 20 district administrators, 250 literacy teachers, 200 math teachers, and 35 science teachers—over a three-week period.

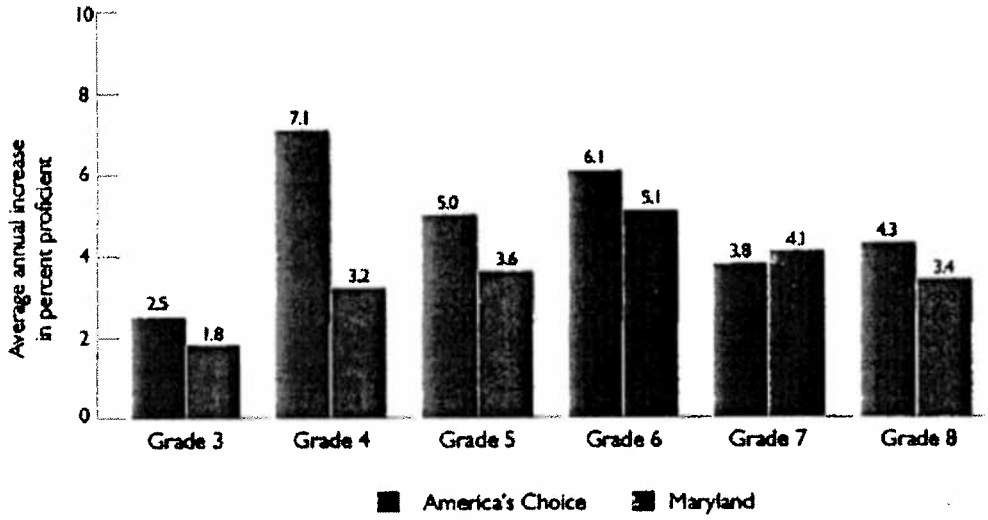
### Results

In just the first year, 70 percent of the Intensive School Design schools increased proficiency on the state assessments by at least five percentage points in either reading or mathematics. Of these, 64 percent increased proficiency on the state assessments by at least five percentage points in both subjects.

Five middle schools were "top gainers" in reading—schools the district identified as achieving at least 10 percentage points of growth on state assessments from 2007 to 2008. All five were Intensive School Design schools. Seven middle schools were "top gainers" in mathematics; six of them were Intensive School Design schools. Three Intensive School

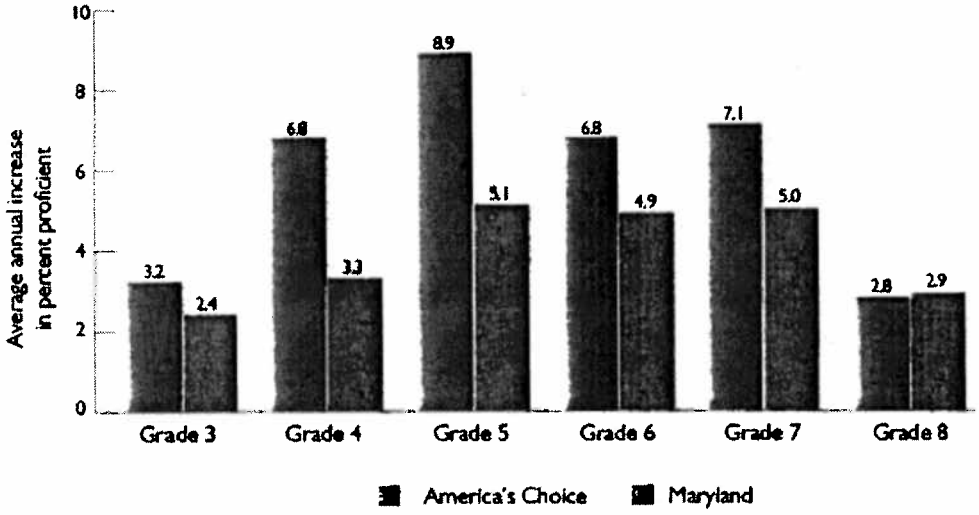
Design middle schools had double-digit percentage point gains in both subjects. Ten Intensive School Design schools exited school improvement status.

## Students Exceed State Growth: Mathematics




**Proficiency.** Average annual increase in percentage of students proficient on the Maryland State Assessment, 2005–2006 to 2007–2008.

## States Exceed State Growth: Reading




**Proficiency.** Average annual increase. in percentage of students proficient on the Maryland State Assessment, 2005–2006 to 2007–2008.

# Math Navigator Students Surpass the State's Proficiency Rate by Almost 12 Points

## Challenge

Many students were coming to Prince George's County schools with a set of misunderstandings about many key mathematics concepts. The district needed a program that would help correct these misconceptions and work well with students in grade three and up. The staff at PGCPS recognized the pivotal role of early intervention and how it affects children as they progress through their school careers.

> *"This program has really taken off. Kids who take Math Navigator are showing other kids how to learn that way. We had double-digit gains on the Maryland State Assessment. . . . We're expanding the program to the 4th-, 5th-, and 6th-grades this year. The Math Navigator teacher is raring to go."*
>
> *—Dan Heller, Principal, Ridgecrest Elementary School, Hyattsville, MD*

## Solution

PGCPS supplemented the Intensive School Design with Math Navigator modules for students who needed focused support in specific mathematics topics. The modules were identified based on the results of a screener test, and targeted instruction was implemented for students in grades 3 and up.

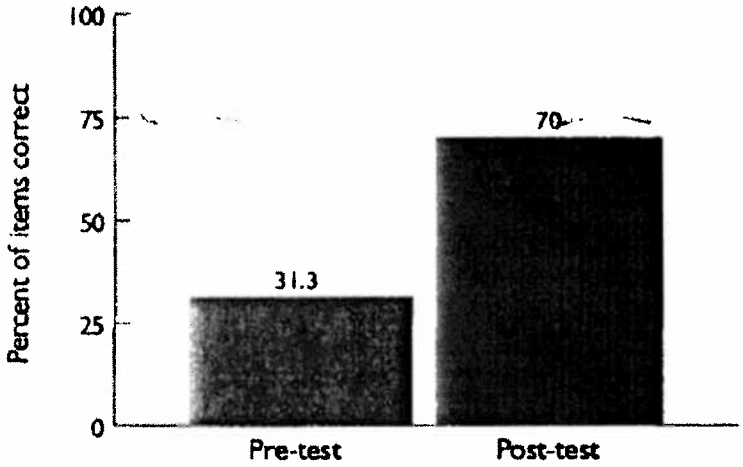
| School Snapshots | | |
|---|---|---|
| James McHenry Elementary School | Suitland Elementary School | Ridgecrest Elementary School |
| ▪ Grades: Pre-K–6<br>▪ 670 Students<br>▪ 59% economically disadvantaged<br>▪ 70% African American<br>▪ 26% Hispanic<br>▪ 3% Asian/Pacific Islander<br>▪ 1% White | ▪ Grades: Pre-K–6<br>▪ 673 Students<br>▪ 65% economically disadvantaged<br>▪ 95% African American<br>▪ 4% Hispanic<br>▪ 1% White | ▪ Grades: Pre-K–6<br>▪ 706 students<br>▪ 81% economically disadvantaged<br>▪ 57% Hispanic<br>▪ 42% African American<br>▪ 1% Asian/Pacific Islander<br>Source: schoolmatters.com |

## Results

The first-year results from three schools exemplify the positive results that were achieved using Math Navigator coupled with the design.

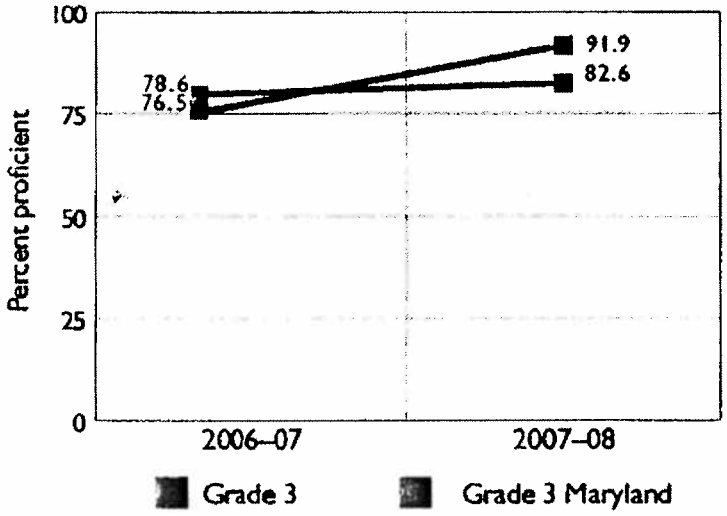
# James McHenry Elementary School, Lanham, MD

## Students Make Dramatic gains with Math Navigator




**Items Correct.** Statistically significant results on the Beginning Place Value module.

## Grade 3 Students Surpass the State in Proficiency




**Proficiency.** One-year change in proficiency on the Maryland State Assessment in mathematics.

# National Urban Alliance

# NUA Partnership Fuels Progress in Albany, NY, Schools

www.nuatc.org
33 Queens Street Suite 100
Syosset, NY 11791
(800) NUA-4556 or (516) 802-4192

Before the Albany Public School District adopted the National Urban Alliance for Effective Education's program in 2006, a staggering 81 percent of the eighth-graders at Philip Livingston Magnet Academy failed English. An occasional handgun, a few student assaults on teachers and sidewalk brawls were a challenge for the school, which prompted random searches, two youth safety committees and landed unruly students in alternative programs.

After just three years of NUA partnerships in each elementary and middle school, the district, for the first time in its history, saw the majority of its students – 61 percent of students in grades 3 through 8 – score at proficient or above proficient on the New York State English Language standardized test. In 2008, just 49 percent of students scored at or above proficiency.

There were gains at all grade levels districtwide in both English and math – including double-digit increases in math for grades 3, 7 and 8, and in ELA (English Language Acquisition) in grades 3 and 5.

*"The emphasis of the NUA is one of school turnaround. Essential in that process is the belief system that exists among all stakeholders -- teachers in particular, who through the partnership with the NUA enabled unprecedented achievement gains in our school district."*

*–Dr. Eva Joseph,*
*former Albany superintendent.*

Today, the Albany City School District serves nearly 8,700 students in 15 schools: 11 elementary schools, two middle schools, one prekindergarten-grade 8 school and one comprehensive high school.

The City School District of Albany formed a collaborative partnership with the National Urban Alliance to create, design and implement a systemic, long-range, rigorous instructional leadership and professional development program to close the gap between the achievement of Albany students and their innate potential for much higher performance, resulting in the elimination of the achievement gaps that are manifested among economic groups.

NUA's goal is to build the instructional capacity of teachers to build meaningful relationships with their students and equip students with the skills and cognitive processes that strengthen their competence and confidence necessary to perform at the highest levels. In addition, the goal is to build capacity within the district to sustain the processes and practices. All schools Pre K – 12 participated in the initiative.

To achieve this success, Albany City School District changed the ways teachers and students learn, using a strategy designed by the National Urban Alliance, an organization that works with urban school districts across the country implementing teaching strategies, administrative and organizational arrangements that accelerate learning and improve achievement levels.

"What we're doing is working to change the beliefs of teachers about students' ability to achieve," said Eric Cooper, the President and Founder of National Urban Alliance, former program officer with The College Board, Columbia University professor and one-time teacher and counselor.

"Children can reach high levels of learning and thinking. It takes dedication and a knowledge of how to reach students who depend on the school for learning. Maintaining high expectations when guided by highly skilled educators determines outcomes."

# NUA Partnership Drives Improvement in Bridgeport, CT, Schools

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(800) NUA-4556 or (516) 802-4192

One of 30 schools in the Bridgeport, CT, public school system, Beardsley School has come a long way since 2000, when it was one of the district's lowest performers and designated in need of improvement based on test scores and other academic indicators.

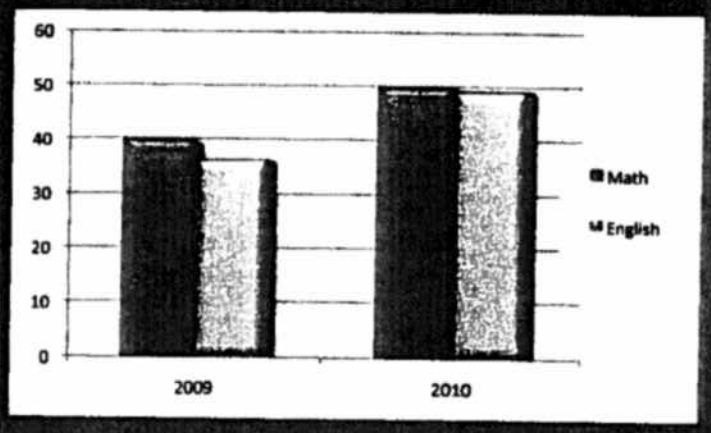
Beardsley, a K-6 school, was still struggling in 2006 when it began working with the National Urban Alliance for Effective Education (NUA) as part of the district's long-standing partnership with the NUA. Beardsley has made steady progress since then, eventually winning the honor of being an NUA National Demonstration School.

NUA interventions focused on student engagement, culturally responsive teaching and practices that elicit high intellectual performances. Instructional practices were chosen by the school leadership team and NUA to address specific challenges that surfaced during the NUA Instructional Assessment process.

In the most recent state testing cycle the efforts paid off with dramatic improvement. In grade 6, for example, 94 percent of students scored at or above proficiency in math and 85 percent scored at or above proficiency in writing.

Beardsley's progress culminated with a special recognition in January, when the school was selected as a Success Story School by the Connecticut Coalition for Achievement Now, a statewide education reform and advocacy group better known as ConnCAN. The recognition was particularly gratifying because ConnCAN recognizes only the Top 10 schools statewide in five categories. Success Story schools must be in the top three in one of the Top 10 lists and be 75 percent low income and students of color.

Beardsley Principal Amy Marshall said that NUA helped move Beardsley forward. "Our partnership has changed how teachers approach lessons, the strategies they use, and their attitudes toward students," she says. "NUA classrooms are alive. NUA-trained teachers also understand the importance of relationship building in a classroom and the need to amplify student strengths."




**Transforming Schools | Transforming Lives**

# NUA Working In San Francisco To Raise Achievement

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Syosset, NY 11791
(800) NUA-4556 or (516) 802-4192

Visitacion Valley Middle School in San Francisco is a great example of what can happen with the right leadership, teamwork, consistency and blend of student-focused programs.

Not too long ago, Visitacion Valley shared the challenges faced by many of our nation's urban schools. It had low academic performance, poor attendance, high suspensions and high staff turnover rates. It's no wonder the community had a negative image of the school.

In 1999, Visitacion Valley was designated the lowest performing middle school in the district. That was also the year James Dierke became the principal and began to turn things around, eventually building a solid team of educators who wanted to assist in making a difference.

Not only has academic performance greatly improved, but for the past three years suspensions have decreased significantly. An average of 90 suspensions per year was normal until 2009, when the suspension rate dropped to just over a dozen in fall of 2010. Today, every one of the school's teachers is fully credentialed.

Principal Dierke has done a lot to change the culture and expectations of his school, although, he singles out the National Urban Alliance for Effective Education (NUA) as one of the leading factors contributing to the recent spikes in overall achievement on state performance indicators.

Visitacion Valley was one of 10 San Francisco Unified School District (SFUSD) sites that partnered with the NUA as part of a district effort launched in 2009 to accelerate student achievement through professional development designed to promote students' high intellectual performances. The 10 schools were chosen primarily due to the large number of underachieving students they served. The NUA/SFUSD partnership reached more than 4,600 K-12 students, 125 teachers and covered 16 subjects.

Most importantly for Dierke at Visitacion Valley, he and his teachers had professional development experts who understood his school's needs. "With NUA we finally found a group that could come in and talk about urban kids," said Dierke, the National Association of Secondary School Principals 2008 Middle School Principal of the year.

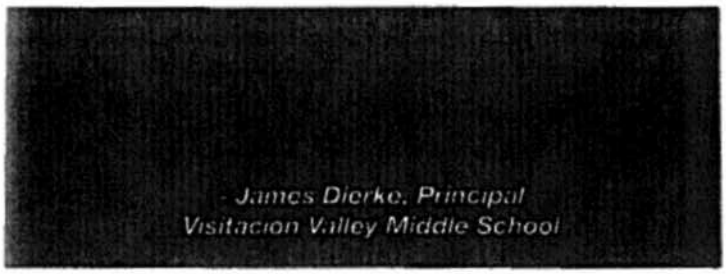
"They helped train our teachers and showed us new ways of teaching," he added of the NUA. "They brought a new and respected opinion and experience."

Teachers and students now are assigned to academic families that use a variety of technology, cross-curricular writing programs and project-based and standards-based instructional programs. The staff formed an NUA Leadership committee to help plan professional development based on the needs of the staff.

## Double-Digit Improvements

NUA mentors also worked with teachers in all content areas, engaging them with high operational practices that can be used in social studies, math or language arts. Those practices – designed based on cognitive and neuroscience research – provide a new approach to working with underachieving students of color and addressing the impact of culture on cognition, language and motivation.

NUA-led seminars were held for district office staff, school leaders, coaches and teachers. The seminars built on the district's goal to develop professional learning communities that are motivated to share and expand current levels of expertise.




With teachers' guidance, students use visual tools, story boards and journals to learn and to demonstrate their learning. The effort is paying off in a big way. There was a 16-point gain in 6th grade math and an 18-point gain in 8th grade social studies, while the school made a 40-point gain overall on state assessments. All the students made gains. The school tested 99% of the students in 2009-2010.

Principal Dierke said that the NUA training has "most definitely" helped to improve student performance at his school, especially in the 2009-10 testing cycle. "We made a 40-point gain on the California Standards Test (CTS). All subgroups made double-digit improvements, not just the top kids," he said. "The practices were well taught and easy to implement. Our staff has great professional respect for our NUA trainers. We were very fortunate to have their services."

Carlos Garcia, Superintendent of SFUSD agrees with the teachers and principals of his district who are telling him about the progress they are making with their students thanks to NUA. As Superintendent Garcia put it: "I would like to see NUA in all my schools"

# Closing the Achievement Gap, One Student at a Time

***NUA partnership with Eden Prairie schools has improved instruction, raised expectations and produced dramatic academic gains***

When Melissa Krull took over in 2002 as superintendent of the Eden Prairie Schools, she knew as a longtime special education teacher with the Minnesota system that dramatic change was needed to bolster academic excellence for all students.

Similar to countless suburban communities across the country, Eden Prairie was on the cusp of a seismic shift in its demographics as more children of color and more low-income students filled its classrooms. With this, Krull says, the school system's leaders recognized a pressing need to address each child based on his or her individual academic and cultural backgrounds. As the system saw the influx of more children with limited resources and experiences, it was imperative that Eden Prairie's education leaders do more to create a level playing field in the classroom.

"Gradually, we started noticing the achievement gaps as the population shift began to occur, and we knew we wouldn't be able to meet our students' needs unless we made systemic changes," said Krull, who served as Eden Prairie's superintendent until October 2011. "We needed to change our approach to teaching and change our programming."

Eden Prairie administrators knew that by improving instruction and raising expectations, they could produce educational opportunities, raise achievement levels and inspire teachers and students alike to reach for the highest academic heights.

Since the 2003-04 school year, Eden Prairie has partnered with the National Urban Alliance for Effective Education to:

- Give principals and teachers professional development to help break down barriers to high expectations and help them better understand the strengths of incoming students from different racial, cultural and socioeconomic backgrounds.
- Develop curriculum and instruction that acknowledge students' culture rather than ignore it and its relevance to how students learn.
- Engage cognitive research in all classrooms through strategies that are typically used in gifted and talented programs.
- Conduct community outreach and advocacy to build support for new instructional strategies and embrace an increasingly diverse student population.

NUA's rich curriculum broadened the perspective of teachers and principals, Krull said. "Ten years ago, we used certain strategies for all kids because they were from similar backgrounds," Krull added. "We weren't culturally competent as a system, and we needed to change that."

For instance, students often are asked to write about topics or experiences that are new to them. To help bridge gaps between students, teachers can expand the assignment to first have students write words and thoughts that come to mind about those subjects and build on those to share and learn from each other.

Working directly with schools staff, NUA has been training teachers and principals in how to differentiate instruction. Within five years, Eden Prairie students

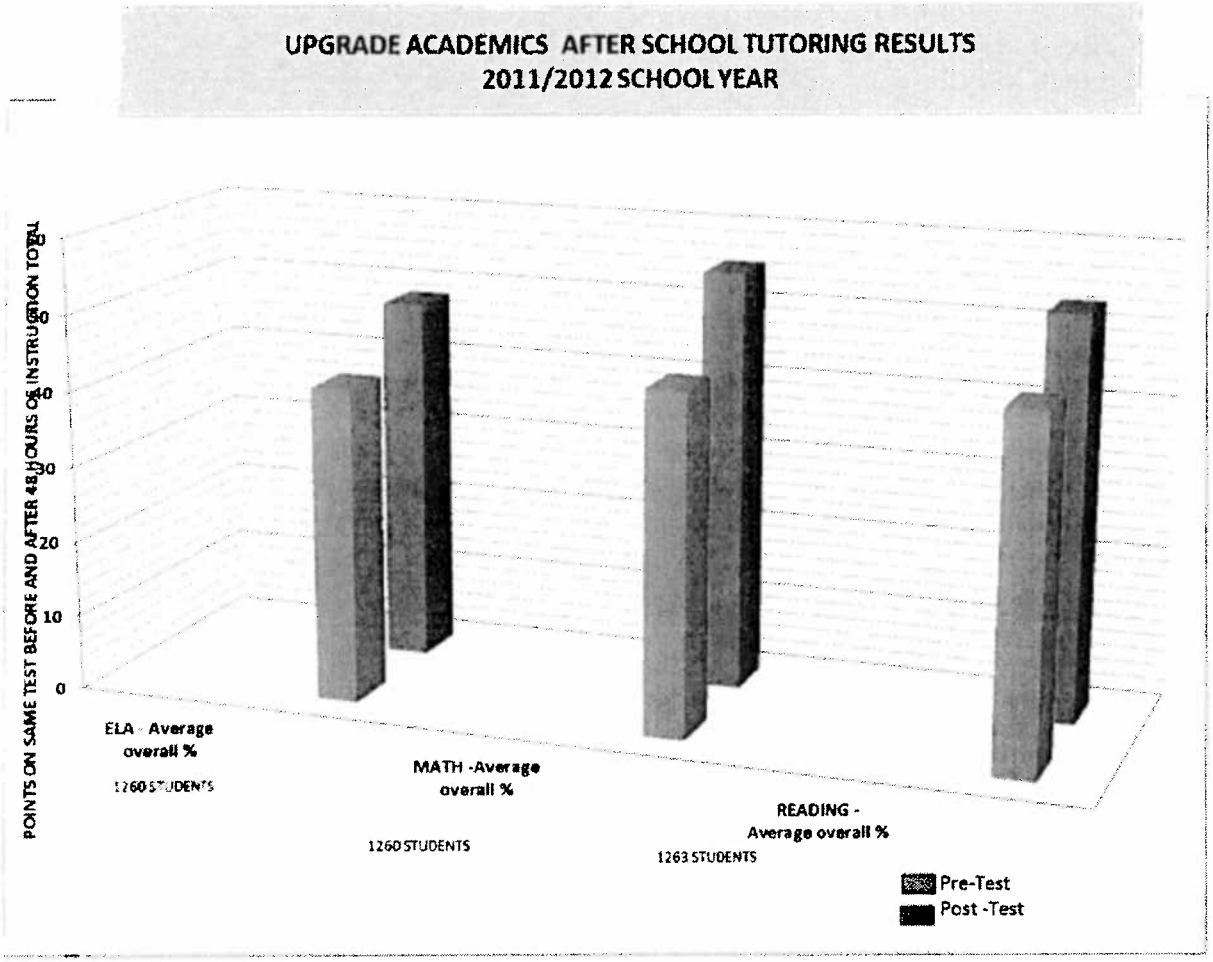
***"You have to use strategies that reach the kids in your classroom in diverse ways. One approach does not work for everyone."***

**Melissa Krull**
***Former Superintendent***
***Eden Prairie Schools***

# Berger Educational Services

## IV) RECORD OF SUCCESS

**Please note that approximately 40% of the students whose results are summarized below had Limited English Proficiency and outcomes were measured after only 48 hours of supplemental instruction (due to the 2011-2012 per pupil allocation).**

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| | UPGRADE ACADEMICS 2011-2012 - ACHIEVE TEST SCORE REPORT - 48 INSTRUCTIONAL HOURS - N = 1,263 STUDENTS | | | |
|---|---|---|---|---|
| | PRE-TEST AV SCORE | POST-TEST AV SCORE | SCORE CHANGE | % INCREASE |
| ELA - Average overall % | 41.5 | 48.29 | 7.79 | 18.77% |
| MATH - Average overall % | 44.72 | 55.18 | 10.47 | 23.41% |
| READING - Average overall | 45.73 | 52.86 | 7.13 | 15.59% |

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# Hillside Work Scholarship Program

| HW-SC Annual Report Data, 2010-2011 (1) | | | | | | |
|---|---|---|---|---|---|---|
| | HW-SC Total | Rochester | Syracuse | Prince George's County | Buffalo | Notes |
| **Students served** | | | | | | |
| Average number of students served | 3676 | 2670 | 793 | 202 | - | 2 |
| | | | | | | |
| **Grade promotion rates** | | | | | | |
| Number of eligible students | 4364 | 3124 | 975 | 265 | - | 3 |
| Students withdrawn (relocations and voluntary withdrawals) | 433 | 231 | 130 | 72 | - | 4 |
| Resulting students in program | 3931 | 2893 | 845 | 193 | - | |
| Number of students promoted | 3156 | 2240 | 756 | 160 | - | 5 |
| Grade promotion rate | 80% | 77% | 89% | 83% | - | |
| | | | | | | |
| **Senior graduation rate** | | | | | | |
| Number of eligible Seniors | 466 | 426 | 36 | 4 | - | 6 |
| Seniors withdrawn (relocations and voluntary withdrawals) | 12 | 10 | 1 | 1 | - | 4 |
| Resulting Seniors in program | 454 | 416 | 35 | 3 | - | |
| Number of Seniors graduating | 383 | 351 | 30 | 2 | - | |
| Senior graduation rate | 84% | 84% | 86% | 67% | - | |
| | | | | | | |
| **On-time graduation rate (for cohort)** | | | | | | |
| Number of students in cohort | | 748 | - | - | - | 7 |
| Students withdrawn (relocations, voluntary/probationary withdrawals) | | 140 | - | - | - | 8 |
| Resulting students in program | | 608 | - | - | - | |
| Number of students who graduated early | | 35 | - | - | - | |
| Number of students who graduated in 4 years (June) | | 307 | - | - | - | |
| Number of students who graduated in 4 years (August) | | 30 | - | - | - | |
| Number of students who graduated on time in HW-SC program | | 372 | - | - | - | 9 |
| % of students who graduated early | | 6% | - | - | - | |
| % of students who graduated in 4 years (June) | | 50% | - | - | - | |
| % of students who graduated in 4 years (August) | | 5% | - | - | - | |
| On-time HW-SC graduation rate (for 2007 cohort) | | 61% | - | - | - | |
| 5-year HW-SC graduation rate (for 2006 cohort) | | 69% | - | - | - | 10 |
| Most recent school district comparison: On-time graduation rate (2006 cohort) | | 51% | - | - | - | 11 |
| | | | | | | |

| HW-SC Annual Report Data, 2010-2011 (1) | | | | | | |
|---|---|---|---|---|---|---|
| | HW-SC Total | Rochester | Syracuse | Prince George's County | Buffalo | Notes |
| **Demographics of students in program** | | | | | | |
| African-American | 67% | 65% | 65% | 95% | 34% | |
| Hispanic | 19% | 22% | 12% | 2% | 23% | |
| Bi-Racial | 6% | 6% | 9% | 1% | 11% | |
| Caucasian | 5% | 3% | 9% | 1% | 31% | |
| Other | 2% | 2% | 3% | 0% | 0% | |
| Asian | 1% | 2% | 1% | 0% | 0% | |
| Native American | 1% | 0% | 1% | 1% | 0% | |
| Multi-Racial | 0% | 0% | 1% | 0% | 0% | |
| | | | | | | |
| Female | 56% | 56% | 53% | 59% | 52% | |
| Male | 44% | 44% | 47% | 41% | 48% | |
| | | | | | | |
| **Risk factors of students in program** | | | | | | |
| Average number of risk factors | 2.44 | 2.40 | 2.61 | 2.20 | 2.84 | |
| % With Low Socioeconomic Status | 95% | 95% | 98% | 76% | 98% | |
| % With Low Standardized Test Scores | 82% | 83% | 84% | 83% | 13% | |
| % Failing 2 or 3 Core Subjects | 33% | 35% | 23% | 43% | 74% | |
| % Over Age | 17% | 15% | 24% | 8% | 26% | |
| % With School suspensions | 9% | 4% | 24% | 5% | 28% | |
| % With Low Attendance | 8% | 8% | 9% | 5% | 44% | |
| | | | | | | |
| **Risk factors of students in 2007 cohort** | | | | | | |
| Average number of risk factors | | 2.39 | | | | |
| % With Low Socioeconomic Status | | 86% | | | | |
| % With Low Standardized Test Scores | | 83% | | | | |
| % Failing 2 or 3 Core Subjects | | 35% | | | | |
| % Over Age | | 19% | | | | |
| % With School suspensions | | 9% | | | | |
| % With Low Attendance | | 8% | | | | |

| HW-SC Annual Report Data, 2010-2011 (1) | | | | | | |
|---|---|---|---|---|---|---|
| | HW-SC Total | Rochester | Syracuse | Prince George's County | Buffalo | Notes |

**Notes**

1. Unless otherwise noted, the date range for all measures is 7/1/2010 through 6/30/2011
2. Students served = 12-month average of number of students enrolled in HW-SC Youth Advocate program (basis for reporting to Clark Foundation)
3. Eligible students for grade promotion = All students who were enrolled at any time during the school year (9/1 through 6/30) and who completed 60 day probationary period
4. Students withdrawn = Students removed from the assessed population because they relocated beyond or voluntarily withdrew from HW-SC program. "Voluntary" reasons include voluntary withdrawal (requested by student or parent), loss of funding, or death.
5. Students promoted = Students who advance at least 1 grade level or who graduate at the end of the school year
6. Eligible Seniors = Students who are in the 12th grade as of the start of the school year (9/1)
7. Number of students in cohort = All students enrolled in HW-SC who entered 9th grade in the cohort year (e.g. 2007 cohort students entered 9th grade in 2007). The 2007 cohort is also known as the Class of 2011.
8. Students withdrawn from a cohort = All cohort members who relocated beyond or voluntarily withdrew from HW-SC program, or who did not complete their 60-day probationary period.
9. Graduated on time = Graduated in 4 school years or less, by August of the target year for the cohort (e.g. 2007 cohort = Class of 2011).
10. 5-year graduation rate = The % of students in a cohort who graduate in 5 years or less, excluding All cohort members who relocated beyond or voluntarily withdrew from HW-SC program, or who did not complete their 60-day probationary period.
11. Most recent school district comparison for on-time graduation rate = 4-year graduation rate (including August graduations) for the overall school district, as published by the state department of education
12. Number of students newly YETA certified during year = Number of students who were enrolled in 2010-2011 and who completed YETA certification between 7/1/2010 and 6/30/2011.
13. Total number of students with YETA certification = Number of students who were enrolled in 2010-2011 and who achieved YETA certification by 6/30/2011
14. Number of YETA certified students who are employed = Number of students who were enrolled in 2010-2011, who have completed YETA certification, and who were employed in 2010-2011 (all employers)
15. Estimated economic development impact of HW-SC student employment = Number of students employed x 15 hours/week x 52 weeks x average wage
16. Number of graduates = All students who graduated during the 2010-2011 school year (by August, 2011)
17. Graduates enrolled and confirmed in post-secondary education (Fall semester) = All graduates who enrolled in college in the semester following high school, enrollment confirmed by College Clearinghouse or by the college
18. Graduates employed (not going to college) = All graduates who did not enroll in college in the semester following high school, but were employed, employment confirmed by employer
19. Graduates enlisted in the military = All graduates who enlisted in the military within 6 months of graduation, enlistment confirmed by Department of Defense
20. Graduates enrolled and confirmed in post-secondary education in year following graduation = All graduates who are enrolled in college in the Fall and/or Spring semesters after high school, enrollment confirmed by College Clearinghouse or by the college

| HW-SC Annual Report Data, 2010-2011 (1) | | | | | | |
|---|---|---|---|---|---|---|
| | HW-SC Total | Rochester | Syracuse | Prince George's County | Buffalo | Notes |
| 21. Number of graduates retained in post-secondary education after Fall semester = 2011 graduates with confirmed post-secondary education enrollment in Fall 2011 and Spring 2012 | | | | | | |

## HW-SC Annual Report Data, 2010-2011 - Schools

### Rochester Schools, Students, and Staffing

| Students enrolled by School - Rochester (as of June, 2011) | |
|---|---|
| School | Students Enrolled |
| Freddie Thomas | 346 |
| Wilson Commencement | 290 |
| Jefferson | 276 |
| Monroe | 274 |
| East | 189 |
| Douglass - North East College Prep | 166 |
| Douglass - North West College Prep | 160 |
| Charlotte | 153 |
| SWW | 117 |
| Edison - STEM | 90 |
| Marshall | 90 |
| Edison - Rob Brown School of Trades | 89 |
| Franklin - Bioscience | 68 |
| Edison - Engineering & Manufacturing | 67 |
| SOTA | 65 |
| Edison - Business, Finance & Entrepreneurship | 46 |
| Edison - Imaging & Information | 44 |
| Edison - Skilled Trades | 44 |
| Early College | 43 |
| Franklin - Global Media Arts | 33 |
| Franklin - International Finance | 30 |
| Franklin - Vanguard Collegiate HS | 30 |
| Nathaniel | 25 |
| Halpern | 16 |
| Charlotte - Young Men"s Leadership Academy | 10 |
| Wilson Foundation | 7 |

| Students enrolled by grade level - Rochester (as of June, 2011) | |
|---|---|
| Grade Level | Students Enrolled |
| 7th Grade | 43 |
| 8th Grade | 319 |
| 9th Grade | 803 |
| 10th Grade | 663 |
| 11th Grade | 546 |
| 12th Grade | 394 |

## HW-SC Annual Report Data, 2010-2011 - Schools

| HW-SC Staffing - Rochester | |
|---|---|
| Total Youth Advocates | 74 |
| Total Team Managers | 13 |
| **School** | **Youth Advocates** |
| Jefferson | 9 |
| Freddie Thomas | 8 |
| Wilson Commencement | 7 |
| Monroe | 6 |
| Charlotte | 5 |
| Douglass - North East College Prep | 5 |
| East | 5 |
| Douglass - North West College Prep | 4 |
| Edison | 4 |
| Franklin | 4 |
| SWW | 3 |
| Early College | 2 |
| Edison - Rob Brown School of Trades | 2 |
| Edison - STEM | 2 |
| Halpern | 2 |
| Marshall | 2 |
| Nathaniel Rochester | 2 |
| SOTA | 2 |

### Syracuse Schools, Students, and Staffing

| Students enrolled by School - Syracuse (as of June, 2011) | |
|---|---|
| **School** | **Students Enrolled** |
| Corcoran | 293 |
| Fowler | 203 |
| ITC | 95 |
| Henninger | 89 |
| Nottingham | 76 |
| Grant Middle School | 31 |
| Blodgett | 30 |
| Clary | 29 |
| Danforth | 29 |
| Roberts | 4 |
| Bellevue Academy | 2 |
| Frazer | 2 |

## HW-SC Annual Report Data, 2010-2011 - Schools

| Students enrolled by grade level - Syracuse (as of June, 2011) | |
|---|---|
| **Grade Level** | **Students Enrolled** |
| 7th Grade | 120 |
| 8th Grade | 209 |
| 9th Grade | 292 |
| 10th Grade | 201 |
| 11th Grade | 27 |
| 12th Grade | 34 |

| HW-SC Staffing - Syracuse | |
|---|---|
| Total Youth Advocates | 30 |
| Total Team Managers | 4 |
| **School** | **Youth Advocates** |
| Corcoran | 7 |
| Fowler | 6 |
| ITC | 2 |
| Henninger | 2 |
| Nottingham | 2 |
| Grant Middle School | 2 |
| Blodgett | 2 |
| Danforth | 2 |
| Clary | 2 |
| Frazer | 1 |
| Bellevue Academy | 1 |
| Roberts | 1 |

### Prince George's County Schools, Students, and Staffing

| Students enrolled by School - PGC (as of June, 2011) | |
|---|---|
| **School** | **Students Enrolled** |
| Suitland | 74 |
| Central High | 67 |
| Fairmont Heights | 45 |
| G James Gholson Middle School | 30 |
| Walker Middle School | 18 |

## HW-SC Annual Report Data, 2010-2011 - Schools

| Students enrolled by grade level - PGC (as of June, 2011) | |
|---|---|
| Grade Level | Students Enrolled |
| 7th Grade | 28 |
| 8th Grade | 33 |
| 9th Grade | 65 |
| 10th Grade | 54 |
| 11th Grade | 51 |
| 12th Grade | 3 |

| HW-SC Staffing - PGC | |
|---|---|
| Total Youth Advocates | 7 |
| Total Team Managers | 2 |

### Buffalo Schools, Students, and Staffing

| Students enrolled by School - Buffalo (as of June, 2011) | |
|---|---|
| School | Students Enrolled |
| South Park | 61 |

| Students enrolled by grade level - Buffalo (as of June, 2011) | |
|---|---|
| Grade Level | Students Enrolled |
| 7th Grade | 0 |
| 8th Grade | 0 |
| 9th Grade | 38 |
| 10th Grade | 23 |
| 11th Grade | 0 |
| 12th Grade | 0 |

| HW-SC Staffing - Buffalo | |
|---|---|
| Total Youth Advocates | 2 |
| Total Team Managers | 1 |

## 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.Ç.§§ 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.

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**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.