

 ORIGINAL

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

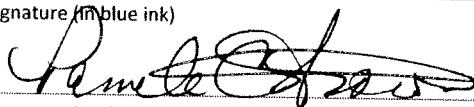
New York State Education Department  
Application Cover Sheet  
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>District (LEA)</b>			<b>LEA Beds Code:</b>
Buffalo City School District			140600010000
<b>Lead Contact (First Name, Last Name)</b>			
Diane B. Cart			
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>
Director of Grants	(716) 816-3625	(716) 851-3554	BPSgrants@buffaloschools.org
<b>Legal School Name for the Priority School Identified in this Application</b>			<b>School Beds Code</b>
Herman Badillo Bilingual Academy #76			140600010076
<b>Grade Levels Served by the Priority School Identified in this Application</b>			<b>School NCES #</b>
PK – 8			360585000310
<b>Total Number of Students Served by the Priority School Identified in this Application</b>			<b>School Address (Street, City, Zip Code)</b>
716			315 Carolina St., Buffalo 14201
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

**Certification and Approval**

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, 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.

<b>CHIEF ADMINISTRATIVE OFFICER</b>	
Signature (in blue ink) 	Date 6-7-13
Type or print the name and title of the Chief Administrative Officer Dr. Pamela C. Brown, Superintendent	
DO NOT WRITE IN THIS SPACE	

RECEIVED  
JUN 7 2013

ORIGINAL CONTRACT ADMINISTRATION 

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

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in <u>blue ink</u>)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment B School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FS-10 Form for Year One Implementation Period. FS-10 available here: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>SED Comments:</b>  <b>Has the applicant submitted all of the documents listed above?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Reviewer:</b> _____ <b>Date:</b> _____</p>		

## **I. District-Level Transformation Plan for PS 76 Herman Badillo Bilingual Academy**

### **A. District Overview**

#### **i. Theory of Action and Key District Strategies**

The Buffalo City School District (BCSD) continues to undergo a comprehensive and targeted strategic planning process designed to address underperforming schools, including the more than 50 BCSD schools currently identified as Priority Schools. This work is rooted in core goals to address student achievement, governance, organizational capacity and alignment, organizational culture, and community and public relations. To achieve these goals, BCSD is committed to developing clear expectations, providing targeted supports to schools, and holding school leaders accountable for turning around the district's lowest performing schools.

Driving the strategic planning processes and core goals is a theory of action based on the following principles:

If we develop and sustain a culture of excellence throughout the district, such that children come first in all decision-making and we ensure that they graduate on time, college and career ready;

If all of our goals, objectives, plans, resources, and progress monitoring systems are aligned;

If we recruit, develop, and equip caring and effective staff;

If we implement a rigorous instructional improvement system that ensures strong core curriculum, planning, instruction, assessment, and data reporting and analysis systems that meet the needs of individual students;

If we use data to drive planning;

If we partner with parents and the community;

If we hold ourselves accountable for achieving desired results;

Then we will realize our vision of providing a world-class education for every child.

#### **ii. Approach to Supporting Priority Schools**

Our priority is to build capacity among both district and school staff to lead and support school turnaround. We will do this with support provided from the New York State Education Department (NYSED) through the Systemic Supports Grants, School Improvement Grants (SIG) funding, and the District Integrated Intervention Teams using the Diagnostic Tool for School and District Effectiveness. At the district level, we have established a core team responsible for supports and supervision of Priority Schools.

The district is currently undergoing a major reorganization designed to improve and streamline the services it provides to schools. Part of this reorganization includes the hiring of an acting deputy superintendent with extensive experience implementing and monitoring SIG funding. Support for Priority Schools has been realigned under a new Office of School Leadership

(detailed in Section C below). In collaboration with our partner, American Institutes for Research (AIR), the district has created a targeted plan and related strategies to ensure successful implementation of the structural changes and to provide capacity-building supports to the Office of School Leadership to create highly effective teams in our Priority Schools. Because implementation 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 district- and school-level training programs and job-embedded coaching. Successful implementation will be measured through a detailed implementation and progress monitoring protocol.

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 utilized to create early warning system tools, district SIG funds will help underwrite much-needed training and support for school leaders, beginning with BCSD's 5 Priority High 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.

A key strategy for supporting the district's 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. These competencies are the driving factors behind BCSD's school leader recruitment, selection, and hiring processes. Additionally, as outlined in Section B below, the hiring of a leader with experience in school turnaround and with turnaround competencies will allow the district to move to a model of school-based autonomy not previously held at the school level.

Another key area for support is 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 support training for our Ambassador Teachers so that they can serve as resources for other teachers in their schools. Finally, BCSD will provide support in the development and 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.

### **iii. Evidence of Readiness**

Since Superintendent Brown assumed leadership of BCSD in July 2012 the district has engaged in a strategic planning process. Throughout the 2012–13 school year, Superintendent Brown has identified and developed many district strengths on which to build, including the following:

- An expansion of afterschool programming for district students
- An approved Annual Professional Performance Review (APPR) plan
- Partnerships with AIR and Research for Better Teaching to build capacity among leaders and teachers in our Priority Schools. Education Partner Organizations (EPO) 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 and that is assisting the district in developing a student monitoring system.
- A sophisticated data warehouse. In addition, we are poised to build upon the warehouse to develop early warning tools and training for our high schools.
- A thoughtful, school-based budget process, developed and launched during the 2012–13 school year.
- Technology tools to improve staff effectiveness, such as the educator portal titled My Big Campus to facilitate networking among principals and teachers; a parent portal to facilitate parents' access to their children's information; and an online grade book.

With the resources now flowing 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 its anticipated outcomes in the years to come.

## **B. Operational Autonomies**

### **i. Operational Autonomies for Herman Badillo Bilingual Academy**

The operational autonomies for PS 76 are based on a philosophy of “earned autonomy,” meaning that all schools in the district—including Herman Badillo Bilingual Academy will be required to implement a number of broadly defined, district-required “non-negotiables” in order to earn high levels of operational autonomy. These non-negotiables include:

- Implement with fidelity a well-defined curriculum aligned with the Common Core State Standards (Tenet Three)
- Administer regular formative assessments (Tenet Three)
- Use classroom walkthroughs to regularly collect data about implementation of effective teaching and learning strategies (Tenet Three)
- Ensure that every educator in the school is working toward implementing the curriculum with skilled fidelity (Tenet Four)
- Implement two to three high-impact instructional strategies (Tenet Four)
- Using school-based inquiry teams, analyze and use formative assessment data, classroom walkthrough data, and the early warning system to inform the instructional-improvement process and to provide students with support services (Tenets Four and Five)
- Use the district’s early warning system and individual growth plan for all students (Tenet Five)
- Implement a Response-to-Intervention program with fidelity (Tenet Five)

These non-negotiables, which are aligned with tenets of the NYSED’s Diagnostic Tool for School and District Effectiveness and will be supported by a set of resources detailed in other sections of this application, provide a general framework of school improvement, as well as a focus for central office capacity building. At the same time, they provide Priority Schools with significant autonomies in implementation. For example, although all Priority Schools will be expected to implement two to three high-impact instructional strategies, the individual school will be able to select strategies and provide coaching and professional development to ensure school-level effectiveness.

### **ii. Policies and Procedures for Autonomy, Operating Flexibility, and Support**

*Please see Formally Adopted BOE Policies for further evidence of Operational Autonomies*

**Staffing:** As the district is developing its principal recruitment strategy, the ability to provide autonomy to principals relative to hiring, not just to the allocation of positions, is being addressed. Examples include the ability to fill existing vacancies and the ability to hire for specific positions the new principals seek to create. On June 24<sup>th</sup> and 25<sup>th</sup>, 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. During the planning process, Herman Badillo staff identified that itinerant teachers presented a problem for fostering collaboration and

coordination among staff. With the implementation of school-based budgeting, principals now have the flexibility to use funds to transform part-time positions into full-time positions.

**School-Based Budgeting:** Since the submission of its SIG applications in January 2013, BCSD has begun the implementation process for school-based budgeting. For the last two years, the district's chief financial officer (CFO) has 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 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, BCSD launched its strategic planning process by publicly sharing the findings of strategic reviews focused on finance, curriculum, and instruction that were conducted by external consultants in the spring of 2012. A list of strategic priorities was then developed and 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 now 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 differentiated resources for parental involvement/engagement, extended day programs, professional development opportunities, and school-based instructional and leadership support.

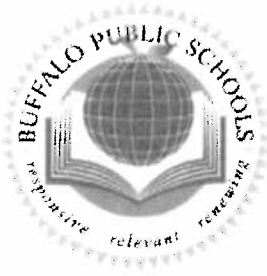
**Use of Time During and After School:** During the outreach period for the development of this application, one of the biggest barriers to addressing use of time during the school day was the issue of itinerant teachers. Because the school employs a substantial number of part-time staff, it was virtually impossible to rework scheduling to more efficiently use time during the school day to improve instruction. As noted above, with the implementation of school-based budgeting, principals can now address this issue. Afterschool programming has been a challenge for BCSD 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 additional Common Core State Standards materials from EngageNY and supplemental programs in order to realize their unique visions.

**Educational Partner Selection:** The district is implementing a new system for schools to select educational partners. While all partners must be approved by BCSD, individual schools can

share information with identified partners to ensure they respond to yearly request for proposals. Once the district has vetted the proposals and finalized its approved provider list, the individual school will be able to select the partners that best meet its specific requirements with the assurance that these providers can help deliver the results the school needs.





# **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.

## **C. District Accountability and Support**

### **i. Senior Leadership of Turnaround Efforts**

*Please see District Level Organizational Chart and Management Structures*

During Superintendent Brown's first year in BCSD, she has made it a priority to create the necessary organizational structures to provide quality oversight and support for the Priority Schools. Since the last SIG applications were submitted in January 2013, the superintendent has introduced a new management structure that organizes Priority Schools with all other BCSD schools in the Office of School Leadership. This office is managed by four chiefs of school leadership, who will each be assigned a cohort of schools to provide instructional and operational support. However, the district's Priority Schools will be assigned and organized under two of the four chiefs in order to better leverage resources and refine our expertise in supporting our lowest-performing schools. The attached organization chart illustrates how the office of the chiefs of school leadership will be organized. Responsibilities for instructional supports will be managed in conjunction with supervising principals, and responsibilities for operational supports will be delegated to directors.

The chief of special projects will have responsibility for securing resources (such as School Improvement Grants) to support our Priority Schools and for overseeing compliance with the requirements of federal grants as well as the state framework for the Diagnostic Tool for School and District Effectiveness.

Throughout this reorganization, AIR has been supporting the district in defining its approach to serving its Priority Schools. A core team has been established to coordinate and drive district support for Priority Schools. This team is composed of the acting deputy superintendent, chiefs of school leadership, chiefs of special projects, and AIR staff. This work and our team structure will continue to evolve, but key elements such as supports for leadership and instruction, monitoring protocols, and data tools are being prepared for deployment this summer to build capacity among school leaders and teachers for the 2013–2014 school year.

The Priority Schools Support Team is basing its cycle of planning, action, evaluation, and feedback on an alignment with the state's framework and the requirements of this grant. Schools are using this reapplication opportunity to plan 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 grant's first year of implementation, AIR and Research for Better Teaching will support the district by providing critical expertise to help school teams build and implement their school plans and strengthen administrators' and teachers' capacities to use data to inform instruction. At the same time, through the Systemic Supports Grant, AIR will help build BCSD's capacity to support schools in their change process.

Support to enhance school leadership teams' competencies in school turnaround will be delivered by district staff in partnership with AIR through the Transformation Leadership

Learning Network (TLLN). This cycle of support will begin with summer trainings and will provide consistent supports throughout the 2013–14 school year. Supports will include:

- Summer kick-off sessions 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.
- 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.
- Monthly individualized coaching visits will focus on implementing the turnaround/transformation plan and addressing school-specific issues and concerns.

Additional support and monitoring will occur through 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 Supports Grant in partnership with AIR and Research for Better Teaching.

## **ii. Cycle of Planning, Action, Evaluation, and Feedback**

The plan for the district cycle of evaluation and feedback is in development now that BCSD’s reorganization is underway. It will be completed this summer and will be based upon the state’s Integrated Intervention Team Review Process, the DTSDE framework, and the SCEP. AIR is currently working with BSCD to build out the schedule and tools for a year-long cycle of monitoring and feedback. 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.

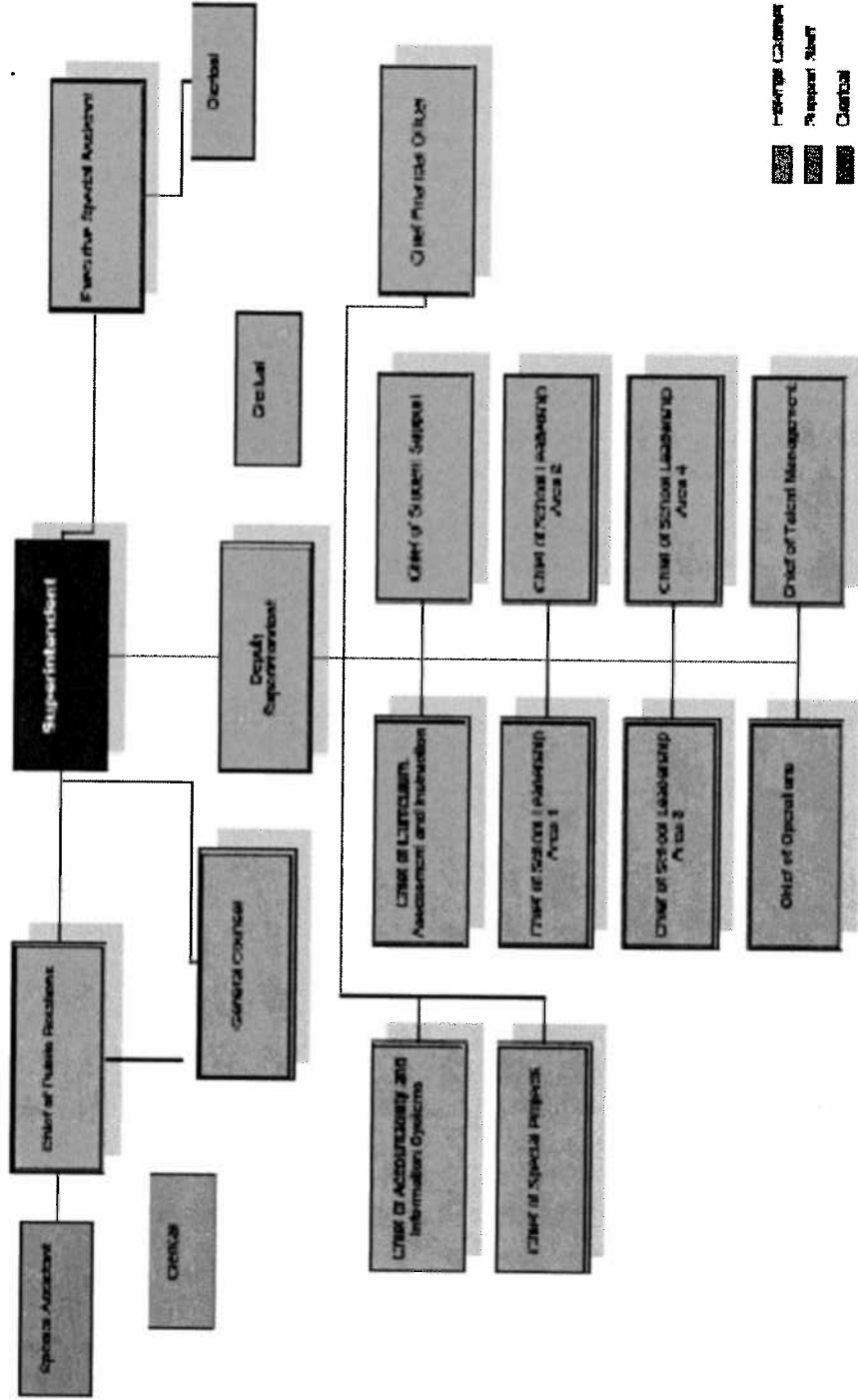
1. The cycle begins with the annual DTSDE review. Feedback from these reports will be built into the DCIP and SCEP to ensure appropriate resources and supports are targeted to areas of improvement. During this year, AIR will work with the district to enhance the DTSDE tool so that during monitoring visits, data needed to monitor progress for Title I, SIG, and other federally funded activities will be captured.
2. As part of the Transformation Leadership Learning Network, there will be a mid-point review (AIR’s Reality Check), during which the principal, school teams, and district staff will work together to assess their progress utilizing the DTSDE state report, DCIP, and SCIP.
3. Implementation Progress Checks (IPCs) will be conducted (monthly or as needed) by the supervising principal. These visits will focus on instruction and principal leadership in

the context of the APPR. AIR will assist the district in refining a process for providing feedback to schools based up these IPCs.

4. School-based teams, including the principal and instructional coaches, will conduct instructional rounds to monitor and verify that high impact instructional strategies are being implemented in classrooms. Observations from these visits will inform decisions about professional development and coaching for teachers. Principals will be supported in this process by leadership coaches as part of the Transformation Leadership Learning Network.

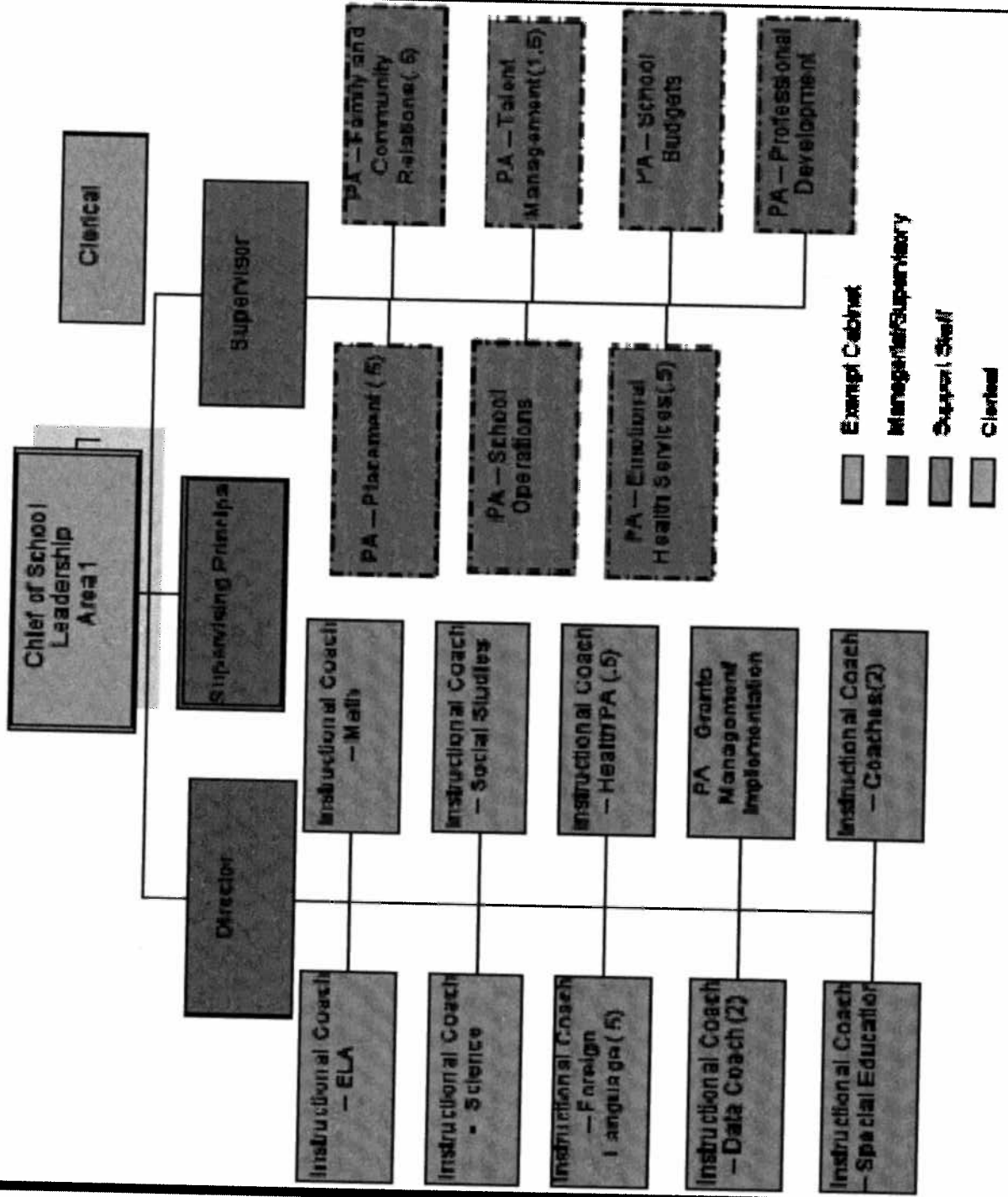
Buffalo Public Schools: Proposed Outline of a New Organizational Structure  
**Office of the Superintendent**  
**Executive Cabinet**

Updated 10/6/12



Executive Cabinet  
 Support Staff  
 Detail

# Office of School Leadership



## D. Teacher and Leader Pipeline

### i. Recruitment Goals and Strategies

With respect to principal recruitment, BCSD is utilizing an extensive recruitment process to identify prospective principals who have successfully led dramatic turnaround interventions at schools with similar student populations. We are engaging in a two-fold recruitment process to (1) identify principals with records of success in improving student performance within the district, and (2) simultaneously engage in a national search. Recruitment of individuals with competencies in school turnaround began in February 2013. With the assistance of AIR, we consulted with former turnaround principals to better understand how to attract highly qualified candidates interested in relocating to Buffalo, New York. Additionally, we researched postings in urban school districts throughout the country in order to ensure that our recruitment efforts were competitive. Finally, AIR provided training to the district's HR staff to build their capacity to identify candidates who possessed the competencies necessary to turn around low-performing schools.

Advertisements were placed on several educational websites including, but not limited to, Education Week—Topschooljobs.org, American Association of School Administrators, School Administrators of New York, National Society of Black School Educators, and several other educational websites and print media, both local and national. Thirty-nine applicants from across the country, including candidates from Texas, Virginia, Arkansas, California, Georgia, Missouri, Nevada, and various cities in New York State, have been identified. Initial screenings will take place the week of May 28th, with Round 1 interviews (including telephone interviews) the week of June 10th, and Rounds 2 and 3 (superintendent) interviews the week of June 17th, with final selections being made by June 24th.

BCSD and its Office of Human Resources are currently developing new recruitment strategies to attract teachers for our high-poverty and high-minority schools. Table 1 identifies goals to meet this need and strategies that are currently under consideration.

**Table 1. BCSD Teacher and Leader Recruiting Goals and Strategies**

Recruiting Goals	Identified Strategies for Consideration to Achieve Goals
Increase capacity of BCSD HR office.	Hire additional staff to support recruiting efforts and to oversee the implementation of other strategies (identified below) 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: <ul style="list-style-type: none"> <li>• Total available candidates/minority candidates</li> <li>• Available candidates in critical teaching fields</li> <li>• Success of employees hired from a school's campus</li> <li>• Conduct job fair activities</li> <li>• Network strategically with Teach For America, Reach to Teach, and urban teaching fellows programs. For example,</li> </ul>

Recruiting Goals	Identified Strategies for Consideration to Achieve Goals
	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.

## ii. Hiring Procedures and Budget Timelines

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.

## iii. Districtwide Training Programs for Priority School Principals

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 priorities 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 State 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 sessions 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 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.

Priority school principals also participate in turnaround leadership meetings and network team institutes provided by NYSED.

#### **iv. Districtwide Training Programs for Priority School Teachers**

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

- Shape teacher leadership skills
- Strengthen teacher content knowledge and technological skills in support of implementation of Common Core State Standards
- Master processes to improve knowledge and skills required for DDI. 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 – now categorized as Priority Schools) 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 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.

CCSS 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, and SIG 1003(a) and 1003(g) grants. In 2012, SIG 1003(a) grants provided opportunities for identified schools to conduct additional summer training, during which teachers were able to participate in a 12-hour CCLS course for implementation of the Common Core Learning Standards for 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 targets for student learning objectives as required under New York State law 3012-c and funded by RTTT. During

the 2013-14 SY teachers will be provided with a deeper level of training on the NYSUT Teacher Practice Rubric as part of additional APPR related professional development sessions.

Research for Better Teaching's foundational course for building teachers' capacity is being provided to all instructional 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 SBIT 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.

#### **v. Year One Implementation Period—Training**

*Please see attached chart District-offered training events – Year One Implementation Period*

## v. Year One Implementation Period—Training

Timeframe	Event	AIR Staff
Tentatively: Week of June 6 – email briefing packet Week of June 20 – online conference	<b>Principal Orientation to Transformation Leadership Network Support</b> <ul style="list-style-type: none"> <li>Identifying and preparing the School Leadership Team</li> <li>Overview of summer training sessions and ongoing support</li> <li>DTSDE rubric - self assessment</li> </ul>	Traci Karageorge
Proposed Dates: June 26- 27	<b>Inaugural Summer Kick-off TLLN: 2-Days / SIG Cohort 4 and 4.5 (Sig cohort 3 TBD)</b> <ul style="list-style-type: none"> <li>Focus: Turnaround /Transformation leadership competencies, effective planning, implementation, and monitoring for effectiveness, 30-60-90 day and quick win planning, developing a communication plan, fostering a learning network</li> </ul>	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge
One day of concurrent sessions: August 27-29	<b>Summer Training Session: 1 Days – SIG Cohort 1 and 2</b> <ul style="list-style-type: none"> <li>Focus: Aligning resources for sustained improvement, monitoring and evaluation for impact, using Early Warning Data to identify and intervene with struggling students</li> </ul>	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge
	<b>Summer Training Session 1 Days – SIG Cohort 5</b> <ul style="list-style-type: none"> <li>Focus: implementation planning; monitoring for quality and impact</li> </ul>	
	<b>Summer Training Session 1 Days – SIG Cohort 4 and 4.5 (Sig cohort 3 TBD)</b> <ul style="list-style-type: none"> <li>Complete and review the 30-60-90 day implementation plan and quick win.</li> <li>Translate the implementation plan into the project implementation tool for ongoing monitoring.</li> <li>Map the professional development foci and supports for the school year</li> <li>(?)Develop a comprehensive strategic communication plan for internal and external stakeholders regarding SIG initiatives</li> </ul>	
<b><i>Final SIG Cohort Participation to be finalized in the following</i></b>		
September, 2013  Proposed Dates: Coaching: Sept. 23-27	<b>First on-site coaching visit: One full day</b> <ul style="list-style-type: none"> <li>Focus: Implementation of quick wins and 30-day plan</li> <li>Leadership Team – protocols, communication with other school teams, roles and responsibilities for administrators, staff, and facilitators for monitoring student needs and progress schoolwide</li> </ul>	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle
September, 2013 Conference Call: Sept. 30	<b>Conference Call</b> <ul style="list-style-type: none"> <li>Coaches, Community Superintendents, and other relevant staff and service providers to provide update on various initiatives, share progress, identify shared concerns, and coordinate supports</li> </ul>	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge BCSD Staff
October, 2013  Proposed Dates:	<b>First Quarterly Training Transformation Leadership Learning Network</b> <ul style="list-style-type: none"> <li>Focus: support principal planning and establishing of</li> </ul>	Nancy Sticksel Loretta Blanks Ursula Hill

Timeframe	Event	AIR Staff
This would be best planned to follow the first round of benchmark testing	<p>expectations, processes, and tools that will ensure teacher use of data to plan instruction and principal use of data to inform decision-making (introduce continuum and teacher roster instrument /connect with APPR – support for teachers)</p> <ul style="list-style-type: none"> <li>Review first quarter implementation progress on improvement <del>and communication plan</del></li> <li>Introduce Sharing Success &amp; Solving Problems protocol (for use in February quarterly training)</li> </ul>	<p>Carla Hulce Ray Myrtle Traci Karageorge</p>
November, 2013  Proposed Dates: Coaching: Nov. 4-	<p><b>Second on-site coaching visit: One full day</b></p> <ul style="list-style-type: none"> <li>reflection on Turnaround/Transformation Competency self and 360 degree assessment</li> </ul>	<p>Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle</p>
November, 2013 Conference Call: TBD	<p><b>Conference Call</b></p> <ul style="list-style-type: none"> <li>Coaches, Community Superintendents, and other relevant staff and service providers to provide update on various initiatives, share progress, identify shared concerns, and coordinate supports</li> </ul>	<p>Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge BCSD Staff</p>
December, 2013  Proposed Dates: Dec. 4 and 5 (school leadership teams attend for one-day only)	<p><b>Second Quarterly Training Transformation Leadership Learning Network</b> (1-day for leadership team, schools will be divided into two cohorts and attend a one-day reality check)</p> <ul style="list-style-type: none"> <li>Focus: Reality Check for SIG implementation progress</li> </ul>	<p>Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge</p>
January, 2014  Proposed Dates: Coaching: Jan. 27-31	<p><b>Third on-site coaching visit: One full day</b></p>	<p>Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle</p>
January, 2014 Conference Call: TBD	<p><b>Conference Call</b></p> <ul style="list-style-type: none"> <li>Coaches, Community Superintendents, and other relevant staff and service providers to provide update on various initiatives, share progress, identify shared concerns, and coordinate supports</li> </ul>	<p>Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge BCSD Staff</p>
February, 2014  Proposed Dates: Feb. 19 and 20	<p><b>Third Quarterly Training Transformation Leadership Learning Network</b> (2 Days – All schools, Option: principals only)</p> <ul style="list-style-type: none"> <li>Understand the BPS systems, forms, processes, and responsibilities around school-based budgeting (<i>delivered in conjunction with appropriate BPS district staff</i>)</li> <li>Engage in a process to align the school budget and other resources in support of the SIG and/or SCEP</li> <li>Potentially differentiated sessions based on principal and team needs (data from other supports</li> </ul>	<p>Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge</p>

Timeframe	Event	AIR Staff
	and initiative areas)	
March, 2014 Proposed Dates: March 10 - 14	<b>Fourth on-site coaching visit: Full or half-day as determined by coach and support staff</b>	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle
April, 2014 Proposed Dates: Coaching: April 7 – 11	<b>Fifth on-site coaching visit: Full or half-day as determined by coach and support staff</b>	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle
April, 2014 Conference Call: TBD	<b>Conference Call</b> <ul style="list-style-type: none"> <li>Coaches, Community Superintendents, and other relevant staff and service providers to provide update on various initiatives, share progress, identify shared concerns, and coordinate supports</li> </ul>	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge BCSD Staff
May, 2014 Proposed Dates: May 12- 16	<b>Sixth on-site coaching visit: Full or half-day as determined by coach and support staff</b>	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle
June/July , 2014  <b>Proposed Dates:</b> June 24 - 27	<b>4-day Second Annual Summer Leadership</b> (All schools, full leadership teams) <ul style="list-style-type: none"> <li>Focus: Sharing successes and lesson learned, inducting new leaders and team members, revising and updating SCEP/SIG plans</li> </ul>	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge

AIR's Year Long Instructional Coaching Support System				
<b>Module 1:</b> This module is designed to build participants' understanding of the coach's role in relation to teachers and the principal. Participants will anticipate challenges to the coach's role and identify solutions.				
<b>Duration:</b> Full day of training led by Kavatus Newell				
<b>Date:</b> September 2013 (exact date TBD)				
Essential Coaching Element	Culture of Development	Framework for Executing coaching	Focus on Teaching Practices	Levers for Sustainability
	Participants will understand trust as a coaching norm, unpack professional teaching standards, and align coaching with other professional teaching standards.	Participants will understand the coach's roles in school and teacher development and learn to develop principal-coach relationships.	Participants will prepare for classroom scripting, and solidify content and instructional priorities.	Participants will prepare for coaching entry, anticipate start-up challenges and identify systemic priorities for coaching.
<b>Module 2:</b> This module is designed to help coaches differentiate support based on teacher goals and data. Coaches will learn to use data to provide effective feedback that support teacher-goals and affect student-outcomes.				

<b>Duration:</b> Full day of training led by Kavatus Newell				
<b>Date:</b> November 2013 ( <i>exact date TBD</i> )				
<b>Essential Coaching Element</b>	<b>Culture of Development</b>	<b>Framework for Executing coaching</b>	<b>Focus on Teaching Practices</b>	<b>Lever for Sustainability</b>
	Participants will prepare for coaching with professional teaching standards, clarify the role of the coach in teacher professional development, and learn to differentiate the work with beginning teachers.		Participants will understand key data sets and prepare for high-stakes testing – role of the coach, learn scripting strategies, and develop skills for giving effective, data-driven feedback.	Participants will review teacher goal setting and understand the interplay of coaching and teacher evaluation
<b>Module 3 :</b> This half-day training is designed to provide participants strategies and skills to effectively work with resistant teachers. Coaches will learn how to use coaching data to conduct coaching conferences.				
<b>Duration:</b> ½ day of training; ½ day of shared coaching led by Kavatus Newell				
<b>Date:</b> January ( <i>exact date TBD</i> )				
<b>Elements of Essential Coaching</b>	<b>Culture of Development</b>	<b>Framework for Executing Coaching</b>	<b>Focus on Teaching Practices</b>	<b>Lever of Sustainability</b>
	Participants will build strategies for working with resistant teachers, prepare for coaching’s difficult conversations, and unpack the role of the coach in teacher growth plans.	Participants will reflect on progress toward goals and unpack and plan adjustments based on coaching data.	Participants will prepare for high-stakes testing – working with teachers, broaden the menu of coaching tools for classroom observation, and deepen skills for giving effective, data-driven feedback.	Participants will learn to build advocacy skills around coaching effectiveness.
<b>Module 4:</b> Building on Module 3, participants will deepen their abilities to provide effective, data-driven feedback to support teacher-goals and student-outcomes.				
<b>Duration:</b> ½ day of training; ½ day of shared coaching led by Kavatus Newell				
<b>Date:</b> March ( <i>exact date TBD</i> )				
<b>Elements of Essential Coaching</b>	<b>Culture of Development</b>	<b>Framework for Executive Coaching</b>	<b>Focus on Teaching Practices</b>	<b>Lever of Sustainability</b>
	Participants will build strategies for working with resistant teachers, prepare for coaching’s difficult conversations, and unpack the role of the coach in teacher growth plans.	Participants will reflect on progress toward goals and unpack and plan adjustments based on coaching data.	Participants will prepare for high-stakes testing – working with teachers, broaden the menu of coaching tools for classroom	Participants will learn to build advocacy skills around coaching effectiveness.

			observation, and deepen skills for giving effective, data-driven feedback.	
<p><b>Module 5:</b> This module is designed to provide coaches with the skills to recognize barriers to progress, including teachers’ beliefs and dispositions, and to problem solve for an effective outcome.</p>				
<p><b>Duration:</b> Full day of training led by Kavatus Newell</p> <p><b>Date:</b> April (<i>exact date TBD</i>)</p>				
<b>Elements of Essential Coaching</b>	<b>Culture of Development</b>	<b>Framework for Executive Coaching</b>	<b>Focus on Teaching Practices</b>	<b>Levers of Sustainability</b>
	Participants will broaden strategies for building trust, prepare for staff transitions, and acknowledge distracters and advocate for solutions.	Participants will reflect on progress toward goals, unpack and plan adjustments based on coaching data, and reflect on effectiveness of the principal-coach relationships.	Participants will strengthen skills for coaching around beliefs and dispositions, deepen skills for giving effective, data-driven feedback, and review content priorities and plan adjustments for coherence.	Participants will understand the leadership aspect of coaching, and review systemic priorities for coaching and plan adjustments for coherence.
<p><b>Module 6:</b> Participants will reflect on coaching practices and outcomes and use “lessons-learned” to create action plans.</p>				
<p><b>Duration:</b> Full day of training Led by Kavatus Newell</p> <p><b>Date:</b> May (<i>exact date TBD</i>)</p>				
<b>Elements of Essential Coaching</b>	<b>Culture of Development</b>	<b>Framework of Executive Coaching</b>	<b>Focus on Teaching Practices</b>	<b>Levers of Sustainability</b>
	Participants will reflect on outcomes, align work with rising priorities, and create summer action plans.			



## E. External Partner Recruitment, Screening, and Matching

### i. Recruiting and Selecting External Partner Organizations; and Procurement and Budget Timelines

In order to partner with external providers, Priority Schools must have selected providers approved by the district. BCSD is working to establish a yearly cycle to create an approved list of external partners with whom the Priority Schools can work to secure necessary supports. It is our intention to refine the process this year, so that we have a reliable system to identify and vet external providers. For school year (SY) 2013–14, we will be implementing the following cycle:

**Table 2. BCSD Timetable of Partner Recruitment, Screening, and Matching, SY 2013–14**

November 2013	Request for Proposal (RFP) released: <ul style="list-style-type: none"> <li>▪ Posted on website</li> <li>▪ Distributed through normal RFP channels</li> <li>▪ Shared directly by schools with partners with whom they wish to engage</li> </ul>
December 2013	Proposal submitted and ranked
January 2014	List of approved providers finalized
February 2014	District and school staff meet with approved providers
March 1, 2014	Schools select partners
March 31, 2014	Schools finalize scope of work and proposed budgets
April 2014	Partner budget and scope review by district staff
May 2014	Partner budget and scope submitted to school board for approval
June 2014	Contracts finalized with partners

BCSD launched its process during the 2012–13 school year. In December 2012, the district engaged in an RFP protocol that followed Regulation 5420.R.1 of BCSD's *Administrative Manual for Non-instructional/Business Operations Procurement Guidelines*. The supervisor of in the Office of School Innovation and Turnaround (OSIT – this office no longer exists and staff is currently being reassigned under the district's reorganization) was charged with preparing the RFP (12-13-053) to acquire competitive bids for several types of instructional services for current and new SIGs. American Institutes for Research guided the process with exemplars, articles, and research on how to attract high-quality partners. BCSD's director of purchasing 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 purchasing 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 (this position is also changing under the district's reorganization) met with the director of purchasing 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. District personnel, principals, prime stakeholders, and community leaders participated in the RFP rating process.

Our RFP competition response was not as robust as we had hoped, and it is our intention to prepare another RFP competition to solicit a more vigorous response. During the drafting of the school plan, schools identified organizations with whom they wished to partner. When we republish the RFP, direct notice will be sent to those partners who did not participate in the first round.

Schools that selected approved providers will begin to develop formal scopes of work so that, upon approval from NYSED, the school and district can work together to 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 will execute a consultant contract no later than September 1, 2013.

For schools that selected partners who have not been approved by the district, it is our intention to finalize the approval process by July 31, 2013. The RFP will be re-released in June, with responses due by July 1st. Proposal will be vetted and rated during the month of July, with the list of external providers finalized by the end of the month, ensuring that the principal will be involved in the selection process of partners who will support the school in the 2013–14 school year.

## 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
76	699	49%	18.9%	90.7%	84.4%

As shown in Table I, School 76 enrolls approximately 8 percent more students with disabilities than district average enrollment of 14.7 percent. 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 disabilities 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 average for students performing below proficiency in ELA is 72.2 percent and 76.3 percent in mathematics.

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.

In accordance with the Regulations of the Commissioner of Education Part 200, the district provides specially-designed instruction through the adaptation of the general education curriculum. In addition, programs providing an alternate methodology such as computer-based programs are in place or will be in place for the 2013-2014 school year in many of the district's special class settings. The implementation of the Rethink Inclusion Program in our Integrated Co-Teaching classes will provide an additional means of specially-designed instruction in the general education setting beginning next school year.

As one of the BCSD's five bilingual education program sites, Herman Badillo has a larger percentage of English Language Learners than the majority of schools in the district. 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 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.

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.

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. The enrollment of students performing below proficiency will be capped at this school.

## **G. District-Level Labor and Management Consultation and Collaboration**

### **i. Consultation and Collaboration Process**

The Buffalo City School District (BCSD) process to develop plans for each Priority School emphasizes consultation and collaboration with school leadership and teachers. The 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 chief of school leadership 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 staffs. 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 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 7th. 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 insight 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.

Following the submission of SIG applications in January 2013, school teams were reconvened on February 21, 2013 to provide support for the continued refinement of their plans. Upon notice that four schools' applications were not approved, the teams were provided with the state's feedback and then reconvened on May 2nd and provided with additional support to continue the development of their plan. The next week, staff from AIR visited each school and continued working with the school teams to help them further refine their plans. Once the plans were drafted, the principal was charged with circulating them among all staff for review and feedback during the week of May 27th.

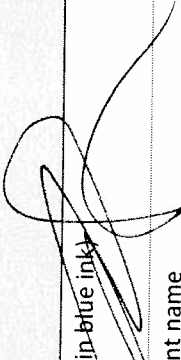

### **ii. Consultation and Collaboration Form**

*Please see Attachment A for the Consultation and Collaboration Form*

Attachment A  
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

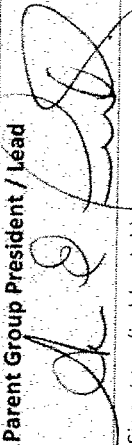
1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable,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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable if the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Crystal Barton		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable if the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Philip Rumore	6 June 2013	
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable if the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name		

Attachment A  
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

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

<b>Principals Union President / Lead</b>		<b>Summary Documentation if Signature is Unobtainable</b> If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		
<b>Teachers Union President / Lead</b>		<b>Summary Documentation if Signature is Unobtainable</b> If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		
<b>Parent Group President / Lead</b>		<b>Summary Documentation if Signature is Unobtainable</b> If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)	 Date: 6-5-13	
Type or print name	Ana L. Fuentes	



## **A. School Overview**

### **i. Mission, Vision, and Goals**

The mission of PS 76 Herman Badillo Bilingual Academy (HBBA) is to provide a student-centered environment that promotes academic excellence through purposeful differentiated literacy instruction and numeracy instruction in a bilingual and culturally diverse community. HBBA leaders and teachers envision an academically high-performing school in which all students are actively engaged in rigorous learning; teaching practices and decision making are driven by data; and a culture of excellence promotes respect, integrity, responsibility, and a focus on learning. HBBA staff strives to ensure that all students develop pride in themselves, their school, and their culture. Leadership at HBBA 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, including students with learning disabilities. 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 four goals were identified for HBBA's transformation plan:

1. HBBA will implement a comprehensive and rigorous bilingual curriculum that challenges every student.
2. HBBA will employ an approach to data use that is comprehensive, timely, cyclical, and classroom focused.
3. HBBA will implement a comprehensive professional development plan that is aligned with school and district improvement priorities and informed by data about teacher and student learning needs.
4. HBBA will develop partnerships with families that result in support in the home for education.

HBBA serves a culturally and linguistically diverse population of students and will achieve its vision, mission, and goals through a schoolwide focus on bilingualism. An existing partnership with SUNY Buffalo State provides extracurricular activities that support the development of literacy and leadership skills in HBBA students. HBBA also houses a school-based clinic in cooperation with Kaleida Health. This school-based resource assists HBBA families, many of whom are adjusting to life in the United States, by connecting them with needed health or other social services. Both partnerships are well established and will continue in support of the identified improvement goals. Additional partnerships will be sought to address identified needs and capacity gaps, and the process for this is addressed in Section F. One area for a potential partnership is to support the efforts at HBBA to foster support in the home for educational achievement.

In recent years the Buffalo City School District (BCSD) and HBBA have worked to implement data-driven instruction and a tiered system of supports for students who struggle academically and behaviorally. These efforts have produced an increased level of awareness on the part of

staff and faculty, and training opportunities have provided opportunities to develop the needed processes and skills. Still, additional effort is needed to support implementation and obtain greater levels of fidelity and impact on student outcomes. HBBA has access to a variety of academic support materials and intervention programs, although given the unique language needs and goals, these materials and programs must be evaluated for alignment and appropriateness.

## **ii. Key Design Elements, Core Strategies, and Key Partnerships**

This grant will provide reform that will lead to dramatic improvement in student learning outcomes and allow students access to a high-quality high school education that prepares them for college, career, and full participation in democratic society, thereby opening doors to the American dream. The following key research-based design elements and core strategies will be implemented:

- Expand the bilingual staff and classroom resources to adequately serve all students and their unique language and learning needs.
- Revamp the roles and responsibilities of the data team, to monitor early warning data and support teachers' use of data to drive instructional decision making. In addition, the roles and responsibilities of other key school teams—the Positive Behavioral Interventions and Supports (PBIS) team, the student support team, grade-level teams, and the school leadership team—will be clearly defined and communicated.
- Refine the tiered systems of support for students with academic and behavior struggles by monitoring effectiveness of interventions and supports in a cycle of continuous improvement.
- Develop the skill and capacity of all HBBA staff and faculty to form partnerships with family members and foster support in the home for educational success.

## **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**

Herman Badillo Bilingual Academy (PS 76) serves 698 students in Grades PK–8. English language learners constitute 50.1 percent of the student body, and students with disabilities make up 19.9 percent. Approximately 88 percent of the student body is economically disadvantaged. The racial composition of HBBA is 10 percent black, 83 percent Hispanic, 1 percent Asian/Pacific Islander, 4 percent white, and 2 percent multiracial.

Most of the English language learner (ELL) students at HBBA are native Spanish speakers, although 16 additional languages are represented and spoken by at least one to five students. Tables 1 and 2 include New York State English as a Second Language Achievement Test (NYSESLAT) proficiency of ESL students. It should be noted that HBBA regularly receives newcomer students throughout the school year, and approximately half of the ESL population are placed in the monolingual grade-level cohort. In the 2012–13 school year, the percentage of newcomers by grade level ranged from a high of 37 percent in prekindergarten and a low of 10 percent in Grade 5. Grades 3, 7, and 8 all served about 20 percent of newcomer ESL students this past school year. The population of students with interrupted formal education (SIFE) at HBBA is growing, and supports for these students are lacking.

**Table 1. NYSESLAT Language and Speaking Proficiency by Grade Level**

<b>Grade</b>	<b>Number Tested</b>	<b>Beginning Proficiency</b>	<b>Intermediate Proficiency</b>	<b>Advanced Proficiency</b>	<b>Proficient</b>
All grades	301	36%	33%	22%	9%
K–1	77	69%	22%	4%	5%
2–4	96	28%	41%	25%	6%
5–6	62	10%	29%	39%	23%
7–8	66	35%	39%	23%	3%

**Table 2. NYSESLAT Reading and Writing Proficiency by Grade Level**

Grade	Number Tested	Beginning Proficiency	Intermediate Proficiency	Advanced Proficiency	Proficient
All grades	301	36%	33%	22%	9%
K-1	77	69%	22%	4%	5%
2-4	96	28%	41%	25%	6%
5-6	62	10%	29%	39%	23%
7-8	66	35%	39%	23%	3%

To address the unique language needs of HBBA students, each grade level is divided into three language cohorts: bilingual Spanish dominant, bilingual English dominant, and transitional language. In addition, HBBA has begun to phase in a cohort in which the goal is to foster proficiency in both English and Spanish. This approach permits differentiation for all students according to language goals and needs; it also contributes to a unique school context in which support staff must be able to serve bilingual students across a wide spectrum of language proficiency. For example, the typical staffing formula for assigning special education teachers results in too few personnel to adequately serve each language cohort at each grade level.

Because HBBA houses the only self-contained class for ELL students in Grades 3, 5, and 7, the school serves a high number of students with special needs who transfer into the building at these grade levels. Approximately 19 percent of the students at HBBA have special education needs, and 100 out of the total 131 special education students are also ELL students.

**Table 3. Number of Special Education Students by Grade Level**

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Total	14	13	16	18	6	17	13	20	14
ELL*	12	8	8	17	4	14	8	17	12
Self-Contained	-	-	-	6	-	6	-	12	-
Co-taught and Resource Room	2	2	5	7	5	9	9	7	14

\*Students designated as both ELL and receiving special education services

In the 2011-12 school year, 9.3 percent of all HBBA students achieved proficiency or above in English language arts (ELA), and 15.6 percent achieved proficiency or above in mathematics. In the same year, 3.3 percent of students with limited English proficiency achieved proficiency or

above in ELA, and 9.7 percent did so in mathematics. Only 3.5 percent of students with disabilities achieved proficiency or above in ELA, and 10.6 percent did in mathematics. Of the economically disadvantaged students, 8.9 percent achieved proficiency or above in ELA, and 15.3 percent in mathematics. In addition, no student in Grades 7–8 achieved level 4 in ELA or mathematics.

In 2010–11, HBBA student attendance was 87 percent. There were 137 suspensions involving 24 percent of the student population in the same year. Behavior data reveal that as of May 2013, in the 2012–13 school year, insubordination and physical altercations are the most prevalent behavioral issue and grades seven and eight experience the greatest number of behavior incidents.

### **iii. Diagnostic School Review Process**

The systemic diagnostic school review process included an in-depth review of the school's Integrated Intervention Team (IIT) report and student behavior and achievement trend data. The team conducting the review included Mary Sapp, New York State Education Department review facilitator (NYSED) Elizabeth Bittar, NYSED/BOCES Special Education representative; Dr. Alsace, BCSD Director of Multilingual Education Department; and an additional NYSED representative

Data collected from the school review process were reviewed and discussed by the school leadership team from HBBA at a BCSD School Improvement Grant (SIG) needs assessment meeting on January 7, 2013. The review process, developed by American Institutes for Research (AIR), ensured full participation of all stakeholders in the review of data and the related design of their school improvement plans. During the meeting, school leadership team members reviewed school data relative to the core SIG focus areas and, through a facilitated and collaborative group process, identified issues, challenges, or strengths that were systemic in the school and if addressed, would likely improve school and student achievement. The meeting also included a facilitated session during which school leadership team members 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 both an in-depth understanding of the data collected from the needs assessment and the key findings used in the development of this school improvement plan.

While district schools waited for award notices, AIR convened school leadership teams from all Priority schools to review the SIG application, define specific roles and responsibilities of the key school teams, and begin work on a strategic communication plan regarding the SIG improvement initiatives. Upon receiving notice of the non-award, the HBBA team reviewed feedback and began addressing the comments. AIR then facilitated two additional workdays to review data and garner more insight into the unique needs of HBBA.

Additional needs assessment activities that informed the development of this transformation plan include guided self-assessments and environmental scans that occurred during two professional development sessions in 2012–13 and were completed by instructional leaders and members of

the Leadership Team. The first was focused on the bilingual ecology of the school, and the other was focused on constructivist instructional practices.

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

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

**Curriculum.** Curriculum was identified as a priority need. District pacing guides and curriculum maps aligned to the Common Core State Standards are provided, but resources are lacking to address the needs of bilingual students and students with disabilities. The need for differentiated instruction and strategies that engage male learners also was expressed. Intervention programs need to be aligned with the curriculum.

**Effective Instruction and Use of Time.** Instructional materials from textbooks and curricular programs lack rigor and are not engaging for students, particularly males. Staff expressed the need for greater flexibility in designing rigorous activities that extend beyond the current curriculum and serve to build the background knowledge so many HBBA students lack—a focused and cohesive instructional framework that has been adopted and implemented by all teachers. There is not enough bilingual staff at HBBA to adequately meet the needs of all students, particularly in grades 7 and 8. The existing schedule does not allow for daily or weekly teacher collaboration. Finally, part-time and itinerate instructional staff in Grades 7 and 8 further prohibits collaboration for instructional planning.

**Data-Driven Instruction/Inquiry.** Data-driven instruction was identified as a priority need. Benchmark assessments are in place at all grades, but instruction and materials are not yet fully aligned with assessments. The school is data rich, but the use of data to drive instructional practices is limited. Structured and protected time is needed for teachers to review data, develop responsive instructional plans, and create ongoing feedback loops. In addition, clarity about the staff's roles and responsibilities to use data to drive instruction must be clearly articulated, communicated, and supported by building leaders.

**Student Support.** A Positive Behavioral Interventions and Supports (PBIS) system is in the early stages of implementation, and staff members are working toward higher levels of fidelity and full implementation. Interventions and supports for new students, struggling students, and students with individualized education programs (IEPs) are lacking. Staff have expressed the need for a full-time student support team and discipline staff. Currently, HBBA has only 1.2 counselor positions with just .2 as a bilingual support. Although three reading teachers are on staff, none are bilingual. Additional supports for ELL students are needed, including bilingual reading teachers and bilingual counselors. Appropriate, individualized intervention plans, based on data, also need to be developed for students exhibiting limited or no growth in Spanish language arts. Finally, there is a need to support students in the middle grades in their transition to high school.

**School Climate and Discipline.** A coherent discipline policy, particularly in Grades 7–8, was identified as a need, as teachers and students should have the necessary supports to build a positive school environment. Frequent student and staff turnover contributes to diluted

implementation and lack of cohesion across the school, particularly in Grades 7 and 8. Training and ongoing support to implement schoolwide behavior expectations and effective classroom management strategies was identified as a priority area of need.

**Parent and Community Engagement.** Mechanisms are in place for communication with parents and community, but research and training are needed to increase family engagement and educational support in the home. The current paradigm of family engagement centers on participation in school events and dissemination of information. The school has experienced some successes in fostering family participation in school events and can benefit from expanding these practices; however, a schoolwide approach to developing strong partnerships with families is needed. Staff training in this new paradigm of family engagement is critical. Additional access to translation services for home-school communications is also needed.

**Training, Support, and Professional Development.** This area is a priority area. Common planning time is scheduled, but job-embedded professional development and supports are needed to enable teachers to collaborate and focus on instructional planning and data analysis. The current staffing structure prohibits collaboration between grade-level teams and the interventionist. However, school-specific topics were not able to be addressed. Professional learning frequently lacks sufficient follow-through to ensure teacher mastery and consistent implementation in the classroom.

**v. How the School and Buffalo City School District Will Prioritize These Needs During Implementation**

Through the systematic school review, HBBA first identified many connections between structural and systems gaps and student achievement and many areas that need to improve. The re-application process provided an opportunity to deepen the discussion and reflection with a broader swath of staff and faculty. Through a series of focused discussions, priority areas for improvement emerged and were prioritized on the basis of the current level of implementation as well as the potential to dramatically improve student outcomes if acted upon. To realize the vision, HBBA must have a laser-like focus on these key development areas that best accelerate student performance and growth. And although these areas have been prioritized and a comprehensive plan has been developed to address them, it is critical that all members of the school community understand the development areas and are invested in the change that must occur. The prioritized needs from HBBA are reflected in the school-level goals for the School Improvement Grant (SIG) period.

Attachment B – School #76  
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
<b>I. Leading Indicators</b>							
a. Number of minutes in the school year	min		63991	78120	78120	78120	78120
b. Student participation in State ELA assessment	%	99*	98*	98	99	100	100
c. Student participation in State Math assessment	%	99*	98*	97	98	99	100
d. Drop-out rate	%	26*	8*				
e. Student average daily attendance	%	93**	90.31	89.00	89.69	90.38	91.07
f. Student completion of advanced coursework		30.6^	248/ 15%				
g. Suspension rate	%	5**	20*	25**	23.44	21.88	20.32
h. Number of discipline referrals	num	134772**	6635*	137**	128.44	119.88	111.32
i. Truancy rate	%		9.69	11.0	10.31	9.7	9.1
j. Teacher attendance rate	%		89.7	92.5	93.44	94.38	95.32
k. Teachers rated as “effective” and “highly effective”	%		N/A				
l. Hours of professional development to improve teacher performance	num		1439.5	2401.5	2410.5	2420.5	2430.5
m. Hours of professional development to improve leadership and governance	num		37.7	78.0	83.0	88.0	93.0
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		946.4	1846.0	1851.0	1856.0	1861.0
<b>II. Academic Indicators</b>							
o. ELA performance index	PI	145	104	71	79.06	87.12	95.18
p. Math performance index	PI	157	110	92	98.31	104.62	110.93
q. Student scoring “proficient” or higher on ELA assessment	%	55.1	27.85	9.29	14.96	20.63	26.30
r. Students scoring “proficient” or higher on Math assessment	%	64.8	29.94	15.63	20.90	26.17	31.44
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)

## **C. School Model and Rationale**

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

The RAND Corporation's 2007 study of Philadelphia provides insight into the effectiveness of the transformation model. Of the 86 low-performing schools that the city's reform commission identified for major improvements, 21 schools underwent "restructuring," a series of strategies that included intensive professional development and close district oversight—strategies that most resemble the SIG transformation model. RAND found students in restructured schools performed better in math for three years and in reading for the first year, and the other SIG models the district adopted had no impact

Four BCSD schools were awarded grants to implement the transformation model in Cohort 1 and two schools were awarded grants to implement the transformation model in Cohort 2. 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 Herman Badillo Bilingual Academy (HBBA).

The theory of action of the transformation model states that the existing configuration of leadership and instructional personnel at HBBA has not created a learning environment in which students are succeeding. To dramatically change the environment for the benefit of the children currently enrolled in the school, the adults must change. Under transformation, change entails change of leadership as well as behavioral change by instructional personnel.

The selection of the transformation model is suitable for HBBA, given the past achievement results, past improvement efforts, and community context. As a requirement of the transformation model, the district will replace the current principal with a school leader with a track record of transformation or clear potential to successfully lead a transformation. Currently, the Human Resources department is working with AIR to implement a rigorous recruitment and selection process for school leaders with critical characteristics and competencies for school improvement. Although there is evidence of pockets of strong instructional staff capacity at HBBA, the key lever for improvement is the guidance of a strong instructional leader with specific competencies for school transformation.

Three schools are currently implementing a turnaround model funded by an SIG in the 2012–13 school year. Given the district's policy environment and its contextual factors (e.g., availability of staff replacement), the turnaround model is not a viable option for HBBA. The district is working with its collective bargaining association 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.

Buffalo City School District (BCSD) is committed to improved school performance and increased student outcomes. To that end, the district is undergoing strategic and dramatic reorganization. The key components of the transformation model clearly align with current BCSD reorganization efforts. Through the recent and ongoing reorganization, the district is redefining its role as a service and technical assistance school-support organization. BCSD has created systems and structures that will support the key components of the transformation model, as follows:

- Implementation of a rigorous staff evaluation and development system in order to develop effective teachers and school leaders
- Institution of comprehensive instructional reform
- Increased learning time and community-oriented supports
- Provision of greater operational flexibility and support for the school

**ii. Process by Which Model Was Chosen**

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

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

The following questions guided the selection of the intervention model:

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

Based on recommendations from the state-appointed, distinguished educator, Judy Elliot, BCSD 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.
- Selecting and implementing an instructional model based on student needs.
- Employing district and schoolwide systems to ensure the continuous use of data to inform and differentiate instruction.
- Providing sufficient operational flexibility, including moving toward a decentralized, school-based system of professional development and budgeting.
- Conducting monthly “principal meetings” for Priority school principals in order to build skill and capacity to use data to drive instructional decisions and to create opportunities for schools to break out by level (elementary, middle, high school).
- Building autonomy and authority for principals to make on-site, data-based decisions to accelerate improved student outcomes.
- Reorganizing the district and implementing a district-level systemic supports grant to ensure ongoing technical assistance.

## D. School Leadership

### i. Characteristics and Core Competencies of the School Principal

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), 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

Advertisements were placed on several educational websites including, but not limited to, Education Week – [Topschooljobs.org](http://Topschooljobs.org), American Association of School Administrators, School Administrators of New York, National Society of Black School Educators, and several other educational websites and print media (local and national). There are a total of 39 applicants from across the country including Texas, Virginia, Arkansas, California, Georgia, Missouri, Nevada and various cities in New York State. Initial screenings will take place the week of May 28th, with Round 1 interviews (including telephone interviews) the week of June 10th and Round 2 and 3 (Superintendent) interviews the week of June 17th with final selection being made by June 24th.

## iii. Supporting Leadership Positions – Job Descriptions and Duties

To ensure that the necessary conditions for success are in place, the district will hire a school administration manager (SAM), following the model created by Mark Shellinger with support from the Wallace Foundation. The SAM will oversee the school improvement work.

The SAM will meet with the principal, assistant principal(s), and instructional leaders (coaches, building reading and math teachers) each day to schedule instructional leadership time, reflect on impact, and develop a structure in the school for staff members to address management issues efficiently without pulling the principal from instructional work. In addition to providing direct support to the school leadership, the SAM will manage the grant and associated site visits, serve as a substitute for the principal and assistant principal(s) when they attend professional development, and identify and integrate best practice in the school.

### 1. Assistant Principal(s)

**Qualifications.** Candidates must hold a master's degree and one of the following certificates by the time of the appointment: New York State School Administrator, New York State School Supervisor, School District Leader, or School Building Leader. Candidates must have a minimum of five years of certificated teaching 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 turn around 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 school administration manager.
- 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.
- Provision of 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 in which 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.

## **2. School Administration Manager**

**Scope of Responsibilities.** Provide instructional, administrative, and organizational leadership and management of the SIG plan. Coordinate and communicate with the principal to ensure compliance with district, federal, and state mandates. Support 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 a 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-, and school-level data.
- Monitor student attendance and coordinate efforts 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.
- Complete TimeTrack with the principal and selected assistant principals/teacher coaches each day. The SAM will meet individually daily with each TimeTrack user and schedule instructional leadership time above goal, as well as examine the impact on teacher practice and student achievement.
- 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 following credentials are also desired:

- More than four years of experience as a supervisor in an urban school
- Experience in school turnaround
- Proven ability to improve student achievement

#### **iv. Current Supporting Leadership Profile**

The school leadership team is currently comprised of the principal and assistant principal. The current assistant principal assists in the development of the SCEP, oversees schoolwide data analysis, and conducts observations of teaching practice. The assistant principal manages a number of complex projects and tasks.

The new principal will utilize a number of data points to determine whether the current assistant principal is a best fit for the school as the leadership team is built. Specifically, the principal will review the most recent ratings on the newly developed Annual Professional Performance Review. The new principal will also undergo training by the human resources department in conjunction with AIR to identify and select an assistant principal and SAM who exude the characteristics and core competencies outlined in *School Turnaround Leaders: Competencies for Success* (Public Impact, 2008).

## **E. Instructional Staff**

### **i. Current School Staffing Profile**

Herman Badillo Bilingual Academy (PS 76) is currently staffed with 1.4 full-time-equivalent (FTE) English teachers and 1.6 FTE mathematics teachers. Additional bilingual support and instructional staff are required to adequately serve and meet the unique language and learning needs of HBBA students. This school needs a full complement of teachers in the core areas in order to build an effective instructional team. The need for additional bilingual staff makes HBBA a difficult-to-staff building, and innovative recruitment practices will need to be explored. Part-time staff members in core areas have difficulty building relationships with team members, providing out-of-class time support to struggling students, becoming part of the school culture, and having time to meet with grade-level or subject-area teams. In addition, the current staffing structure inhibits vertical planning and articulation as well as the provision of critical social-emotional support for transition to high school. 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. Characteristics and Core Competencies of Key Instructional Staff**

Individual teachers have the largest single school effect on student performance. Documented experience also indicates that individual teachers in high-poverty schools can effect rapid, 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's report *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 one's self 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 members, and parents—and influencing their thinking and behavior to obtain student learning results. Turnaround teachers cannot accomplish change alone, but instead must influence the work of others. They must use a variety of influencing tactics—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 over behavior 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**

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

Teachers who wish to transfer from a school within BCSD to a school implementing a transformation model within this SIG cohort will follow BCSD's *Guidelines for Teacher Transfer and Staffing*. This process is as follows: 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; the teacher is notified by the supervisor or director of the vacancy; the school principal consults the teacher personnel file (note that this step is optional); the principal accepts or declines the teacher. For positions that are still vacant after the voluntary transfer process is complete, the principal will have the ability to hire for those positions based on transformation school needs.

BCSD recruits and hires instructional staff following the BCSD recruitment and hiring guidelines. Opportunities to work with BCSD are posted on the website and advertised in local and national publications, and information is made available 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 the teacher to fill the vacancy at the school.
- Involuntary transfers are difficult unless documentation in the teacher's file at the school indicates that the teacher's performance is not a good fit for the needs of the school. The principal 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.

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

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

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

BCSD recruits and hires instructional staff following the BCSD Recruitment and Hiring Guidelines. Opportunities to work with BCSD are posted on the website and advertised in local and national publications, and information is made available 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 following factors also apply to the transfer guidelines:

- The voluntary transfer process allows a teacher to pursue an override to a principal's decision not to accept the teacher to fill the vacancy at the school.
- Involuntary transfers are difficult unless documentation in the teacher's file at the school indicates that the teacher's performance is not a good fit for the needs of the school. The principal 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. The district was disappointed in the breadth of responses received through this RFP. BCSD will solicit proposals from external school support providers through an RFP on May 28<sup>th</sup>. Sealed response are due June 27<sup>th</sup>. This RFP seeks to identify qualified entities for professional development, academic support services, and supports for student behavior and social-emotional needs. The intent of this proposal is to continue the job-embedded professional development and on-site consultation that has been provided to teachers and administrators designed to increase academic success of all sub-groups of students as measured by the annual NYS Assessments and Regents Examinations.

During the Transformation Leadership Learning Network facilitated by AIR, schools leadership teams will receive support to identify areas in which partnerships can be leverage to support implementation of key school improvement areas.

**American Institutes for Research.** *Building an Instructional Coaching Program* will begin with a two-day intensive training for instructional coaches in fall 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.

AIR will also provide onsite support and coaching based on their expertise in teaching students for who English is a second language.

**Regional Bilingual Education-Resource Network.** 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.

**Erie 1 BOCES.** Erie 1 BOCES will provide a full range of services on school culture and climate, Intensive PBIS/Safe and Civil Schools Coaching, Attendance Improvement, and Parent and Community Engagement.

### **ii. Evidence of Partner Effectiveness**

*Please see Attachment C for the Evidence of Partner Effectiveness chart.*

### **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 as effective 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 illustrate 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 contracts in 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.

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

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



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)
<p><b>Hillside Work-Scholarship Connection</b> 70 Jewett Parkway Buffalo, NY 14214 585.654.1611 <a href="mailto:rgreen@hillside.com">rgreen@hillside.com</a></p> <p><b>Service:</b> HW-SC's Core Services model blends three interconnected areas of student services: Mentoring, Advocacy &amp; Academic Support, Post-Secondary Preparation &amp; Support and HW-SC's Job Institute</p>	<p><b>Rochester City School District</b> All City High Charlotte H.S. East H.S. Integrated Arts &amp; Technology (IAT) James Monroe H.S. Joseph C. Wilson Magnet, Commencement Academy Leadership Academy for Young Men Northeast College Preparatory H.S. Northwest College Preparatory H.S. Robert Brown H.S. Rochester(STEM)Science, Tech, Engineering, Math HS Rochester Early College International H.S. School of the Arts School without Walls (SWW) Commencement Academy Vanguard Collegiate H.S.</p>	<p>Chief of Staff: Patty Malgieri, 585.262.8329 Sandy Jordan, Principal, 585.458.2110 Michael A. Allen II, Principal, 585.663.7070 Anibal Soler Jr., Principal, 585.288.3130 Kevin Klein, Principal, 585.324.3750 Armando Ramirez, Principal, 585.232.1530 Pamela Rutland, Principal, 585.232.3440 Wakili Moore, Principal, 585.324.7760 Mary Aronson, Principal, 585.324.9273 Toya Wilson, Principal, 585.324.9289 David Grant, Principal, 585.324.9770 Kathleen Denaro, Principal, 585.324.9760 Marlene Blocker, Principal, 585.324.9010 Brenda Pacheco, Principal, 585.242.7682 Idonia Owens, Principal, 585.546.6732 Carol Jones, Principal, 585.324.3760 Superintendent: Sharon Contreras, 315.435.4164 Leo Cosgrove, Principal, 315.435.4321 James Palumbo, Principal, 315.435.4376 Robert DiFlorio, Principal, 315.435.4343 Mathew Williams, Principal, 315.435.4300 David Maynard, Principal, 315.435.4380 Community Superintendent: Dr. David Mauricio, 716.816.3703 Theresa Schuta, Principal, 716.816.4828 Carlos Alvarez, Principal, 716.816.4250</p>
	<p><b>Syracuse City School District</b> Corcoran High School Fowler High School Henninger High School ITC Wm. Nottingham High School <b>Buffalo Public Schools</b> South Park High School Bennett high School</p>	

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

<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (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.)	<b>References / Contracts</b> (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)
<b>Dr. Mira Berkley 716.673.3701</b> <b>Dr. Karen Lindeman 716.673.3455</b>  <i>Service:</i> Emilia-inspired environment (K-2)	Frewsburg Central Chautauqua Lake Central Dunkirk Middle School Southwestern Central Dunkirk High School Clymer Central	Michelle Dziubinski, <a href="mailto:mdziubinski@frews.wnyric.org">mdziubinski@frews.wnyric.org</a> Ella Ames, <a href="mailto:eames@clake.org">eames@clake.org</a> Laura Burnside, <a href="mailto:lburnside@dunkirk.wnyric.org">lburnside@dunkirk.wnyric.org</a> Fawn Fisher, <a href="mailto:ffisher@swms.wnyric.org">ffisher@swms.wnyric.org</a> Mary Mistretta, <a href="mailto:mmistretta@dunkirk.wnyric.org">mmistretta@dunkirk.wnyric.org</a> Scott Aikens, <a href="mailto:saikens@clymercsd.org">saikens@clymercsd.org</a>
<b>Dr. Robert Dahlgren 716.673.4654</b> <b>Dr. Guangyu Tan 716.673.4805</b>  <i>Service:</i> Culturally responsive pedagogy (CRP) and its application in classroom, create a caring student-centered learning environment	(This cell is empty in the original image)	(This cell is empty in the original image)
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (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.)	<b>References / Contracts</b> (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)
<b>Center for Applied Linguistics</b> 4646 40 <sup>th</sup> St. N.W. Washington, DC 20016 Dr. Julie Sugarman 202-362-0700 <a href="mailto:jsugarman@cal.org">jsugarman@cal.org</a>  <i>Service:</i> Program Evaluation	Arlington Public Schools, VA  North Shore School District 112, Highland Park, IL  (This cell is empty in the original image)	Palm Delfose Teacher Leader Office of Multilingual & Global Education Madison Metropolitan School District 608.442.2938  Dr. Diego F. Giraldo, District Coordinator, 847.613.7272  (This cell is empty in the original image)

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)
<p><b>Berger Education Services</b> 5225 Sheridan Drive Buffalo, NY 14221 Nancy Berger 716.572.1604 <a href="mailto:nancyberger@gmail.com">nancyberger@gmail.com</a></p> <p><i>Service:</i> SES Services</p>	<p>Buffalo Public School #3 Buffalo Public School #19 Buffalo Public School #30 Buffalo Public School #33 Buffalo Public School #45 Buffalo Public School #72 Buffalo Public School #76 Buffalo Public School #95 Buffalo Public School #99 Buffalo Public School #204 Buffalo Public School #206 Buffalo Public School #301 All Eligible Schools Buffalo Teacher's Fed</p>	<p>Elizabeth Giangreco, Jessica Sipes- 716.816.3120 Linda Brancatella, Patricia Watson 716.816.3180 Dr. Wanda Schoenfeld, Sally Tay 716.816.3220 Miguel Medina, Dawn Carlson 716.816.4783 Nadia Nashir, Mary Hunter 716.816.3300 Jacque Bravaro-Phelan, Todd Miklous 716.816.4809 Donna Jackson 716.816.3848 David Hills, Chris Stephens 716.816.3900 Dawn DiNatale, Jenna Mellenthien 716.816.4180 Naomi Cerre, Evelyn Arent 716.816.4340 Theresa Schuta, Pat Cook 716.816.4828 Brian Wiesinger, Dave Stephens 716.816. 4450 Phil Rumore 716.881.5400</p>

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<p><b>National Urban Alliance for Effective Education</b> 33 Queens Street, Suite 100 Syosset, NY 11791 516.802.4192 Valerie Zeman, Administrator Eric J. Cooper, President</p>	<p>Washington High School, San Francisco Unified Sch. Dist. Visitacion Valley Middle School, San Francisco Un. Sch. Di</p>	<p>Eric Louvrin, Principal, <a href="mailto:lovrine@sfsud.edu">lovrine@sfsud.edu</a> Jim Dierke, Principal, <a href="mailto:direkej@sfsud.edu">direkej@sfsud.edu</a></p>
<p><b>Services School Turnaround</b></p>	<p>Office of Professional Development, San Fran District</p>	<p>Bill Sanderson, Director, <a href="mailto:SandersonB@sfsud.edu">SandersonB@sfsud.edu</a></p>
<p><i>Services in Newark: Striving Readers Grant Partner School-wide Professional Development with emphasis on special education</i></p>	<p>Office of the Superintendent, San Fran District Albany High School Beardsley Elementary, Bridgeport Public Schools Hayes High School, Bridgeport Public Schools District Wide, Eden Praire School District 19 Middle Schools, Newark Public Schools</p>	<p>Carlos Garcia, Former Superintendent, <a href="mailto:carlosgarcia@sfsud.edu">carlosgarcia@sfsud.edu</a>, Richard Carranza, <a href="mailto:carranzar@sfsud.edu">carranzar@sfsud.edu</a> Former Superintendent Eva Joseph doctor@<a href="mailto:aol.com">aol.com</a> Dr. John Ramos, Former Superintendent, <a href="mailto:jrazz.amos84@gmail.com">jrazz.amos84@gmail.com</a> Carol Birks, Former Principal, <a href="mailto:cbirks@aol.com">cbirks@aol.com</a> Dr. Melissa Krull, Former Superintendent, <a href="mailto:Mkrull_mnl@comcast.net">Mkrull_mnl@comcast.net</a> Dr. Gayle Griffin, Former Associate Sup, <a href="mailto:gjwgriffin@aol.com">gjwgriffin@aol.com</a></p>

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)
<p><b>School of Education</b> Buffalo State College 1300 Elmwood Ave, Caudell Hall Room 114 Wendy A. Paterson, Ph.D. 716.878.4214 <a href="mailto:paterswa@buffalostate.edu">paterswa@buffalostate.edu</a></p> <p><b>Professional Development Schools Consortium</b> <a href="http://www.buffalostate.edu/pds/x1020.xml">www.buffalostate.edu/pds/x1020.xml</a></p> <p><b>Services:</b> School leadership development</p>	<p>Buffalo Public School District</p> <p>School #17</p> <p>School #18</p> <p>School #19</p> <p>School #27</p> <p>School #30</p> <p>School #32</p> <p>School #33</p> <p>School #39</p> <p>School #43</p> <p>School #45</p> <p>School #54</p> <p>School #59</p> <p>School #61</p> <p>School #64</p> <p>School #65</p> <p>School #66</p> <p>School #67</p> <p>School #72</p> <p>School #76</p> <p>School #79</p> <p>School #82</p> <p>School #89</p> <p>School #90</p> <p>School #93</p> <p>School #94</p> <p>School #95</p> <p>School #97</p> <p>School #99</p>	<p>Leslie K. Day 716.816.3150</p> <p>Pixita del Prado Hill 716.816. 3160</p> <p>Nancy A. Chicola 716.816.3180</p> <p>Thomas Sadowski 716.816. 4770</p> <p>Dr. Wanda Schoenfeld, Sally Tay 716.816.3220</p> <p>Pauletta Stine 716.816.3410</p> <p>Miguel Medina 716.816. 4783</p> <p>Ramona Thomas Reynolds 716.816 3240</p> <p>Colleen Carota 716.816.3260</p> <p>Nadia Nashie 716.816.3300</p> <p>H. Genevieve Jones-Johnson, Principal 716.816.3340</p> <p>Denisca Thompson 716.816.3370</p> <p>Laura Harris 716.816.3400</p> <p>Michael Gruber 716.816.3420</p> <p>Tracie-Michelle Lewis 716.816.3439</p> <p>Maria Fasolino 716.816.3440</p> <p>Mary Jo Conrad 716.816.4922</p> <p>Jacque Bravaro-Phelan, Todd Miklous 716.816.4809</p> <p>Donna Jackson 716.816.3848</p> <p>Gregory Mott 716.816.4040</p> <p>Jennifer Kapsiak 716.816.4070</p> <p>Fatima Morrell 716.816.4110</p> <p>Pamela Schunk 716.816.4120</p> <p>Darlene Jasinowski 716.816.4818</p> <p>Debra Sevillain-Pooles 716.816.4150</p> <p>David Hills 716.816.3900</p> <p>Bridgette Gillespie 716.816.4460</p> <p>Dawn DiNatale 716.816.4180</p>

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<p><b>Cambium Education, Inc.</b> Alyssa Johnson, Bids and Contract Coordinator 4093 Specialty Place Longmont, CO 80504 303.651.2829 ext. 465 <a href="mailto:alyssa.johnson@cambiumlearning.com">alyssa.johnson@cambiumlearning.com</a></p> <p><i>Services:</i> Education solutions provider addressing the full scope of turnaround services.</p>	<p>Indianapolis Public Schools, IN Milwaukee Public Schools, WI</p>	<p>Dr. Li-Yen Johnson, Asst. Superintendent Indianapolis PS 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</p>
<p><b>Niagara University College of Education</b> PO Box 1930 Niagara University, NY 14109 Patricia Wrobel 716.286.8309 <a href="mailto:pwrobel@niagara.edu">pwrobel@niagara.edu</a></p>	<p>Buffalo city School District East High School International School 45</p>	<p><b>References / Contracts</b> (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)</p> <p>Debra Sykes 716.816.7109 Casey Young 716.816.4520 Kathy Foy 716.816.3300</p>

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



<b>Partner Organization Name and Contact Information</b> <b>Partner Organization Name and Contact Information</b> <b>and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (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.	<b>References / Contracts</b> (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)
<b>Medaille College</b> 18 Agassiz Circle Buffalo, NY 14214 716.880.2143 Dr. Mary Ellen Mulvey  <i>Services:</i> College and career-ready programming for students; community services network for parents and families	Riverside High School, Buffalo, NY          	Dennise Clarke, <a href="mailto:dclarke@buffaloschools.org">dclarke@buffaloschools.org</a> Debra Sykes, <a href="mailto:dsvkes@buffaloschools.org">dsvkes@buffaloschools.org</a> Vincent Corulli, <a href="mailto:vcorulli@buffaloschools.org">vcorulli@buffaloschools.org</a> Laura Samulski-Peters, <a href="mailto:L.Samulski@buffaloschools.org">L.Samulski@buffaloschools.org</a> Jason Madden, <a href="mailto:jbmadden@buffaloschools.org">jbmadden@buffaloschools.org</a> Aarin Pellitieri, <a href="mailto:apellitieri@buffaloschools.org">apellitieri@buffaloschools.org</a> Sarah Davis, <a href="mailto:sdavis@spatterson@buffaloschools.org">sdavis@spatterson@buffaloschools.org</a> Kelly Rogers, <a href="mailto:KCRogers@buffaloschools.org">KCRogers@buffaloschools.org</a>

## G. Organizational Plan

### i. Management and Team Structures

*Please see School-level organization chart.*

### ii. Day-to-Day Operations

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

**Administrative Team.** The administrative team collaborates on whole-school concerns and planning. In the 2013–14 school year, this team will include the principal, school administration manager, and assistant principal. HBBA leadership will be focused on the creation and support of a professional learning community that concentrates on curriculum, instruction, and assessment as the primary vehicles for improving student achievement and school culture. The school’s current leadership structure comprises one school principal and one assistant principal.

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

**Assistant Principal.** Responsibilities for this position will be curriculum, instruction, and assessment. Specific assignments will include teacher evaluations, professional development plans, teacher improvement plans, team meetings, data analysis, and intervention planning.

**School Administration Manager (SAM).** The SAM will meet with the principal, assistant principals, and instructional coach each day to schedule instructional leadership time, reflect on impact, and develop a structure in the school for staff members to address management issues efficiently without pulling the principal from instructional work. In addition to providing direct support to the school leadership, the SAM will manage the grant and associate site visits, serve as a substitute for the principal and assistant principals when they attend professional development, and identify and integrate best practice in the school.

**Table 4. Administrative Team Meeting—At Least Once per Week, Daily Check-Ins**

In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"><li>• Principal</li><li>• Assistant Principal</li><li>• SAM</li></ul>	<ul style="list-style-type: none"><li>• Analyze and respond to student performance data</li><li>• Monitor and coordinate activities</li></ul>	<ul style="list-style-type: none"><li>• Data produced by classroom-based assessments, building-wide assessments, state</li></ul>

	of the leadership team and student support team <ul style="list-style-type: none"> <li>Data analysis and intervention planning</li> </ul>	assessments <ul style="list-style-type: none"> <li>Instructional Leadership data from TimeTracker™</li> </ul>
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**School Leadership Team.** This team leads the development, implementation, and monitoring of the school improvement plan to advance the educational performance of all students through collaborative participation in decision making. Responsibilities of the school leadership team include the following:

- Monitor the reform, progress, and implementation of the school’s vision.
- Keep the lines of communication open between all sectors of HBBA, including staff, students, families, the school leadership team, and the larger community.
- Help to disseminate information throughout the building.
- Utilizes Data-driven decision making process to drive decision making and make recommendations to the principal for the major decisions of the school (i.e., culture, curriculum, data development, parental engagement, and professional development).

**Table 5. School Leadership Team Meeting—Once per Month, Quarterly Meetings With Transformation Leadership Network Led by AIR**

In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant principal</li> <li>SAM</li> <li>Additional staff as selected</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the reform, progress, and implementation of the school’s SIG plan</li> </ul>	<ul style="list-style-type: none"> <li>Leading and lagging indicators</li> <li>Indicators of implementation identified in the project plan</li> </ul>

**Student Support Team.** Members of this team include the guidance counselor, social worker, and psychologist. The dean of students, community partners, teachers, and other staff may join on an ad hoc basis. Student support team responsibilities include the following:

- Provide families the appropriate services when students encounter academic, personal, and social dilemmas.
- Utilize the pre-referral process with an outside agency (e.g., for shelter, therapy).
- Oversee the referral process for special education.
- Write and implement individualized education plans (IEPs).
- Monitor and regulate compliance.
- Provide professional development to faculty that addresses the needs of the special education population.

**Table 6. Student Support Team Meeting—Once per Six-Day Cycle**

In Attendance	Meeting Goals	Data Used
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<ul style="list-style-type: none"> <li>• Guidance counselor</li> <li>• Social worker</li> <li>• Psychologist</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and plan social-emotional curriculum</li> <li>• Analyze student progress and create intervention plans to meet students' academic and social-emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Functional behavioral assessment</li> <li>• IEPs</li> <li>• Behavior and discipline data</li> <li>• Response-to-intervention (RTI) progress-monitoring data</li> </ul>
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**Vertical Teams/Grade-Level Teams.** Teachers of the same subject area or grade work together on a discipline team, usually with an instructional coach. Their responsibilities are to:

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

**Table 7. Discipline/Grade-Level Team Meeting—Daily Common Prep Periods and Once per Six-Day Cycle**

<b>In Attendance</b>	<b>Meeting Goals</b>	<b>Data Used</b>
<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Instructional coach</li> <li>• Building reading teacher(s)</li> <li>• Building math teachers(s)</li> <li>• Teaching assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Develop curriculum within content area from grade to grade</li> <li>• Identify best practices</li> <li>• Look at student work</li> <li>• Look at teacher work</li> </ul>	<ul style="list-style-type: none"> <li>• Common formative assessments</li> <li>• District benchmark data</li> <li>• Student work</li> </ul>

**Dean of Students.** This part-time position will offset the student behavior interventions necessary on a day-to-day basis. The dean of students' responsibilities include the following:

- Discuss/report to the administrative team on discipline issues.
- Provide support for classroom management.
- Create and maintain a safe and orderly school environment.
- Plan schoolwide culture events.

**Instructional Coaches.** They include teachers and former teachers who support teaching and learning through outside organizations and in-house leadership. Outside organizations include American Institutes for Research and Research for Better Teaching. Instructional coaches support colleagues in the implementation of highly effective instructional strategies based on student need. The instructional coach observes and coaches targeted groups of teachers. Each week, the coach meets with the principal and assistant principal to debrief and share ideas about how best to coach individual teachers. Together, they look for patterns across the observations to help determine what would be useful to address in professional development sessions.

**Table 8. Instructional Coach Meeting—Once Every Two Six-Day Cycles**

In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> <li>• Instructional coach (i.e. SIOP, ELA, math)</li> <li>• Building reading teacher(s)</li> <li>• Building math teachers(s)</li> <li>• Assistant principal</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Plan professional development and teacher and student support throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Coaching data</li> </ul>

**ESL and Bilingual Team.** This group of staff and faculty at HBBA participates in regional training and champions the improvement and refinement of environmental and organizational factors related to a supportive li-lingual learning environment.

**Support Staff.** This group includes the school secretary, payroll secretary, technology teacher, a .2 attendance teacher, and school aides.

**Committees.** These are often formed ad hoc during the school year to plan or manage upcoming events of schoolwide policies. Committees will work on projects such as PBIS, Health and Wellness, Parental Engagement, and schoolwide events. Those attending committee meetings may be paid per session, depending on the time, frequency, and purpose.

**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 informal, unannounced classroom observation and one formal observation that will include a preconference and postconference. The observation plan and calendar will be developed to make sure all teachers are receiving the right proportion of teacher observations and supports according to their needs. At the start of the year, each principal will assign the assistant principal the teachers he or she will be responsible for observing and evaluating.

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 APPR criteria, which are aligned with the New York State United Teachers (NYSUT) Teacher Practice Rubric. The TIP will be jointly developed by the teacher and the principal.

Together, members of the administrative team will develop a weekly-monthly-yearly observation calendar using the TimeTracker™ as part of the National SAM Innovation Project. This product is a cloud-based calendar that the principal uses to guide his or her daily schedule. The calendar tracks the time the principal spends with individual and groups of teachers and provides specific detail of the interactions—for example, the time spent with the teacher on observation versus

feedback. TimeTrack records and charts are used in a daily meeting with the administrative team to determine next steps for teacher follow-up, next steps, and track time use. The SAM project and calendar provide a professional development process using a unique set of tools to change a principal's focus from school-management tasks to instructional leadership.

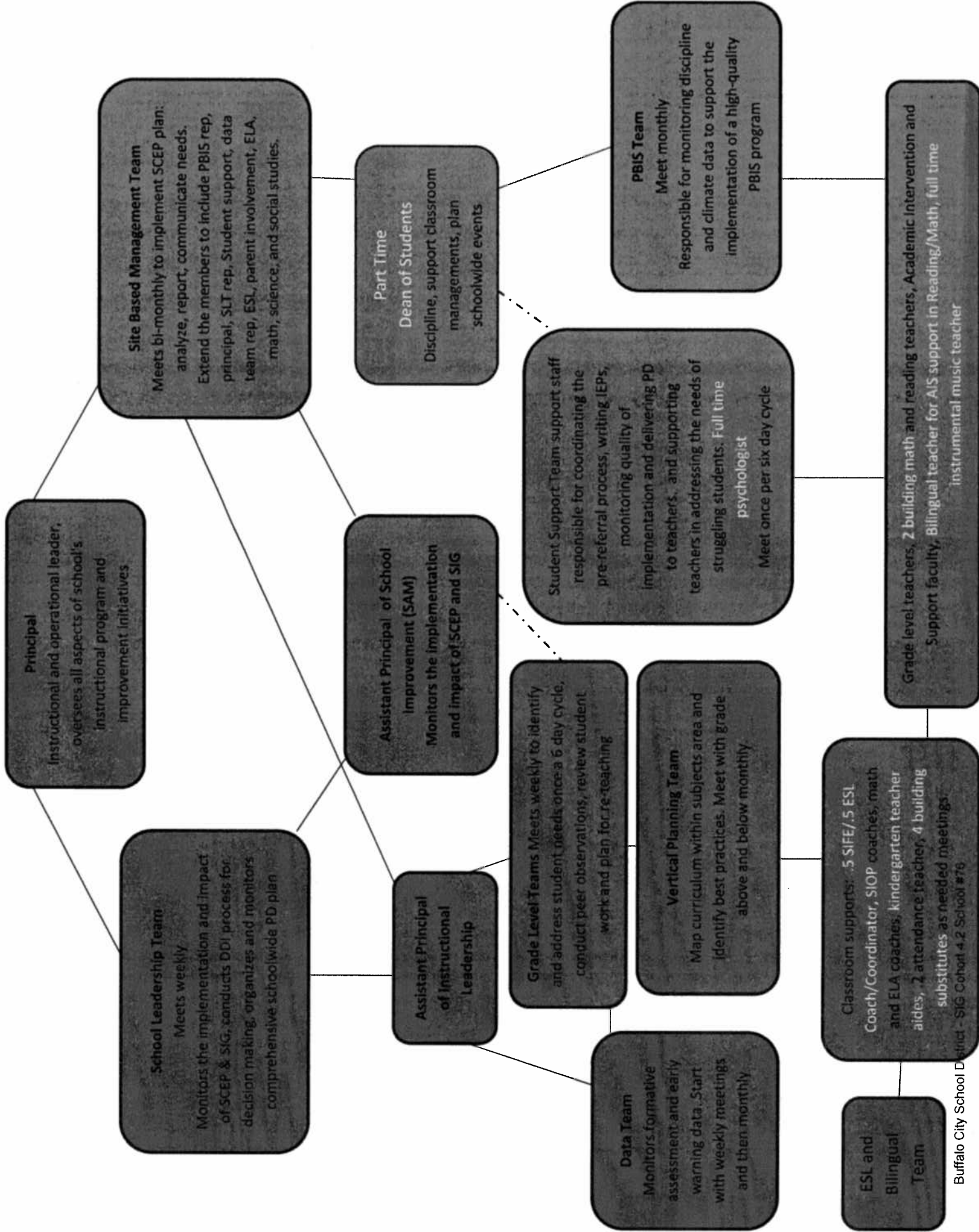
The system also enables administrators to track action steps more systematically to be able to hold teachers accountable to implement recommendations. Specific goals for teacher success will be set, and progress toward the goal will be tracked. This approach will allow the principal and chief of school leadership, who evaluates the principal, to see trends in teacher strengths, challenges, and recommendations throughout the year.

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

All principal observations of other measure are based on the Interstate School Leaders Licensure Consortium (ISLLC) standards through multiple school visits by the chief of school leadership, 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 chief of school leadership 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**

*Please see Full Schedule Calendar of Events to Support APPR Implementation and Weekly Calendar Schedule of Events for Implementing the APPR.*



2013-2014 School Year  
 APPR Events - DRAFT BPS District Schedule\*

	2013									2014											
	September	October	November	December	January	February	March	April	May	June	September	October	November	December	January	February	March	April	May	June	
Teachers with Ineffective or Developing Teacher Improvement Plan																					
New Teachers School SLO and LMA Trainings																					
Teachers Collect Baseline Data for SLO and LMA - preassessments & other data																					
Teachers Submit SLOs and LMAs for Approval																					
Administrators Approve SLOs and LMAs for Implementation																					
Beginning of the year meetings for SLO-setting and evidence collection for Artifacts																					
Administrators Monitor and Support Teacher Effectiveness - classroom obs																					
Artifact monitoring and evidence collection																					
District/School Formative Testing																					
Artifact wrap-up and summative evaluations																					
High School Regents Exams Administered																					
3-8 ELA State Testing																					
NYSESLAT - Speaking																					
3-8 Math State Testing																					
NYESLAT - Listening, etc.																					
Grade 4 & 8 Science - Laboratories																					
Other SLO Summative Assessments Administered																					
Grade 4 & 8 Science - Written																					
Final Student Summative Results for All SLOs Reviewed																					
Teacher Summative Conferences and Evaluations Completed by Administrators* (pending any student data still to arrive)																					

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

Buffalo Public Schools



## **H. Educational Plan**

### **i. Curriculum**

BCSD provides a curriculum plan in each subject area to guide teachers as they plan, prepare, think and reflect on instruction. Curriculum plans are based on the Common Core State Standards (PK-8) and contain Course of Study information as well as instructional frameworks explaining what students need to know and be able to do. Implementation resources are included to support teachers as they execute the curriculum.

Although the district provides the framework, it is understood that school leaders and teachers at HBBA will be engaged in ongoing planning at a more granular level, addressing the intellectual needs of young adolescents. Staff will take the following steps to ensure that all students have access to a rigorous curriculum and learning experiences to adequately prepare them for academic success:

- 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.
- Provide time and support (i.e., materials, training, guidance) for teachers to engage in unit and lesson development.
- Determine a common format for guiding curricular documents, and ensure that these address Scope and sequence, Standards, content and skills to be addressed and timeframes for instructional delivery; strategies for differentiated instruction to meet all students' learning needs as well as modifications and adaptations used to meet the needs of diverse learners

#### **Literacy/English Language Arts:**

The instructional frameworks for ELA 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 framework, 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.

The curriculum for students in Grades K-6 will be guided by Houghton Mifflin Harcourt's *Journeys Common Core*. This program was selected because it integrates the Common Core State Standards (CCSS) into every lesson, helping educators plan, engage, teach and assess students effectively and efficiently. *Houghton Mifflin Harcourt's Senderos* is the Spanish reading counterpart to *Journeys*. The great diversity from all over Latin America is celebrated along with multicultural literature through the program. This reading program takes the steps to provide students and teachers with an equitable program which respects the Spanish language and serves a parallel program to *Journeys* while leading the path to bilingualism.

These programs were selected for the following key characteristics:

- It's accessible. The program provides the resources needed to plan and assess effectively, as well as teach and engage students. Student text are designed to allow every student access to rigorous content.
- It builds a knowledge base to read complex text. *Journeys Common Core* focuses on repeated reading of complex text, developing academic vocabulary, and close-reading skills.
- It engages 21<sup>st</sup>-Century Students. Using cutting-edge digital learning tools such as interactive white board lessons, teachers maximize their effectiveness and get students engaged and excited about learning.
- Aligned to CCSS assessments. Included in the program are comprehensive assessment tools to monitor student progress and provide real-time information on student progress. Students are able to practice their reading skills through a series of daily practice activities and quizzes that will help them prepare for PARCC assessments to ensure seamless CCSS implementation.

In grades 7 and 8 *The Language of Literature* by McDougal Littell will be used to support the implementation of the Reading/ELA Instructional framework. Units of study are outlined with the following components: Big Ideas; Required Readings; Suggested readings, and Supplemental resources. All Units of Study include corresponding reading, writing, Language (Vocabulary, grammar, usage and mechanics strands. Additionally, suggestions for access for English Language Learners, Interventions and accelerations are clearly outlined.

### **Mathematics:**

HBBA will execute math program using *Investigations*, a standards-based curriculum, supported by the NYS Common Core modules to fill identified gaps. *Investigations* has been successfully taught in heterogeneous classrooms, and addresses the learning needs of a wide range of students. *Investigations* curriculum units focus on an area of content, in depth, providing 2 to 5 ½ weeks for students to develop and practice ideas across a variety of activities and contexts that build on each other. *Investigations in Number, Data, and Space* is designed to support teachers and schools in implementing The Common Core State Standards for Mathematics (CCSS). Included in the components that make up *Investigations* are features that provide professional development for teachers to support the range of learners in his/her classroom. Key characteristics include:

- Support students to make sense of mathematics and learn that they can be mathematical thinkers
- Focus on computational fluency with whole numbers as a major goal of the elementary grades
- Provide substantive work in important areas of mathematics- rational numbers, geometry, measurement, data, and early algebra- and connections among them
- Emphasize reasoning about mathematical ideas

- Communicate mathematics content and pedagogy to teachers
- Engage the range of learners in understanding mathematics.

Connected Mathematics 2 (CMP2) will be used for students in grades 6-8. This program provides students with an investigative approach to learning mathematics by utilizing engaging interactive problems. Since CMP2 is problem based, the context can help students make sense of mathematics, including the symbols and rules that capture the main ideas and strategies. All students benefit from the workshop model where student discourse gives students a deeper understanding of the main ideas and their relevance to the problem being solved. The key characteristics are:

- It is problem centered. Important mathematical concepts are embedded in engaging problems.
- It provides practice. Students gain practice with concepts and related skills through in-class development problems and homework exercise. These components provide students with practice over time in important concepts, related skills, and algorithms.
- It is complete. The math units form a complete middle school curriculum that develops mathematical skills and conceptual understanding across mathematical strands. A student who has successfully completed the curriculum will have demonstrated proficiency in Algebra sufficient to advance to a Geometry course in ninth grade. In addition the program provides a complete assessment package that includes quizzes, tests, and projects.
- It is for teachers as well as students. The CMP2 materials were written so teachers can learn from them too. The Teacher's Guides include extensive notes regarding mathematics, pedagogy, and assessment.
- It is research based. Each unit has been field tested, evaluated, and revised over a 3 to 4 year period.
- It is effective. Research results consistently show that CMP2 students out perform other students on test of problem solving ability, conceptual understanding, and proportional reasoning.

## **ii. Instruction**

The particular language and cultural needs of HBBA students require the staff and faculty to utilize instructional strategies with demonstrated effectiveness for ELLs. The strategies for teaching and learning promoted in the Sheltered Instruction Observation Protocol (SIOP) model is one such instructional approach. The SIOP strategies for teaching and learning support the Common Core instructional shifts in all subject areas. The faculty at HBBA have previously participated in SIOP training, although the turnover in staff and the need to attain full implementation with fidelity necessitate a renewed commitment and ongoing job-embedded support. The school will leverage the existing expertise within the building coupled with external support from the Regional Bilingual Education- Resource Network (RBERN) to attain schoolwide use of SIOP strategies. RBERN staff will support the instructional coaches at HBBA in coaching the school's faculty in the SIOP approach. Three trained school-based coaches will deliver support through modeling, co-teaching lessons, observing, and providing feedback. The addition of permanent building substitutes will allow teachers and coaches time to meet, debrief from observations, and complete the feedback loop on enhancing instructional practice. The

RBE-RN support staff will provide needed coverage and classroom support so that faculty can meet with coaches and have regular time for professional development during morning activities. Schoolwide adoption of the SIOP model with support and accountability for implementation in the classroom will allow HBBA faculty to be responsive to the language and cultural needs of students while also working toward full implementation of the Common Core shifts.

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 through a cycle of observations, reflection, and feedback. Coaches and other grade-level leaders will complete a cross-walk of the Common Core shifts to SIOP teaching and learning strategies that will help teachers is making connections between the frameworks. Each quarter, the coaches will target specific SIOP strategies and a Common Core strategy on which to provide focused support and feedback, thereby fostering schoolwide implementation of the required shifts through a culturally and linguistically responsive framework.

**Core and Special Classes (Required and Elective).** Special classes (i.e., physical education, art, music), 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. Staff will provide monthly “at-a-glance” plans to special area teachers so they can align curricula to content. For example, in physical education, students may study the rules of the game 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.** With many students who are one grade level or more behind in reading and mathematics, it is critical to accelerate learning to catch them up. Traditionally, a model of remediation has been used to reteach curriculum concepts or skills that a student has not mastered. Although this approach can provide a student with a repeat of former strategies to learn the same concept or skill, usually this occurs at a slower pace in much more discreet or smaller chunks of knowledge. HBBA will ensure that student learning is accelerated in the following ways:

- Implementation of a rigorous literacy program for all students to accelerate their achievement in reading and writing. BCSD has selected a new core reading program designed to advance achievement in reading for all students in the district.
- Providing teachers with classroom-based support to increase their content knowledge and capacity to accelerate their students. The underlying assumption is the belief that excellent teaching is a centerpiece for improved student learning.
- Using increased time as a catalyst to enable student achievement. Increased time in core subjects, with comprehensive and coordinated student supports, allows students to “catch-up” during daily intervention periods.

### iii. Use of Time

**Table 9. HBBA Time Usage**

<b>Component</b>	<b>Current Schedule 2012-13 School Year</b>	<b>Revised Schedule 2013-14 School Year</b>
School calendar	September 4, 2013–June 21, 2014 (188 days—tentative)	TBD by district
Daily hours	7:50 a.m.–2:35 p.m. staff 8:00 a.m. 2:30 p.m. students	7:50 a.m.–2:35 p.m. staff 8:00 a.m.– 2:30 p.m. students
Core courses	120 minutes ELA/native language arts (NLA) 90 minutes mathematics 60 minutes SS/Science (gr K-6)	120 minutes ELA/NLA 90 minutes mathematics 60 minutes social studies/science (Grades 2–6)
Elective courses	45 minutes (Grades 4-6) 30 minutes (Grades k-3)	45 minutes
Afterschool/enrichment	120 minutes	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; 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 at minimizing transition and noninstructional time such as frequent locker breaks and transitions between classes in the upper grades, and lengthy dismissal procedures. Room assignments have been reconfigured to reduce the amount of passing time needed in Grades 7–8. 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 also ensuring students remain on task. Schools will build on current work using targeted strategies from Harry Wong’s book *The First Days of School* and his classroom management guidelines.

**More Time for Teachers to Collaborate.** The effective use of time also can improve the quality of instructional time by providing 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.

Over the 2012–13 school year, HBBA school leadership team members consulted with faculty to devise a revised school schedule. A new daily schedule is in the process of being adopted. Table

10 gives an example for Grades 2–5. It is expected to be fully adopted in the pre-implementation period. Staff will be offered paid time before and after school for common planning and professional development. A schedule will be developed that describes how each paid day will be used. On a rotating cycle, teachers will be provided coverage (by building substitutes/teacher aides) during breakfast to plan with a co-teacher.

**Table 10. Example of Proposed Daily Schedule, Grades 2–5**

8:00–9:30 (Breakfast)	A	B	C	D	E	F
Grade 2	Math teacher with homeroom teacher	ESL teacher with homeroom teacher	Special education teacher with a homeroom teacher (rotating)			
Grade 3				Math teacher with homeroom teacher	ESL teacher with homeroom teacher	Special education teacher with a homeroom teacher (rotating)
Grade 4	Math teacher with homeroom teacher	ESL teacher with homeroom teacher	Special education teacher with a homeroom teacher (rotating)			
Grade 5				Math teacher with homeroom teacher	ESL teacher with homeroom teacher	Special education teacher with a homeroom teacher (rotating)

**Additional and Individualized Learning Time and Instruction Focused on Specific Student Needs.** The proposed daily schedule for HBBA in the 2013–14 school year includes a differentiation period built in for ELA in grades in grades ELA K-6. During this period, students are grouped based on test scores and previous years’ groupings. They receive a specific program at this time. The schedule further incorporates a differentiation period for math in addition to the regular math instructional time.

The time allocated to core academic courses will be increased (at minimum, 2 hours for ELA, 1½ hour for mathematics), and 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 as determined by formative, summative, and benchmark assessments. This strategic schedule enables teachers to move students into or out of academic support classes easily, according to how they perform at any time during the year. Students excelling in ELA or mathematics take on more enrichment courses in place of small-group classes.

In addition to the schedule changes described, the school is exploring the possibility of obtaining a memorandum of understanding for Year Two of SIG implementation to implement double periods in Grades 7 and 8 for mathematics and ELA, or a math-skill support lab every other day in addition to the regularly scheduled 42-minute class.

**Academic and Global Enrichment Programming After School and During the Summer.**

Afterschool enrichment will be led by selected community partners with expertise in the school's key design areas, designed and delivered by teachers according to their own particular interests, or led by upper-grades students using youth development principles. Developed in Year One of SIG implementation, the afterschool program will be designed to address learning and enrichment needs of HBBA students and supported with community partnerships. To set up the program for success, the school will develop a shared vision and identify goals, program components, and how success will be evaluated. Programs and activities will be curriculum based and support the curriculum of common-branch subjects.

**Summer School.** Within the framework of expanded learning time, summer learning programs are uniquely positioned to play a critical role in turning around HBBA. They present an opportunity to prevent summer learning loss, accelerate learning, improve student achievement, and eliminate the opportunity gap by exposing students to things they would never have the chance to do themselves. Currently, summer school is offered to all students in Grades PK–6, and students in Grades 7 and 8 who have failed a core subject course. Summer programs run half-days, for four weeks during July and August at hub sites across the district.

HBBA will implement summer school designed with an engaging program that builds essential academic knowledge and skills in morning sessions and provides high-interest recreation and enrichment activities in the afternoon. The use of the SIG grant funds will allow HBBA to provide a cohesive expanded school year to all of its students using the following strategies:

- **Increase the duration, intensity, and scope** of the traditional summer school model to a comprehensive research-based program, that makes summer an essential component of the school improvement strategy.
- In addition to the current summer enrollment policy, HBBA will **strategically invite certain students to enroll** who will benefit from the program based on their progress in reading during the school year. Parents/guardians of identified students in Grades K–8 will receive letters of invitation to register their students.
- HBBA will **hire great teachers and involve instructional coaches** to support high-quality teaching. The school also will provide professional development for educators and ensure summer programs offer teachers a chance to test new models of teaching and gain valuable leadership experience.
- Change the focus from narrow remediation and test preparation to **a blended approach of both academic learning and enrichment activities** that provide hands-on, engaging programming that fosters critical 21st century skills, including collaboration, innovation, creativity, communication, and data analysis.

- HBBA will extend the **best practices** of its literacy and math programs so the summer program aligns to what it believes works best for struggling students. Both reading and mathematics will use a number of resources, including educational technology.
- Assessment data will be used to **track and measure impact**.
- Strengthen and expand **partnerships with community-based organizations and public agencies that provide summer activities** to align and leverage existing resources, identify and meet gaps in service, improve program quality, and develop shared outcomes for summer success.
- Include strategies to **improve student attendance and engagement** by providing healthy food, field trips, recreation, electives, attendance policies, and comprehensive supports.
- **Target key transition periods** such as the summers before kindergarten, middle school, and high school to ensure that students are prepared for success in new environments.

#### iv. Data-Driven Instruction and Inquiry

A major change to HBBA's instructional program will be the establishment of systems to monitor student achievement. The functional cycle of data-driven inquiry and instruction will include analysis of student work from lessons during common planning time on a six-day cycle, analysis of formative assessments during grade-team and content-team meetings every other six-day cycle, quarterly analysis of district formative assessment data, and annual review of schoolwide data to plan for the upcoming year.

Through ongoing "Skillful Data Use" professional development from Research for Better Teaching, teachers have learned how to implement a structured process of collaborative inquiry that increases their ability to engage in professional practices that include effective uses of data to improve student achievement. The principal, assistant principal, instructional coach, building reading and math teachers, and other SBIT members will meet regularly to: (1) build a foundation for collaboration around student performance data, (2) identify student learning problems, (3) verify causes of student learning problems, (4) generate and monitor solutions, and (5) ensure an increase in student achievement. SBIT members also will learn how to lead collaborative inquiry in order to influence their school's culture to become one in which data are used continuously, collaboratively, and effectively to improve teaching and learning. The program is based on *A Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry* by Nancy Love, Katherine E. Stiles, Susan Mundry, and Kathryn DiRanna (Corwin Press, 2008). Figure 1 outlines the program.



**Figure 1. Assessment Data Analysis Program**



HBBA staff involved in the data-driven inquiry process will undertake the following tasks:

- Administer district formative assessments based on learning goals in core academic areas. Instructional staff will collect and analyze data to ascertain which students in each classroom are mastering predetermined targets.
- With support from BCSD data coaches, the 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 analysis process will require reflection and action planning at the following levels: individual teacher, grade level, subject area, and schoolwide.
- Following district formative assessments, teachers will create a plan for addressing the standards and skills not mastered by the whole class, groups of students, and individual students.
- At the grade level, teams will address trends in performance across the grade and then use an action-results meeting protocol to identify best practices and key actions that everyone will implement to address assessment results. Additional time will be spent developing concrete elements of lesson plans (e.g., “Do Nows,” teacher guides, student activities, homework, etc.) that will be used to address needs and gaps in specific skills and standards.
- Instructional leaders will develop schoolwide plans to address assessment results. These plans will delineate the coaching, instructional support, and professional development needed for teachers to address student learning needs. The instructional leaders will review and provide feedback on lesson and unit plans, conduct classroom observations, and give feedback driven by teachers’ assessment 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.

#### **v. Student Support**

HBBA has in place the necessary team structures, screening and assessment processes, and basic structures for delivering academic and social-emotional and behavioral supports to struggling students. What has been lacking, as the data indicate, is the fluid movement of students into and out of academic and behavioral supports as well as evaluation of the effectiveness of those

interventions and supports. In addition, while there are numerous resources to support struggling readers, interventions and supports for math are lacking. HBBA staff noted there is a need to acquire greater understanding of how ELL students should be expected to progress academically as they develop English language fluency. Finally, HBBA staff must work to attain higher levels of buy-in and fidelity of implementation of PBIS behavioral expectations and practices throughout the building.

Grade-level cohorts at HBBA are organized according to the specific language needs of students. These cohorts are Spanish-dominant ELLs, Dual Language, English-dominant ELLs, and English-only. This allows homeroom grade-level teachers to address the unique and specific learning needs of students with similar language development needs. A key strategy for delivering needed support to students is the revised daily schedule, which facilitates fluid grouping of students so that small-group, targeted instruction can occur. The new schedule also allows for greater opportunities to periodically group students with a continuum of English language proficiency so that ELLs and non-ELLs may benefit from peer interactions. Also needed is the expansion of bilingual staff and staff with expertise in serving Students with Interrupted Formal Education (SIFE), a growing population at HBBA.

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 for academic and behavioral support 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; identification of health issues; and assigning students to supports. The data team will be responsible for evaluating the effectiveness and fidelity of the interventions and supports deployed and for supporting initial data analysis by grade-level teams.

Two teams play a significant role in implementing social-emotional and behavioral support systems and serve as student and system advocates; the student support team and the Positive Behavioral Interventions and Supports (PBIS) team. With the support of the Erie 1 BOCES Division of School Support Services, the PBIS team uses disaggregated behavior and discipline data from the student monitoring systems to identify students not responding to 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 are also referred to support services provided by community mental health partners. When students are referred to the tertiary level of support, the student support team becomes engaged with

conducting diagnostic and functional behavior assessments, developing individualized service plans, and facilitating referrals to external support agencies. As with academic support, the student support team also serves as a resource for classroom teachers to devise strategies to implement in the classroom for struggling students.

#### **vi. School Climate and Discipline**

Critical to school improvement is a safe and supportive learning environment, which is not only about discipline but also about building relationships with students and setting high expectations, and fair and consistent actions. This is needed particularly in Grades 7 and 8 as high teacher turnover, itinerant staff, and an influx of newcomer students have all contributed to the dilution of effective implementation. The addition of a homeroom advisory “crew” for the upper grades and the development of intake and orientation processes for new students and staff will improve consistency of behavior expectations and foster stronger relationships. A book study using Harry Wong’s Classroom Management guidelines will serve to expand teacher skill in proactively managing classroom behavior.

HBBA staff have established expectations for safety, discipline, and respect. The policies and related system include concise schoolwide behavior expectations common for *all* students. The PBIS team will work in Year One to develop and implement a clear list of entitlements versus privileges as well as a delineation of consequences for misbehavior. The schoolwide behavior policy identifies which behaviors are 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 on 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

The SIG funds will support the addition of a half-time dean of students who will provide needed support in the management of discipline referrals, administration of behavioral plans and supports, and oversight of home-school communications to ensure that families are engaged and informed as partners in their child’s education. This new staff member will work closely with the PBIS team and the student support team to ensure that social-emotional and behavioral supports are aligned, implemented with quality and fidelity, and monitored for effectiveness.

In Year One of SIG implementation, Grades 7 and 8 will implement “crew” periods to serve as a venue for fostering positive and strong relationships at this critical developmental stage. The crew period will be used to foster a sense of belonging through team-building activities and to

develop academic and social skills with mini-lessons on topics such as study skills, career and college awareness, transitioning to high school, and conflict management.

In addition to the crew periods in Grades 7 and 8, teachers and other support staff will lead lunch groups on topics identified by PBIS and behavioral data. These lunch groups will operate in short cycles and may focus on social-emotional topics such as socialization, bullying, or other student needs. Lunch groups will operate in support of students at all grade levels. Another key strategy to be implemented in Year One will be a school-specific orientation program for new students and families. This will ensure that all families new to HBBA are welcomed and provided with necessary information about available resources, school expectations and procedures, and introduced to key support staff.

Students with disabilities are held to the same universal behavior expectations. Too often, standards and expectations for students are lowered instead of 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 program 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 utilize effective universal classroom management practices for all students and then determine which students need additional support and more individualized interventions that incorporate strategies, modifications, and needs identified in a student's IEP.

Teacher attendance was noted as an area for improvement and a symptom of a difficult school climate. In addition, teacher participation in school committees is lacking, particularly with regards to a team responsible for planning family events. To address this, the school leadership team will develop a plan in Year One to build cohesion among the staff and to improve participation and support for planning family events. The team will gather perception data from staff members and foster feedback loops to gain their support for incentives for attendance and participation on planning committees.

#### **vii. Parent and Community Engagement**

Mechanisms are in place for communication with parents and community, but greater awareness of research and staff training are needed to increase family engagement and support in the home for education, particularly for HBBA families, many of whom are new to the country and bring with them varied perceptions about the roles of parents and formal schooling. The current paradigm of family engagement centers on participation in school events and dissemination of information. Although the school has experienced some success in fostering family participation in school events and can benefit from expanding these practices, a schoolwide approach to developing strong partnerships with families is needed. Staff training in this new paradigm of family engagement is critical.

HBBA will develop a consistent and unified approach to family engagement through an organized and deliberate effort to foster partnerships with all parents and families and to increase their ability to support education in the home. In Year One of SIG implementation, HBBA staff will participate in professional development on fostering partnerships with families new to the

country. Strategies to be applied in this year include intentional positive home-school contact with families; developing an orientation and intake process for new students and families, which will include a tour of the school and the school-based health clinic and other services; redesigning the parent room so that family members can use computers to access the online student grade system; and workshops for parents—targeted to specific grade levels—to assist in the interpretation of grade reports and assessments. In Year Two, efforts will be expanded and may also include hosting family workshops in community locations closer to families of HBBA, home visits, and partnerships with community agencies that serve immigrant communities.

By expanding the paradigm of family engagement while providing many opportunities to participate in school events and decision making—such as joining the school council, participating in a program sponsored by a partner agency at the school, or attending informational meetings in the school—parents can become more knowledgeable about how to support their child’s academic achievement in school. Two-way communication is fostered through family members providing meaningful feedback on surveys and by regular positive communications. 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, in strategies for increasing student achievement. This compact will also be a component in the newly developed orientation and intake process so that families new to HBBA are informed and invited as partners.

**Survey parents in the beginning of the school year** to determine the best way to disseminate information to them, to receive their feedback, and to determine how the school can assist them so that, in turn, they can better support their children. Receiving information directly from parents will inform the school’s next steps in parents’ needs programs and protocols for reaching and appropriately engaging parents and families. Surveying parents at the end of the year also will provide feedback about the effectiveness of strategies employed and will inform planning for Years Two and Three.

**Use varied forms of communication, including greater use of technology** to keep parents and families abreast of the school community and their child’s progress. Family communication will be two-way, flowing in both directions. In keeping with increases in the application 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 to parents. Language needs of families will be supported with translated materials and translators.

**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 do not understand what is being said or what is written. In order to increase the numbers of parents who

participate in school activities, it is critical that they feel comfortable and that the school communicates effectively.

**Improve the resources and computer access in the parent room.** HBBA employs a parent liaison who assists parents and families to engage with teachers to understand how to help their children at home. This person will also oversee the needed improvements to the parent resource room and conduct orientations for families and students new to HBBA throughout the school year.

**Host activities at the school that meet the needs of students, parents, and families, and the community at large.** Teachers will sign up at the beginning of the year to organize a PTO event. This may include academic/social celebrations, literacy/mathematics events, training for parents and community members by a partner organization (e.g., parenting classes, extracurricular activities, and job and skills training), and workshops targeted to specific grade levels.

## **I. Training, Support, and Professional Development**

### **i. School Leadership/Staff Involvement in Development of Plan**

The school-level plan was developed as a collaborative effort between the school leadership team and district –level staff from the Buffalo City School District. Professional development supports both the district and school’s effort to increase student achievement through an ongoing, high quality, comprehensive system of professional development for instructional and support staff. Professional development is based on the theory of action that quality professional development will improve knowledge and skills, enhance instructional practice, and result in increased student achievement. The school leadership team identified areas in which instructional staff and support staff need training and support to achieve the mission, vision, and goals of school improvement grant period.

During the Implementation period, the school leadership 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.

### **ii. Implementation Period**

HBBA’s vision for professional development is a data driven plan focused on improvement student achievement outcomes. Everyone on staff will be supported in their effort to improve their practice using the needs of the students as a guide. Professional development will be-for the most part- generated, planned, and implemented by the instructional leaders at the school. Professional development will occur in regularly scheduled meetings, through individual and team coaching, and consistent assessment and analysis of student work and progress towards learning objectives and targets; and school improvement goals.

Schools will build their capacity to design and deliver professional development at the school site, based on their unique needs. BCSD will support the school in the implementation of its school improvement plan. A part of this support will be a variety of district level professional learning opportunities offered to Instructional Coaches, Building Reading Teachers, Building Math teachers, and other instructional leadership staff. These staff will turnkey trainings to their school instructional staff during regularly scheduled content area and grade-level team meetings. Staff at the Office of School Leadership will provide continuous follow-up and support to instructional leaders. The goal is to build a school’s internal capacity to deliver job-embedded professional development.

The diagnostic needs assessment identified major areas of need for the students and teachers which are reflected in the identified goals SIG implementation period. Professional development during Year 1 of the SIG implementation will support the following areas:

1. Sheltered Instruction Observation Protocol (SIOP)
2. Classroom management
3. Fostering parent support in the home for education

**Instructional Coaching.** Instructional Coaching at the school will be the main vehicle for developing the proficiency of all teachers in a set of high leverage instructional and classroom management skills and supporting and sustaining these skills through focused observations, actionable feedback and differentiated follow-up and support activities such as co-planning and modeling of lessons.

Observations made by the instructional coach are aligned to school-wide professional development goals, student learning benchmarks and targets, and school improvement goals. Coaches will help plan professional development sessions around school-wide instructional goals, and work with individual teachers and teams of teacher in defined areas of focus, including but not limited to: establishing classroom rules and procedures, defusing disruptive behavior, embedding student-involved assessment practices and instructional shifts in lesson and unit planning. The Coach's observations will help to determine the professional development needs of the staff. The Coach in collaboration with the Instructional leadership team also analyzes curriculum to help determine critical content and skills to "pre-load" with staff.

**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.

In team or discipline meetings, teachers will look at the student work in a particular discipline. Staff will use structures and protocols for looking at and talking about student work; focusing and reflecting on important questions about teaching and learning. The practice of reading, grading, and sharing teacher assignments and student work helps to build inter-rater reliability among the staff, as well as develop a common understanding of rigorous course work and high expectations.

**Classroom Management Book Study.** This professional development strand is needed to address the behavior and discipline challenges at HBBA. Staff new to HBBA, the teaching profession as well as those teachers with high numbers of behavioral referrals will be targeted for participation in the book study. The book study will facilitate reflective practice, and may be coupled with peer observations and modeling to foster teacher use and application of effective behavior management strategies. Indicators of success of this professional learning will be observation of positive, pro-active behavior management strategies in the classroom as well as a reduction of classroom behavior referrals.

### **Major Professional Development Partners**

**American Institutes for Research.** *Building an Instructional Coaching Program* will begin with a two-day intensive training for instructional coaches in fall 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.



**Regional Bilingual Education Resource Network.** 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.

**Erie 1 BOCES.** Erie 1 BOCES will provide a full range of services on school culture and climate, Intensive PBIS/Safe and Civil Schools Coaching, Attendance Improvement, and Parent and Community Engagement.

*Please see attached Planned Trainings, Support, and PD Year One Implementation Chart*

### **iii. Evaluation Plan**

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

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

The *AIR Reality Check* will serve as the major venue for analyzing PD outcome data, reflecting on implementation fidelity, and determining necessary midcourse corrections to ensure that professional development is on track to supporting identified school improvement goals. The 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; and Identify and prioritize next steps for deepening implementation and effectiveness.

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

- **Formative evaluations (monthly)** 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.
- **Ongoing evaluations (quarterly)** will yield information about changes in school organization and culture that may result from teacher training, support, and professional development.
- **Summative evaluations (annually)** will focus on whether the professional development achieved the intended outcomes as reflected in changes in teachers' practice and changes in student learning.

In order to adequately assess the effectiveness of planned training, support, and professional development, data collected on professional learning implementation will include careful record keeping and the following quantitative and qualitative data sources:

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

**Planned Training, Support, and Professional Development Events- Year One Implementation Period**

Training, Support, and Professional Development events	Timeline for Delivery	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Analysis and Reporting of Outcomes
Instructional Coaching	September – May 2013	American Institutes for Research	<ul style="list-style-type: none"> <li>• Positive perception of coaching activities</li> <li>• Improved instructional knowledge and skills among teachers</li> <li>• Application of instructional shifts and best practice in instruction as measured by instructional observations</li> <li>• Increased student achievement</li> </ul>	<p>Data analysis and reporting will happen during AIR facilitated quarterly meetings with Instructional Coaches. Using the Coaching Tracking Tool, Coaches will analyze and respond to the questions below to determine outcomes and plan interventions:</p> <p><i>Based on completed observation protocols, how many participants could be rated as proficient in applying new instructional strategies in their classrooms?</i></p> <p><i>Do observational data suggest gaps in application?</i></p>
Professional Learning Communities	October 2013 (start date) – June 2013	Instructional Coaches	<ul style="list-style-type: none"> <li>• Time for collaboration built into the school day and calendar</li> <li>• Team norms to guide collaboration</li> <li>• 8-10 essential common outcomes per semester by course/content area</li> </ul>	<p>Data analysis and report will happen during weekly meetings with the instructional leadership team. Instructional leaders will focus evaluation of PLCs on how well the team works, completion of its actions, and the outcomes of its actions. Formative evaluations will include a survey to individual</p>

			<ul style="list-style-type: none"> <li>• Common assessments</li> <li>• Grade-level/content-based improvement strategies</li> </ul>	<p>members to evaluate their own involvement in the PLC; then aggregating the ratings into a single mean score, identifying the range of scores, and the most frequent response will help team members know how the team is doing overall. Summative evaluations will help determine if the team has achieved its goal(s)- whether students perform at the expected levels- as determined by district common formative assessments and state assessments.</p>
<b>SIOP Model</b>		<b>RBE-RN</b>	<ul style="list-style-type: none"> <li>• Lesson plans aligned with SIOP components</li> <li>• Teacher implementation of SIOP components as observed by Instructional Coach, Principal and Assistant Principal.</li> <li>• Increased English language acquisition among English learners as measured by the NYSESLAT</li> </ul>	<p>Data analysis and report will happen during weekly meetings with the instructional leadership team. <i>Based on completed observation protocols, how many participants could be rated as proficient in applying new instructional strategies in their classrooms? Do observational data suggest gaps in application?</i> Furthermore, effectiveness of the SIOP professional development will be determined by an analysis of student results on district common formative assessments and the NYSESLAT.</p>
<b>Intensive Positive</b>		<b>Erie 1 BOCES</b>	<ul style="list-style-type: none"> <li>• Reduced suspension rate</li> </ul>	<p>Data analysis and report will</p>

<p><b>Behavioral Interventions and Support/ Safe and Civil Schools Coaching for High Needs Schools</b></p>			<ul style="list-style-type: none"> <li>• Reduced behavior referrals</li> <li>• Increase in positive behavior</li> <li>• Improved classroom management as measured by classroom observations</li> <li>• More time on instructional tasks</li> <li>• Increased Student engagement</li> </ul>	<p>happen during weekly meetings with the school leadership team and members of the Student Support Team. Student discipline data will be analyzed on a weekly basis and will include the high incident behaviors, high incidence locations, students with high levels of behavior referrals, and classrooms with a high incidence of behavior and discipline referrals. Results of this analysis will be disseminated through school-wide faculty meetings, grade-level meetings, and meetings with individual teachers with high incidents.</p>
<p><b>Parent and Community Engagement: Infrastructure and Capacity Building</b></p>		<p><b>Erie 1 BOCES</b></p>	<ul style="list-style-type: none"> <li>• Improved Attendance</li> <li>• Increased student and parental engagement</li> <li>• Aligned afterschool and summer programs</li> </ul>	
<p><b>Curriculum</b></p>	<p><b>3 days (6 hour/day); Dates TBD</b></p>	<p><b>BCSD</b></p>	<ul style="list-style-type: none"> <li>• Curriculum plan</li> <li>• 2-3 domain maps for specific subject areas</li> <li>• School-wide strategies that assist with implementation challenges</li> <li>• Increase proficiency on district common formative assessments</li> </ul>	<p>Data analysis and reporting will take place during school leadership team meetings and instructional team meetings. The principal, Assistant Principal and Instructional Coach will be responsible for collecting data on the implementation of curriculum. Data collection and</p>

			<ul style="list-style-type: none"> <li>• Increase proficiency on NYS ELA exam</li> </ul>	<p>analysis will focus on the development of guiding curricular materials, the use of those materials in daily classroom instruction, and the effects of those materials on student performance on common formative assessments.</p>
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## **J. Communication and Stakeholder Involvement/Engagement**

### **i. Regular and Systematic Updates to Stakeholders**

One of the core beliefs driving the transformation plan is the district- and 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.

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

To that end, a number of meetings were convened as part of the transformation plan development process:

1. On January 7, 2013, school leadership team 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 school staff 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 goals and vision for the SIG period, 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.
3. To address the feedback from NYSED reviewers, the school leadership teams convened again on May 7<sup>th</sup> to review and revise their grant application.
4. During the week of June 3<sup>rd</sup>, school leadership teams presented the final grant application to their school staff.

**Communications Plan.** The school leadership team and principal will create a plan to work and communicate with stakeholders prior to and during implementing the transformation. During the inaugural Transformation Leadership Learning Network meeting in late June, the school leadership team will participate in a facilitated session on developing a communication plan. During this session, school teams will identify each group of stakeholders and their expected reactions to transformation and ways to include them without preventing successful restructuring. The communications plan will be created to ensure that:

- A compelling case and sense of urgency for success for all students is communicated.
- A clear and consistent message is received across the school community.
- A primary point of contact for each grade level and/or subject is identified and used to ensure a consistent message.
- An environment of high expectations is communicated and created.
- Improve employee support and morale.

Regular updates will be provided to stakeholders following each quarterly TLLN quarterly training meeting in August, October, December, February, and June (2014).

**Parent and Community Involvement.** To address the goal of increased parental involvement, the school will be more informative with parents through programs, conferences, leadership opportunities, and regular parent-teacher conferences to share interim data results and discuss the child's progress.

The district will support the communication efforts regarding school transformation through the following vehicles:

**Forums/Public Hearings** – The purpose of these meetings is to facilitate informal meetings and chats between the school and patrons of the school. Provide opportunities for stakeholders to share concerns with the school leadership. Additionally, provide an opportunity for schools stakeholders to chat informally. Forms will be scheduled strategically to provide a dialogue about issues facing the school in an interactive manner.

**Interactions with Special Groups** – The purpose of this vehicle is to enhance awareness of programs and activities in the district and school and receive input from a variety of constituents regarding school issues. The district will arrange special occasions to meet with identified interest groups for discussions, tours or other appropriate activities.

**Internet/Electronic Technology** – The purpose is to make it possible for stakeholders of the district and school to receive and obtain information through a variety of mediums, including, but not limited to the following:

- District/School External Website
- E-news/Newsletter
- Text Alerts

**Meeting with Students** – The purpose will be to hear directly concerns and ideas of students regarding restructuring programs and their effectiveness.

**Newspaper** – Disseminate information about the district and school improvement efforts and actions through Opinion Editorials, Opinion Column, Advertising, Special Sections (e.g., Back-to-school, Partners in Education, and Teacher Appreciation)

**Opinion Surveys** – Obtain opinions and feedback from parents, staff and other community members for use by the school and district leadership regarding implementation efforts.



## K. Project Plan and Timeline

### i. Goals and Key Strategies for Year-One Implementation Period

<b>Goal: Deliver daily instruction that is differentiated for the unique learning needs of all HBBA students and leads to the development of language proficiency, higher-order thinking skills, and transfer of knowledge</b>			
<b>Focus Area Strategies</b>	<b>Indicators of Success</b>	<b>Time Lines</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>Implement a new daily schedule that includes a differentiation period for ELA in grades in grades ELA K-6 and small-group ELA and mathematics classes</li> <li>Secure additional bi-lingual staff</li> <li>Obtain needed bilingual materials and technology-related assistance through partnership with the City University of New York –New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB)</li> <li>Leverage the existing expertise within the building coupled with external support from the Regional Bilingual Education- Resource Network (RBERN) to attain schoolwide use of SIOP strategies.</li> <li>Develop a project-based units for grades 7 and 8.</li> <li>Adopt or adapt a year-long curriculum map and scope and sequence for content and grade-level courses (aligned to CCSS).</li> <li>Align district-mandated instructional programs to support implementation of the curriculum map.</li> <li>Develop a shared understanding of instructional rigor through collaborative curriculum planning and design.</li> <li>Through teacher collaboration, develop common student assignments and assessments that ask students to perform rigorous and authentic tasks.</li> <li>Map topics for a year-long calendar of job-embedded professional development (e.g., Instructional Coaching, common planning time, grade-level and content area meetings) that align to year-long curriculum map.</li> <li>Identify cohort of staff to receive training from Research for Better Teaching, Inc.</li> </ul>	<p>A new daily schedule</p> <p>Use of bi-lingual materials and project based units</p> <p>Curriculum map/Scope and Sequence for Year 1 in math and ELA in all grades.</p> <p>Schedule for SIOP coaching</p> <p>List of Instructional Strategies shared among staff.</p> <p>Common assignments and assessments developed for each module/unit of study</p> <p>Year-long PD</p>	<p>Sept 2013- June 2013</p>	<p>Principal Assistant Principal Instructional Coaches Teachers</p>

<ul style="list-style-type: none"> <li>• Identify protocols for common-planning time that will be used to identify best-practices and instructional strategies.</li> <li>• Monitor implementation of instructional expectations through classroom observations, lesson plan review, and student achievement results on common formative assessments.</li> </ul>	<p>calendar created</p> <p>Protocols identified and used during common planning time.</p>		
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<b>Goal: Provide time for teachers to collaborate on analysis of student data, lesson planning in order to implement a curriculum developmentally appropriate and supportive of the learning needs for all HBBA students</b>			
Strategies	Indicators of Success	Time Lines	Responsibility
<ul style="list-style-type: none"> <li>• Provide time and support (i.e., materials, training, guidance) for teachers to engage in unit and lesson development this spring and summer using the Sheltered Instruction Observation Protocol model.</li> <li>• SBIT members will engage in collaborative data inquiry for continuous improvement of teaching and learning.</li> <li>• The instructional leadership team will facilitate teacher data-analysis meetings after each interim assessment and maintain focus on the process throughout the year. Instructional leaders will develop schoolwide plans to address assessment results.</li> <li>• Develop and execute a system to monitor the implementation of the curriculum within the school.</li> <li>• Complete a cross-walk of the Common Core shifts to SIOP teaching and learning strategies</li> <li>• Develop monthly “at-a-glance” plans to special area teachers so they can align curricula to content.</li> <li>• Instructional leaders will articulate and communicate expectations for how planning time is to be used.</li> </ul>	<p>Meeting schedules for teacher teams and SBIT</p> <p>Plans for regrouping and re-teaching based on assessment results</p> <p>Guiding school-specific curriculum documents</p> <p>School assessment schedule</p>	<p>Sept 2013- June 2013</p>	<p>Principal Assistant Principal Teachers SIOP Coaches Consultants from REBRN</p>

<ul style="list-style-type: none"> <li>• Teachers will review weekly formative, summative, and benchmark assessment data to identify students who need additional support.</li> <li>• Employ a building wide assessment protocol that assesses students biweekly on the basis of HBBA's established learning targets and the BCSD curriculum pacing guides and instructional programs.</li> <li>• Align academic interventions with RTI framework and monitor for impact</li> </ul>			
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<b>Goal: Create a safe and welcoming environment by improving the climate and culture of HBBA</b>			
<b>Strategies</b>	<b>Indicators of Success</b>	<b>Time Lines</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>• Strengthen PBIS practices to achieve full implementation with fidelity schoolwide.</li> <li>• Hire a half-time dean of students to provide needed support in the management of discipline referrals, administration of behavioral plans and supports, and oversight of home-school communications to ensure that families are engaged and informed as partners in their child's education</li> <li>• All teachers will develop classroom management plans that articulate the routines and procedures they will implement to ensure that time is used productively.</li> <li>• Engage teachers in a book study using Harry Wong's <i>Classroom Management</i></li> <li>• Following a district-developed progress-monitoring protocol, students will be moved into other intervention programs to address additional skills, remain in interventions for additional cycles, or moved out of the intervention following the district's RTI model of support and programming</li> <li>• Teachers and other support staff will lead lunch groups on topics identified by PBIS and behavioral data.</li> </ul>	<p>Reduction of classroom incidents and suspensions</p> <p>Observation of positive behavior management practices in classrooms</p> <p>Schedule of lunch time behavior skill building sessions</p> <p>Curriculum for advisory "crew" period</p> <p>Literature, programs, etc. reviewed and experts, guidance counselors, etc.,</p>	<p>Sept 2013- June 2013</p>	<p>Principal Assistant Principal Dean of Students Teachers Parents Erie 1 BOCES Division of School Support Services</p>

<ul style="list-style-type: none"> <li>• The student support team assists in the coordination and delivery of secondary and tertiary supports and acts as a resource for teachers to problem-solve and utilize strategies in the classroom to support struggling students.</li> <li>• With the support of the Erie 1 BOCES Division of School Support Services, the PBIS team will disaggregated behavior and discipline data from the student monitoring systems to identify students not responding to schoolwide behavior supports and assigns them to group or individualized supports</li> <li>• The addition of a homeroom advisory “crew” for the upper grades and the development of intake and orientation processes for new students</li> <li>• Incorporate an instructional component for teaching students self-control and social-skill strategies</li> <li>• PBIS team will work in Year One to develop and implement a clear list of entitlements versus privileges as well as a delineation of consequences for misbehavior. The schoolwide behavior policy identifies which behaviors are handled by teachers, behavior support staff, and school leaders.</li> <li>• Develop a consistent and unified approach to family engagement to increase their ability to support education in the home</li> </ul>	<p>consulted.</p> <p>.</p> <p>Data system identified, set-up and tested.</p> <p>Protocol for data input, analysis and reporting developed.</p> <p>100% of staff receive training/attend meeting.</p> <p>85% of parents return tear-off sheet indicating they have received the expectations.</p>		
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**ii. Early Wins - Indicators of Successful SIG plan implementation**

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 HBBA include the following:

- Implementation of a revised daily schedule with time for teacher collaboration.
- Positive contact with every parent/guardian during the first two weeks of school.
- Decrease the number of discipline referrals as measured by Positive Behavioral Interventions and Supports (PBIS).

- Safe and Orderly school-wide transitions (e.g. arrival, breakfast, dismissal, lunch, class-to-class in the upper grades).
- Increase time on task as measured by weekly classroom observations.
- Roles and responsibilities for all school teams clearly articulated and communicated

**i. Leading Indicators**

As required per the NYSED Office of Accountability and School Innovation, the school leadership team-inclusive of the administrative team- will monitor the following Leading Indicators at least monthly, most often quarterly. School leadership teams will participate in quarterly meetings facilitated by American Institutes for Research called the *Transformation Leadership Learning Network*. During this time, school teams will monitor SIG implementation by examining indicators of success, progress towards outcomes, and the leading indicators of improvement and transformation.

Leading Indicators

- Aggregate student attendance and school average daily attendance
- Aggregate attendance by instructional staff and staff average daily attendance
- Instructional staff turnover rate
- Instructional staff APPR ratings
- Aggregate in-school and out-of-school suspension rates and average in-school and out-of-school suspension rates by total school and broken down by sub-group
- Truancy rates
- Dropout rates
- Number of students completing advanced coursework by subgroup (e.g., Advanced Placement/ International Baccalaureate, college pathways or dual enrollment classes [high schools only])
- Other program evaluation data as needed

Additionally, 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. This is a component of the Transformation Leadership Learning Network. 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; and Identify and prioritize next steps for deepening implementation and effectiveness.

**ii. Years 2 and 3—Goals and Key Strategies**

The immediate goals and strategies for Year One focus on systems and structures for school culture and climate, behavior, instructional strategies and collaboration. Year Two and three will be spent refining and executing those systems and structures using data as a guide.

Goals and Strategies for Year 2 and Year 3 include:

- **Goal:** Provide clear expectations and support the schoolwide use of student outcome data for planning and delivering instruction. Strategies include:
  - Create a school culture of reflection and continuous improvement.
  - Set clear expectations for data use.
  - Adjust classroom instruction based on student progress.
  - Track implementation of schoolwide data use policies to ensure that they are being implemented consistently and to provide teachers will continuous feedback and appropriate support.
  
- **Goal:** Develop and Implement a schoolwide system to identify students' specific learning needs using assessment data, provide multi-tiered academic interventions, and employ ongoing progress monitoring to address student needs. Strategies include:
  - Identify a team of school staff members who will lead the rollout of the intervention.
  - Develop record-keeping systems that communicate student progress to stakeholders (e.g. student, parent, teachers, intervention coordinators).
  - Adopt or adapt district screening instruments that are used to identify students for interventions.
  - Establish participation criteria, select benchmarks or cutpoints at which risk is determined, and identify students who fail to meet benchmarks or fall below specified cutpoints.
  - Determine service delivery method (e.g., pullout small-group instruction, after school instruction, Saturday program) and duration and frequency of service.
  - Establish a timeline for progress monitoring.

## BUDGET NARRATIVE

<b>BUDGET CODE</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>	<b>Proposed Expenditures Year-1</b>
<b>Code 15</b>	<b>Professional Salaries</b>	
	<p><b>Buffalo City School District:</b>  <u>Chief of Special Projects .03 FTE:</u> The Chief of Special Projects will have the responsibility for securing resources to support our Priority Schools (such as School Improvement Grants) and overseeing compliance to the requirements of federal grants as well as the state framework for the DTSDE.</p>	\$4,095
	<p><u>Director – Educational Partnerships .06 FTE:</u> Support the continuing development and operation of all Educational Partnership Organizations (EPO’s). Liaison between EPO’s and the Buffalos City School District (BCSD).</p>	\$4,917
	<p><u>Project Administrator – School Reform and Quality Review .06 FTE:</u> assists with the implementation and calibration of the diagnostic tool for school district effectiveness tool. They will assist with all Priority and Focus Schools.</p>	\$5,332
	<p><u>Project Administrator – Strategic Planning and Operations .06 FTE:</u> Will provide additional direction and assistance in the implementation planning (SCEP). Will understand the BCSD systems, forms, processes, and responsibilities around school-based budgeting and engage in a process to align the school budget and other resources in support of the SIG and/or SCEP.</p>	\$5,332
	<p><u>Project Administrator – SIG .06 FTE:</u> 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. Liaison to the grants Department.</p>	\$4,800
	<p><u>Supervising Principal .19 FTE:</u> Offer administrative assistance and guidance to the Turnaround Principal(s) while working with assigned Community and Associate Superintendents.</p>	\$20,900
	<p><u>Instructional Coach .31 FTE:</u> Will be assigned a group of priority schools to assist the school's leadership team and school based instructional coaches with pedagogy, embedded professional development, relationship building strategies and collaborating with teachers and staff. This is an additional layer of support for school based instructional coaches. The purpose of this position is to be the coach of the instructional coach. This position will service priority and focus schools daily.</p>	\$20,150
	<p><u>Instructional Technology Coach .06 FTE:</u> Will be assigned to Special Projects to provide the IT support needed for the office's growing professional development obligations and commitments, website and professional development management.</p>	\$3,900
	<p><u>Administrative Ancillary – Overtime:</u> to provide administrators time to work on grant reports/activity/pd after hours.</p>	\$3,586

<b>BUDGET CODE</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>	<b>Proposed Expenditures Year-1</b>
	<p><b>Herman Badillo Bilingual School #76:</b>  <u>Assistant Principal (SAM) 1.0 FTE:</u> 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. 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.  <u>Reduced Class Size Teachers 1.8 FTE:</u> to make a number of iterant teachers whole so as to better address the academic, social and emotional student need(s). The following staff additions have been added .6 ELA, .8 Math and .4 Science. The ELA &amp; Math teacher make the position whole.  <u>Instructional Technology Coach 1.0 FTE:</u> Service all school hardware and software and assist teachers with the infusion of technology into everyday instruction.  <u>Instructional Coach – School Based 1.0 FTE:</u> will provide embedded instructional support to all content areas via modeling, mentoring and building each teachers repertoire of instructional strategies. They also bring evidence based practices into classrooms by working with teachers and school leadership. Will be the driving force in implementing the four competency clusters of a school turnaround teacher. Herman Badillo would like this position to have an emphasis on Mathematics.  <u>Attendance Teacher .25 FTE:</u> will increase school-based attendance services to a .50 FTE. The attendance teacher will monitor daily attendance for truancy/absenteeism, make home visits and provide additional services to improve overall school attendance.  <u>Librarian .50 FTE:</u> will increase library service to a full FTE position. The librarian will service all grade and content areas to increase literacy.  <u>Psychologist - bilingual .66 FTE:</u> provide testing and support for the ESL/ELL students as well as counseling and PBIS emotional-social climate reinforcement.  <u>Support Reading Teacher .5 FTE:</u> will support classroom reading instruction via small groups and individual interventions.  <u>Math Support Teacher 1.0 FTE:</u> to support grades 7 and 8 to provide double periods of daily math instruction.  <u>Substitutes 2.0 FTE's:</u> to provide daily support for embedded professional development. 186 days ( 1 position) will be used as a bank of days to provide multiple substitutes for targeted embedded professional development.  <u>Teacher Ancillary -June 23 -27, 2014:</u> to provide 5 full days of paid</p>	<p>\$80,000</p> <p>\$117,000</p> <p>\$65,000</p> <p>\$65,000</p> <p>\$16,250</p> <p>\$32,500</p> <p>\$46,200</p> <p>\$32,500</p> <p>\$65,000</p> <p>\$41,664</p> <p>\$135,000</p>



<b>BUDGET CODE</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>	<b>Proposed Expenditures Year-1</b>
	professional development for 90 teachers the week after school ends as related to the schools turnaround plan.	
	<u>Teacher/Student – PD:</u> to provide 40 teachers training after school or on Saturday in school wide and district initiatives not limited to CCLS, data driven inquiry, co-teaching, PBIS, instructional technology and other related professional development opportunities. Professional development will be scheduled once the District calendar is approved.	\$18,590
	<u>Administrator/Student – PD:</u> to provide (3) administrators training after school or on Saturday in school wide and district initiatives not limited to CCLS, data driven inquiry, co-teaching, PBIS, instructional technology and other related professional development opportunities. Professional development will be scheduled once the District calendar is approved.	\$1,441
	<u>Discussion Leader – PD:</u> in house/district support teachers (2) providing professional development of teachers and administrators not limited to the areas of CCLS, data driven inquiry, co-teaching, PBIS, instructional technology and other related professional development opportunities. Professional development will be scheduled once the District calendar is approved.	\$1,391
	<u>Curriculum Committee - Administrative:</u> (3) Buffalo City School District (BCSD) administrators will be working with instructional staff for CCLS, data driven inquiry, co-teaching, PBIS, instructional technology (and other related professional development opportunities) to plan these events. Professional development will be scheduled once the District calendar is approved.	\$2,016
	<u>Curriculum Member – Teachers:</u> 50 teachers will work on curriculum development for CCLS, data driven inquiry, PBIS, instructional technology and other related professional development opportunities. Professional development will be scheduled once the District calendar is approved.	\$32,513
	<u>Teacher Ancillary – Summer:</u> 18 teachers will provide instruction during the summer specifically for Hamlin Park students. Using a 20:1 ratio 360 students (more than 50% of the current enrollment) will receive an additional 70 hours of instructional contact.	\$35,079
	<u>Principal:</u> Stipend as required by District Collective Bargaining Agreement exclusively for Hamlin park students.	\$2,000
	<u>Teacher Ancillary (3) – Summer Specials:</u> to include art, music and gym within the framework of the summer program	\$6,139
	<u>School Counselor - Summer:</u> To provide needed social emotional support and provide scheduling services as required during Summer program.	\$1,462
	<u>Library Media:</u> to provide a librarian services this will promote literacy to all students.	\$2,047
	<u>Substitute for Summer School (2):</u> Will provide assistance to teaching staff.	\$4,480
	<u>Teacher/Student – Summer PD:</u> organization, orientation and training for the summer school program.	\$1,172

<b>BUDGET CODE</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>	<b>Proposed Expenditures Year-1</b>
	<p><u>Teaching Assistants –(2):</u> – Will provide classroom instructional assistance during the summer program</p> <p><u>Teacher Ancillary – ELT:</u> Will allow for 220 hours of additional student contact for 440 students. This is twenty hours above the ESEA requirement and provides programming for 62% of the schools enrollment.</p> <p><u>Administrative Ancillary – ELT:</u> Per Collective Bargaining Agreement – to provide administrative support each day of ELT</p> <p><u>Teaching Assistant – Summer Hourly:</u> 6 Assistants to provide additional classroom support during summer program, preferably Spanish speaking.</p>	<p>\$39,692</p> <p>\$91,872</p> <p>\$7,890</p> <p>\$14,809</p>
<b>Code 16</b>	<b>Support Staff Salaries</b>	
	<p><b>Buffalo City School District:</b></p> <p><u>Senior Account Clerk Typist .16 FTE:</u> Provide clerical assistance for all School Improvement Grants. \$7,040</p> <p><u>Administrative Secretary .03 FTE:</u> Provide clerical assistance to the Chief of Special Projects. \$1,290</p> <p><u>Research Aide .12 FTE:</u> Provide data and data analysis for all Priority and Focus schools. \$6,720</p> <p><u>Budget Examiner .05:</u> Will provide district wide review and analysis of each SIG to insure timely/effective grant expenditure. \$2,800</p> <p><u>Human Resource Specialist .06 FTE:</u> will assist Human Resources Department to acquire and align essential personnel for the continuing success of the school improvement grants. \$3,000</p> <p><b>Herman Badillo Bilingual #76</b></p> <p><u>School Clerk – ELT:</u> To provide clerical support for the extended learning after school program. \$3,403</p> <p><u>School Clerk – Summer Hourly:</u> to provide clerical support to the summer program including office management, payroll and teacher attendance. \$4,331</p> <p><u>Teacher Aide – Summer Hourly:</u> provides 2 aides for summer program support including teacher preparation and student monitoring. \$2,242</p>	
<b>Code 40</b>	<b>Purchased Services</b>	
	<p><b>Buffalo City School District</b></p> <p><u>Contract Services:</u> The district policy requires approval of NYSED funding prior to beginning contractual proceedings.</p> <p><u>Software/educational Solutions Consultant:</u> Niagara Solutions - Provide support and training for the enhanced data dashboard. \$3,000</p> <p><u>Turnaround Specialist:</u> American Institutes for Research - provide transformation leadership network that consists of quarterly meetings with SIG funded school(s) transformation teams. \$4,000</p> <p><u>Distinguished Educator:</u> EDULEAD, LLC: will provide overall district guidance and educational recommendations required per NYS Education. \$4,000</p>	

<b>BUDGET CODE</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>	<b>Proposed Expenditures Year-1</b>
	<p><b>Herman Badillo Bilingual #76</b></p> <p><u>Contract Services:</u> The district policy requires approval of NYSED funding prior to beginning contractual proceedings.</p> <p><u>Turnaround Partner:</u> The American Institutes for Research will be the Turnaround specialists who will partner with North Park Middle staff to provide continuing professional development and mentoring within the framework of their turnaround model.</p> <p><u>Research for Better Teaching:</u> Teachers will participate in the Studying Skillful Teacher course which emphasizes instructional practice and effective integration of essential student data. Two cohorts will be available for teachers to attend – one in the Fall of 2013 the other in the Spring of 2014.</p> <p><u>SAMS Training:</u> 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.</p> <p>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, <i>Time Track</i> 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.</p> <p><u>Outside Educational Expert:</u> DTSDE: PLC Associates – provide the outside educational expert required to implement, review and write the school reports using the DTSDE Tool as required by the NYSED for a separate DTSDE review to take place in 2013-14.</p> <p><u>Tuition:</u> Provides tuition reimbursement for teachers and building administrators for graduate and doctoral courses. A grade of “B” or better is required.</p>	<p>\$101,804</p> <p>\$15,000</p> <p>\$11,500</p> <p>\$10,000</p> <p>\$10,000</p>
<b>Code 45</b>	<b>Supplies and Materials</b>	
	None	
<b>Code 46</b>	<b>Travel Expenses</b>	
	<p><b>Buffalo City School District</b></p> <p><u>PLO/Conference:</u></p> <p>1 admin to attend NYSED_Turnaround Leadership Meeting, Albany, NY</p>	<p>\$800</p>

<b>BUDGET CODE</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>	<b>Proposed Expenditures Year-1</b>
	1 admin to attend Harvard University Principals' Center, Cambridge, Massachusetts 1 admin to attend Council of Great City Schools, TBD  <u>Employee Mileage:</u> For travel within the District  <b>Herman Badillo Bilingual #76</b> <u>Non Employee Travel (3):</u> Outside Educational Expert – DTSDE Training in Albany, NY <u>Student Transportation:</u> Buses to transport students during Summer School experience.	\$5,000  \$1,500  \$100  \$5,000 \$47,813
<b>Code 80</b>	<b>Employee Benefits</b>	
	Benefits rates are contractually negotiated through a collective bargaining process.	\$438,933
<b>Code 90</b>	<b>Indirect Cost</b>	
	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:	\$44,393
<b>Code 49</b>	<b>BOCES Services</b>	
	<b>Herman Badillo Bilingual #76</b> <u>Erie I BOCES:</u> <ul style="list-style-type: none"> <li>• <u>School Culture and Climate:</u> PBIS/Safe and Civil Schools Provide targeted technical assistance and coaching to schools that need additional assistance and support in implementing the District's Positive Behavioral Systems with fidelity in order to achieve a reduction in disciplinary referrals and suspensions, attendance improvement and an increase in academic achievement.</li> <li>• <u>Student Support: Attendance Improvement:</u> Build the capacity of the Student Support Teams and building staff to provide universal prevention, as well as targeted intervention strategies to improve attendance in order to increase instructional time; provide adjunct training, coaching, technical assistance, best practices and support to ensure success.</li> <li>• <u>Parent and Community Engagement:</u> Capacity Building - Provide training, technical assistance, and coaching to build the capacity of parents and the community, especially afterschool providers, to understand, support and fully engage in the implementation of evidence-base strategies for school improvement, such as attendance. Professional Development to encourage the development of positive school culture and climate to facilitate instruction.</li> </ul>	\$15,000  \$5,000  \$5,000

<b>BUDGET CODE</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>	<b>Proposed Expenditures Year-1</b>
	<ul style="list-style-type: none"> <li>• <u>Behavior Specialist</u>: to build the capacity of teachers and staff to implement evidence-based strategies and interventions to reduce K-8 disciplinary actions and suspensions in order to increase instructional time.</li> <li>• <u>Building Crisis Preparedness Training, Planning and Technical Assistance</u>: Provide step by step strategic training and technical assistance to prepare and support staff at various levels to intervene in crisis situations at the building level.</li> </ul>	<p style="text-align: right;">\$4,500</p> <p style="text-align: right;">\$5,000</p>
	<b>TOTAL</b>	<b>\$1,799,888</b>

Local Agency Information

Funding Source: School Improvement Grant - Cohort 4 - Herman Badillo Bilingual #76 - Year 1

Report Prepared By: Diane Cart/Debra Sykes



**ORIGINAL**

Agency Name: Buffalo City School District

Mailing Address: 419 City Hall

Street		
<b>Buffalo</b>	<b>NY</b>	<b>14202</b>
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**

*Keith Robertson 6/5/13*

- ✦ 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/](http://www.oms.nysed.gov/cafe/) or call Grants Finance at (518) 474-4815.

**RECEIVED  
 SPECIAL PROJECTS DEPT.  
 2013 JUN -4 AM 8:30**

**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
<b>District</b>			
Chief of Special Projects	0.03	\$ 136,500	\$ 4,095
Director-Educational Partnerships	0.06	\$ 81,950	\$ 4,917
Project Administrator - School Reform & Quality Review	0.06	\$ 88,866	\$ 5,332
Project Administrator- Strategic Planning & Operations	0.06	\$ 88,866	\$ 5,332
Project Administrator - SIG	0.06	\$ 80,000	\$ 4,800
Supervising Principal	0.19	\$ 110,000	\$ 20,900
Instructional Coach	0.31	\$ 65,000	\$ 20,150
Instructional Tech Coach	0.06	\$ 65,000	\$ 3,900
Administrator Ancillary-afterschool		100 hrs x \$35.86/hr	\$ 3,586
Subtotal - Code 15			\$ 73,012 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
<b>District</b>			
Senior Account Clerk Typist	0.16	\$ 44,000	\$ 7,040
Administrative Secretary	0.03	\$ 43,000	\$ 1,290
Research Aide	0.12	\$ 56,000	\$ 6,720
Budget Examiner	0.05	\$ 56,000	\$ 2,800
Human Resource Specialist	0.06	\$ 50,000	\$ 3,000
Subtotal - Code 16			\$ 20,850 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
<b>Herman Badillo Bilingual #76</b>			
Assistant Principal (SAM)	1.00	\$80,000	\$ 80,000
Instructional Technology Coach	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
Math Support Teacher	1.00	\$65,000	\$ 65,000
Psychologist-bilingual	0.66	\$70,000	\$ 46,200
Reading Support Teacher	0.50	\$65,000	\$ 32,500
Reduced Class Size	1.80	\$ 65,000	\$ 117,000
Substitutes		2 subs x 186 days x \$112/day	\$ 41,664
Teacher Ancillary-41st week		5 days x 90 tchrs x \$300/day	\$ 135,000
Teacher/Student - pd		40 tchrs x 25 hrs x \$18.59/hr	\$ 18,590
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		50 tchrs x 25 hrs x \$26.01	\$ 32,513
Tchr Ancill-Summer Program		18 tchrs x 20 days x 3.5 hrs x \$27.84/hr	\$ 35,079
Principal Stipend-Summer Prog		1 prin x \$2,000	\$ 2,000
Teacher Ancillary- ELT		15 tchrs x 110 days x \$27.84/hr x 2 hrs	\$ 91,872
Admin Ancillary- ELT		220 hours x \$35.86/hr	\$ 7,890
School Counselor-summer		15 days x 3.5 hr/day x \$27.84/hr	\$ 1,462
Library Media-summer		21 days x 3.5 hrs/day x \$27.84/hr	\$ 2,047
Substitutes (2)-summer		2 x 20 days x \$112 day	\$ 4,480
Teacher ancillary-summer specials		3 tchrs x 21 days x 3.5 hr/day x \$27.84 hr	\$ 6,139
Teacher/Student - PD		18 tchers x 3.5 hrs x \$18.59/hr	\$ 1,172
Teaching Assistant	2.00	\$ 19,846	\$ 39,692
Teaching Asst-hourly-summer		6 assts x 21 days x 7 hrs/day x \$16.79/hr	\$ 14,809
			\$ 958,707
		Subtotal - Code 15	\$ 1,031,719

**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
School Clerk ( ELT)		110 days x 1 hr x \$30.93/ hr	\$ 3,403
School Clerk (Summer School)		20 days x 7 hrs/day x \$30.93/hr	\$ 4,331
Teacher Aide-hourly-summer (bilingual)		2 aides x 20 days x 3.5 hrs/day x \$16.01/hr	\$ 2,242
			\$ 9,976
		Subtotal - Code 16	\$ 30,826



**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
<b>District</b> Contract Services			
Distinguished Educator	EDULEAD, LLC	\$4,000	\$ 4,000
Software/Educational Solutions Consultant	Niagara IT	\$3,000	\$ 3,000
Turnaround Specialist	American Research	\$4,000	\$ 4,000
Subtotal - Code 40			\$ 11,000 addendum

**SUPPLIES AND MATERIALS: Code 45**

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

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

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

**PURCHASED SERVICES: Code 40**

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

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
<b>Herman Badillo Bilingual #76</b>			
Contract Services			
Turnaround Partner	American Institutes for Research	\$101,804	\$ 101,804
SAMS Training	NSIP	\$11,500	\$ 11,500
Skillful Teacher Training	Research for Better Teaching	\$15,000	\$ 15,000
Outside Educational Expert-DTSDE	PLC Associates	\$10,000	\$ 10,000
Tuition	varies	\$10,000	\$ 10,000
			\$ 148,304
		Subtotal - Code 40	<b>\$ 159,304</b>

**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
			\$ -

**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
<b>District</b>			
PLO/Conference Travel:			
1 Administrator	Turnaround Leadership Meetings Albany, NY	\$800/person x 1 person	\$ 800
1 Administrator	Harvard Graduate Schl of Education Cambridge, Mass	\$5,000 x 1 person	\$ 5,000
1 Administrator	Council of Great City Schools Conf	1 admin x \$1,500/person	\$ 1,500
Mileage	Travel within district	222 miles x \$0.45/mi	\$ 100
Subtotal - Code 46			\$ 7,400 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	\$ 81,285
Retirement	New York State Teachers 0.1625	\$ 167,655
	New York State Employee 0.205	\$ 6,320
	Other	
Health Insurance	Teachers 7.08	\$ 89,201
	Administrators 1.43	\$ 20,567
	Exempt 0.03	\$ 454
	Civil Service 0.42	\$ 5,292
	Teacher Aides 2.00	\$ 21,724
Worker's Compensation Insurance	0.0315	\$ 33,471
Unemployment Insurance	0.0065	\$ 6,907
Supplemental Benefits	NYS Tchrs	\$ 3,717
	NYS Administrators \$530	\$ 758
	Exempt	\$ 42
	Teacher Assistants	\$ 1,080
	Buffalo Civil Service	\$ 242
Life Insurance \$19.80	10.96	\$ 218
Subtotal - Code 80		\$ 438,933

**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
<b>Herman Badillo Bilingual #76</b>			
Nonemployee Travel - Outside Educational Expert	DTSDE Training Albany, NY	\$1,666.60/person x 3 people	\$ 5,000
Student Transportation-summer schl	summer school	varies	\$ 47,813
Subtotal - Code 46			\$ <b>52,813</b> \$ <b>60,213</b>

**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 0.1625	
	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.) \$ 1,644,191 (A)
- B. Approved Restricted Indirect Cost Rate 2.70% (B)
- C. (A) x (B) = Total Indirect Cost Subtotal - Code 90 \$ 44,393 (C)

**PURCHASED SERVICES WITH BOCES: Code 49**

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
<b>Herman Badillo Bilingual #76</b>			
School Culture & Climate	Erie I BOCES	\$15,000	\$ 15,000
Student Support:Attendance Improvement	Erie I BOCES	\$5,000	\$ 5,000
Parent & Community Engagement: Behavior Specialist	Erie I BOCES	\$5,000	\$ 5,000
Building Crisis Preparedness	Erie I BOCES	5 days x \$900/day	\$ 4,500
		\$5,000	\$ 5,000
Subtotal - Code 49			<b>\$ 34,500</b>

**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		<b>\$ -</b>

**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 under 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	\$ 1,031,719
Support Staff Salaries	16	\$ 30,826
Purchased Services	40	\$ 159,304
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ 60,213
Employee Benefits	80	\$ 438,933
Indirect Costs	90	\$ 44,393
BOCES Services	49	\$ 34,500
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Grand Total</b>		<b>\$ 1,799,888</b>

*North Rochester 6/5/13*

**CHIEF ADMINISTRATOR'S CERTIFICATION**

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

6-7-13 \_\_\_\_\_  
 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 only)

Agency Name: Buffalo City School District

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Fiscal Year \_\_\_\_\_ Amount Budgeted \_\_\_\_\_ First Payment \_\_\_\_\_

Finance: \_\_\_\_\_ Voucher # \_\_\_\_\_ First Payment \_\_\_\_\_  
 Log \_\_\_\_\_ Approved \_\_\_\_\_ MIR \_\_\_\_\_

Attachment D - (1003g) Budget Summary Chart

Agency Code	1	4	0	6	0	0	0	1	0	0	0
<b>Buffalo City School District (School #76)</b>											
<b>Year 1 Implementation Period (September 1, 2013 - August 31, 2014)</b>											
Categories	Code	Costs									
Professional Salaries	15	\$1,031,719									
Support Staff Salaries	16	\$30,826									
Purchased Services	40	\$159,304									
Supplies and Materials	45										
Travel Expenses	46	\$60,213									
Employee Benefits	80	\$438,933									
Indirect Cost (IC)	90	\$44,393									
BOCES Service	49	\$34,500									
Minor Remodeling	30										
<b>Total</b>		<b>\$1,799,888</b>									
<b>Year 2 Implementation Period (September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only)</b>											
Categories	Code	Costs									
Professional Salaries	15	886,544									
Support Staff Salaries	16	26,554									
Purchased Services	40	104,802									
Supplies and Materials	45										
Travel Expenses	46	30,000									
Employee Benefits	80	398,700									
Indirect Cost (IC)	90	38,400									
BOCES Service	49	15,000									
Minor Remodeling	30										
<b>Total</b>		<b>1,500,000</b>									
<b>Year 3 Implementation Period (September 1, 2015 - August 31, 2016- for Turnaround, Restart, and Transformation models only)</b>											
Categories	Code	Costs									
Professional Salaries	15	574,200									
Support Staff Salaries	16	17,866									
Purchased Services	40	82,200									
Supplies and Materials	45										
Travel Expenses	46	21,400									
Employee Benefits	80	264,445									
Indirect Cost (IC)	90	24,889									
BOCES Service	49	15,000									
Minor Remodeling	30										
<b>Total</b>		<b>1,000,000</b>									

<b>Total Project Period (September 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR September 1, 2013 - August 31, 2014 for Closure models)</b>		
Categories	Code	Costs
Professional Salaries	15	2,492,463
Support Staff Salaries	16	75,246
Purchased Services	40	346,306
Supplies and Materials	45	
Travel Expenses	46	111,613
Employee Benefits	80	1,102,078
Indirect Cost (IC)	90	107,682
BOCES Service	49	64,500
Minor Remodeling	30	
<b>Total Project Budget</b>		<b>4,299,888</b>



# ***Attachments***

**Buffalo Public Schools**  
**School Based Budget Development Guide**  
**2013-14 Budget**  
**March 2013**

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## **1. INTRODUCTION**

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

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

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

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

## **2. FUNDING SOURCES**

The District has two major funds that support school operations:

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

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

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

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

### 3. BASELINE STAFFING

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

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

Guidance Counselors	Minimum 0.5
School Configuration	
K – 8 <sup>th</sup> grade	0.5
9 – 12 <sup>th</sup> grade	0.5 for every 150 students

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

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

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

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

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

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

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

### 3A. EXPLAINING THE INPUTS IN THE BASELINE STAFFING

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

- Projected Student Enrollment
- Special Education Student Population

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

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

### **Enrollment Projections**

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

2013-14 projections also take into account more nontraditional factors that can significantly affect enrollment, such as school closures, school reconstruction, grade expansions or reductions. Individual school enrollments are totaled and compared to the Districts overall trend over the past three years.

Principals will be asked to validate the projected enrollments during the Staffing Meetings held with the Community Superintendents. Should a Principal believe the projected enrollments provided by the Director of Staffing for Budget differ significantly from their projections, they should discuss the variances with their Community Superintendent and bring supporting data to the Staffing/Budget Meetings. It should be understood that the total of individual school enrollments should not be significantly different than the District’s overall enrollment trend – ie – significant enrollment growth should not be projected without documentation and indication of where the students are transferring/enrolling from. Staffing adjustments will be made based on actual enrollment as of 2013-14 BEDS day.

## **4. CENTRALLY ASSIGNED INSTRUCTIONAL STAFF**

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

### **4A. OCCUPATIONAL AND VOCATIONAL PROGRAMS**

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

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



#### 4B. ENGLISH LANGUAGE LEARNERS

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

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

#### 4C. RELATED SERVICES FOR SPECIAL EDUCATION

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

#### 4D. STUDENT SUPPORT TEAMS

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

#### 4E. EXPLAINING THE INPUTS IN THE CENTRALLY ASSIGNED STAFF

##### Occupational and Vocational Education Population

##### Business:

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

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

##### Trades:

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

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

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

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

#### Special Circumstances:

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

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

#### English Language Learner Student Population

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

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

Adjustments to ESL services may be necessary during the year as students populations change.

**Schools are not permitted to repurpose funds designed to support ELL needs.**

#### Special Education Student Population

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

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

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

## 5. STAFFING AND SCHOOL BUDGET PROCESS

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

The process for submission and approval is as follows:

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

### NOTE:

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

### PROGRAM ADDITION AND REMOVAL:

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

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

### NON-NEGOTIABLE STAFFING LEVELS:

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

**NON-NEGOTIABLE STAFFING LEVELS:**

The following table outlines staffing and scheduling requirements that must be adhered to:

Subject Area	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12	Class Size
Physical Education	One 30 minute class / 6 days	Two periods (length 40-45 minutes depending on building schedule) / 6 day cycle	Three periods (length 40-45 minutes depending on building schedule) / 6 day cycle	3 periods (length 40-45 minutes depending on building schedule) /6 day cycle	Budget for formula has allotted staff based on sections at each grade level Swimming - 25 for safety, contract allows for 35 "Second set of eyes" trained in the defibrillator
Music	One 30 minute class / 6 days	Two periods (length 40-45 minutes depending on building schedule) / 6 day cycle	One-half unit (one period daily for at least one semester or one period three days) / 6 day cycle	One unit of credit in art and/or music (one period daily for a whole year or comparable amount of time)	
Art	One 30 minute class / 6 days	Two periods (length 40-45 minutes depending on building schedule) / 6 day cycle	One-half unit (one period daily for at least one semester or one period three days) / 6 day cycle	One unit of credit in art and/or music (one period daily for a whole year or comparable amount of time)	
CTE Certified Programs (Trade & Business)			One period daily for one semester (Alternates with Technology)	<b>Grade 9 CFM</b> -one period /full year <b>Certified Business and Trades*</b> <b>Courses:</b> <b>Grades 10-12</b> CTE Career Path – minimum – two periods/full year <b>Grades 9-12</b> - Differentiated CTE Programs - one period /full year Any business course can be an elective – one period/full year <b>*Trade Teachers</b> may teach 6 periods	

Subject Area	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12	Class Size
Technology			One period daily for one semester (Alternates with Home and Careers)		
Foreign Language			One unit of credit (one period daily for a whole year)		
Librarian	3 days 6/day cycle	3 days 6/day cycle	8 <sup>th</sup> Grade only – enrollment of 100 – 300 .4 periods / 6 day cycle	500 – 900 student 5 periods/daily 700 – 1,000 9 periods/daily 300 – 500 student .5 (3 days out of a 6 day cycle)	
RTI	The students who are not proficient must be provided with appropriate intervention services. Level of proficiency and group size must be considered when providing RTI	The students who are not proficient must be provided with appropriate intervention services. Level of proficiency and group size must be considered when providing RTI		Any student not at proficiency must receive appropriate and effective Academic Intervention Services in core subjects	
ELA	90 minutes of Literacy Period 60 minutes of Differentiated Period	60 minutes of Literacy Period 60 minutes of Differentiated Period	40 minutes of ELA AIS for select students		
Math	90 minutes of instruction	90 minutes of instruction	One period daily full year		
Social Studies	Minimum of 40 minutes three times /6 day cycle	Minimum of 40 minutes three times /6 day cycle	One period daily full year		
Science	Minimum of 40 minutes three times /6 day cycle	Minimum of 40 minutes three times /6 day cycle	One period daily full year		

**6. FLEXIBLE CONTRACT FOR EXCELLENCE FUND BUDGETS**

Schools that do not receive supplemental funding via School Improvement Grants (SIG) will receive supplemental funding via the Contract for Excellence set aside. Schools will receive a per pupil allocation for students with Level I and II English Language Arts (ELA) and Math scores. Per pupil allocations will also be provided for students who are ELL, in grades K-3 or Grades 10-12. A student can be counted twice. Additionally, schools whose SIG funds expire in 2012-13 will receive transitional funding. For 2013-14, the amounts will be as follows:

	Level 1 ELA & Math	Level 2 ELA & Math	ELL	Students in Grades K-3	Students in Grades 10-12	SIG Transition
Allocations per pupil	\$200	\$100	\$50	\$50	\$50	
Lump sum allocation						\$250,000

Flexible funds can be spent on the allowable expenditures listed below, after submission of the School Budget Worksheet and approval of the Community Superintendent as outlined in section Five.

**6A. EXPLAINING THE INPUTS IN THE FLEXIBLE CONTRACT FOR EXCELLENCE FUNDING**

For the 2013-14 school budgets, the number of Level I and II students in ELA and Math was obtained from the Office of Shared Accountability January 25, 2013 and represent the students currently enrolled in schools with the previous year’s assessment results.

Enrollment for ELL, grades K-3 and 10-12 represents 2012 BEDS and was obtained from the Office of Shared Accountability.

Due to the availability of data, prior year enrollment data will be used for school budgets.

**6B. STATE GUIDELINES FOR CONTRACT FOR EXCELLENCE ALLOCATIONS**

The Contract for Excellence (C4E) is a set aside of the District’s Foundation Aid as prescribed and adjusted in Education Law, section 211-d. The annual contract amount shall be used in accordance with allowable programs and activities and affirm that such programs shall predominately benefit students with the greatest educational needs including, but not limited to:

- a. Limited English proficient students and students who are English language learners;
- b. Students in poverty;
- c. Students with disabilities; and
- d. Students with low academic achievement

**Allowable programs and activities:**

- a. Student time on task
  - i. Guidance counselors
  - ii. Attendance teacher
  - iii. Academic Intervention Services – Science or Social Studies Teacher
  - iv. Building Math or Reading Teacher
  
- b. Teacher and principal quality initiatives
  - i. Instructional coaches shall provide teachers with support in content areas and may provide professional development to teachers in pedagogy and/or classroom management, to improve student attainment of State learning standards
  
- c. Expansion or replication of effective model programs for students with limited English proficiency, in accordance with the following:
  - i. English as a Second Language Teacher
  - ii. English as Second Language Coach for Teachers
  - iii. Materials in native language
  - iv. Translation services
  - v. Translation equipment/supplies

**Public process**

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

**7. SUPPLEMENTAL FUND BUDGETS**

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

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

**Supplement Not Supplant**

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

## Targeted Assistance v. Schoolwide Programming

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

## Title I Allocations – School Allocations and Parent Involvement Allocations

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

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

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

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

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



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

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

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

### Title III LEP School Allocations

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

### Title III Immigrant School Allocations

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

Title III funds can only be used to provide supplementary services to ELLs and Immigrant students.

Priority areas for the use of Title III funds are as follows:

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

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

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

- Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops
- 3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process

**Examples of Allowable Services:**

**Direct Instruction:**

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

**Professional Development:**

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

**Parent Engagement:**

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

**Examples of services that are NOT allowable:**

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

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

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

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

## 8. SPECIALTY SCHOOLS AND PROGRAMS

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

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

**9. SUPPLY ENHANCEMENT ALLOCATION INFORMATION**

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

**9A. SCHOOL ALLOCATIONS**

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

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

A. Petty Cash and Postage

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

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

B. Subscriptions, Library Materials, Supplies, Textbooks

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

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



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

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

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

#### D. Deadlines

Requisition Deadlines	
Textbooks	1 <sup>st</sup> Monday in February
All other materials	April 15 <sup>th</sup>

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

#### E. Guidance on Textbooks versus Supplies

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

Specific types of Textbooks are:

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

Specific types of Supplies are:

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

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

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

Additional information can be found at – [http://stateaid.nysed.gov/tsl/html\\_docs/txtbk03.htm](http://stateaid.nysed.gov/tsl/html_docs/txtbk03.htm)

## 9B. CENTRAL ALLOCATIONS

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

### 1. Teacher Supply Allocations

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

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

### 2. New classroom or course

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

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

**APPENDIX A –CONTACT NAMES AND NUMBERS**

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



APPENDIX B – SCHOOL BUDGET WORKSHEET TEMPLATE

TEMPLATE SCHOOL - 0							
SCHOOL BUDGET WORKSHEET - SCHOOL YEAR 2013-2014							
Priority	Grade Level	Elementary	Total Allocations: Per Pupil & For School \$ 3,978 \$ 2,617,640				
<b>Baseline Staffing</b>		NON-SELF CONTAINED STUDENTS			SELF CONTAINED STUDENTS		
	12/13 BEDS	Actual as of 2/8/13	13/14 Students	# of Teachers Needed	Actual as of 2/8/13	13/14 Students	# of SC Teachers Needed
PRE K	35	36	36	2	-	-	-
KINDERGARTEN	72	70	36	3	-	-	-
1	78	76	70	3	-	-	-
2	82	79	76	3	-	-	-
3	72	71	79	3	-	-	-
4	72	76	71	3	-	-	-
5	77	78	76	3	-	-	-
6	65	65	78	3	-	-	-
7	69	65	65		3	-	-
8	55	54	65		-	6	1
9	-	-	-		-	-	-
10	-	-	-		-	-	-
11	-	-	-		-	-	-
12	-	-	-		-	-	-
Ungraded	-	-	-		-	-	-
	<b>677</b>	<b>670</b>	<b>652</b>	<b>23</b>	<b>3</b>	<b>6</b>	<b>1</b>

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

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

# of Class Periods	
# of Lunch Periods	

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

**Baseline Staff for O&M Staff**

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

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

**Flexible C4E Allocation**  
 \$ 87,200.00  
 (Includes ELL Students)

ELA Level I	69	ELA Level II	160
\$ Allocation Per	\$ 200	\$ Allocation Per	\$ 100
Math Level I	79	Math Level II	167
\$ Allocation Per	\$ 200	\$ Allocation Per	\$ 100
K - Grade 3	304	Grade 10 - 12	-
\$ Allocation Per	\$ 50	\$ Allocation Per	\$ 50

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

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

**Supporting Data:**

**Model programs for ELL students:**

ELL Students	194	\$ 9,700.00
\$ Allocation Per	\$ 50	

ESL Teacher		\$ 78,410.00
ESL Coach		\$ 80,487.00
Materials in native language		
Translation services		
Translation equipment/supplies		

**Rationale for Request:**

\$ 87,200.00 Amount remaining

**SIG Transition**

\$		
Assistant Principal-SAM Only		\$ 86,500.00
Instructional Coach		\$ 56,500.00
Contract - Hillside		
\$	-	Amount remaining

**Rationale for Request:**

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

**Student, Teacher and Principal Allocations**

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

**TITLE I ALLOCATION (Calculation)**

\$ 176,755.00

Free & Reduced

667

\$ Allocation Per

\$ 265

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

**Rationale for Request:**

\$ 176,755.00 Amount remaining

**Central Title I Allocation**

Instructional Coach	1.00	\$ 80,657.00
---------------------	------	--------------

**Parent Involvement Allocation**

\$ 5,243.00

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

**Rationale for Request:**

\$ 5,243.00 Amount remaining

**TITLE III LEP ALLOCATION (Calculation)**

\$ 16,102.00

ELL Students

194

\$ Allocation Per

\$ 83

Teacher/Student - Teacher	\$ -
Discussion Leader - Teacher	\$ -
Curriculum Committee Member - Teacher	\$ -
Curriculum Committee Chair - Administrator	\$ -
Administrator Afterschool	\$ -
Teacher Afterschool	\$ -
Custodian Afterschool	\$ -
Instructional Supplies (Bilingual Glossaries)	\$ -
Translation Contract	\$ -

**Rationale for Request:**

\$ 16,102.00 Amount remaining

**TITLE III IMMIGRANT ALLOCATION (Calculation)**

\$ -

SIFE Students

0

\$ Allocation Per

\$ 93

Teacher/Student - Teacher	\$ -
Discussion Leader - Teacher	\$ -
Curriculum Committee Member - Teacher	\$ -
Curriculum Committee Chair - Administrator	\$ -
Administrator Afterschool	\$ -
Teacher Afterschool	\$ -
Custodian Afterschool	\$ -
Instructional Supplies (Bilingual Glossaries)	\$ -
Translation Contract	\$ -

**Rationale for Request:**

\$ - Amount remaining

APPENDIX C – PROGRAM/COURSE ADDITION REQUEST FORM

**BUFFALO PUBLIC SCHOOLS**  
**Program/Course Addition Request Form**

School \_\_\_\_\_ Date \_\_\_\_\_  
 Person Completing Form \_\_\_\_\_ Title \_\_\_\_\_  
 Title of program/course being requested for consideration \_\_\_\_\_

**Timeline:**

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

**Description of the proposal:**

- School or department will submit a 5-10 page summary of the program aligned to the SCEP and include the following:
  - Section 1: Purpose of the program
  - Section 2: Relevant data the including the SCEP targets that were used to determine the need for the program
  - Section 3: Identify 3-5 \*S.M.A.R.T. Goals for the program
    - Specific, Measureable, Attainable, Realistic and Timely
- \*For more information search SMART Goals on the internet
- Section 4: Identify students who will be enrolled in the program (include number of students, academic achievement levels, sub-groups, pre-requisites needed, etc.)
- Section 5: Identify staffing required to implement the program
- Section 6: Expected Outcomes of the program that will be used to evaluate the effectiveness of the program
  - Must be aligned to the SMART Goals above, CCLS, District initiatives
  - Must include information as to how the following variables will be evaluated (Academic Achievement, Attendance, Suspension, parent involvement, etc.)
- Section 7- Other relevant information (if available)

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

Reviewed By:	Title	Date	Supporting Evidence Attached (Must include data)	Decision
	Community Superintendent			<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
	Department Head			<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
	Chief Academic Officer			<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

CFO \_\_\_\_\_ Date \_\_\_\_\_ Superintendent \_\_\_\_\_ Date \_\_\_\_\_

APPENDIX D – PROGRAM/COURSE DELETION REQUEST FORM

**BUFFALO PUBLIC SCHOOLS**  
**Program/Course Deletion Request Form**

School \_\_\_\_\_ Date \_\_\_\_\_  
 Person Completing Form \_\_\_\_\_ Title \_\_\_\_\_  
 Title of program/course being requested for Deletion \_\_\_\_\_

**Timeline:**

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

**Description of the proposal**

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

**Program Review and Decision:**

Reviewed By:	Title	Date	Supporting Evidence Attached (Must include data)	Decision
	Community Superintendent			<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
	Content Director or Supervisor			<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
	Chief Academic Officer			<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

CFO \_\_\_\_\_ Date \_\_\_\_\_ Superintendent \_\_\_\_\_ Date \_\_\_\_\_


# 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.

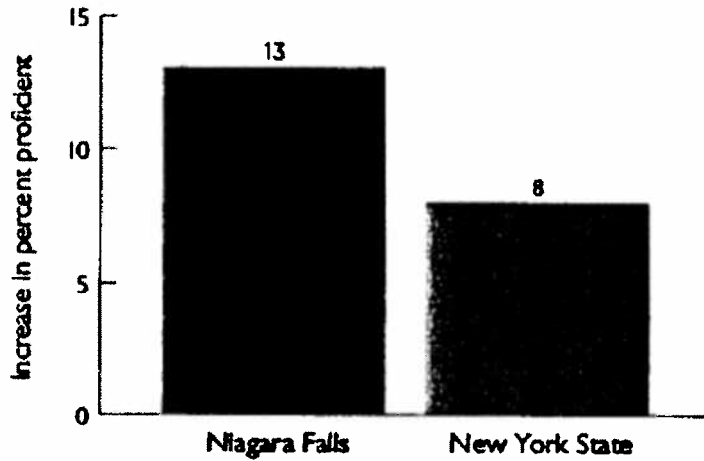
Pearson has provided districtwide professional development for K–5, preparatory, and high school mathematics. Our programs include content training on instructional shifts and building teacher capacity, as well as the Tools for Understanding program. We work on the development of unit plans for middle 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.



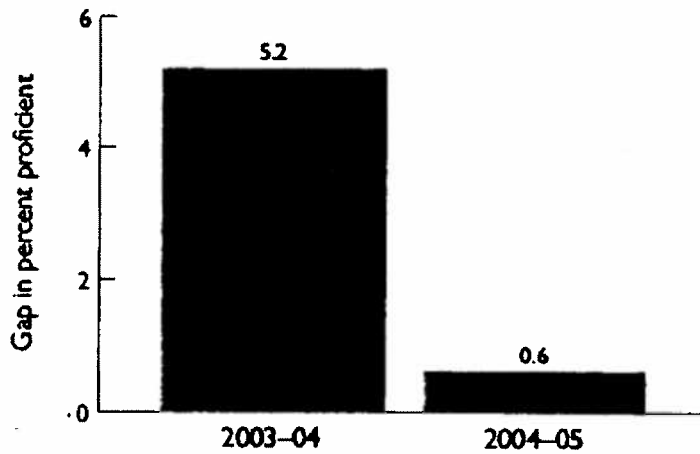
In 2012, we completed 10 years of continuous work with the district. Our working relationship has been maintained through changes in district leadership and changes in field staff assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes 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 2008–2010. 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 6<sup>th</sup>–12<sup>th</sup> 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.

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

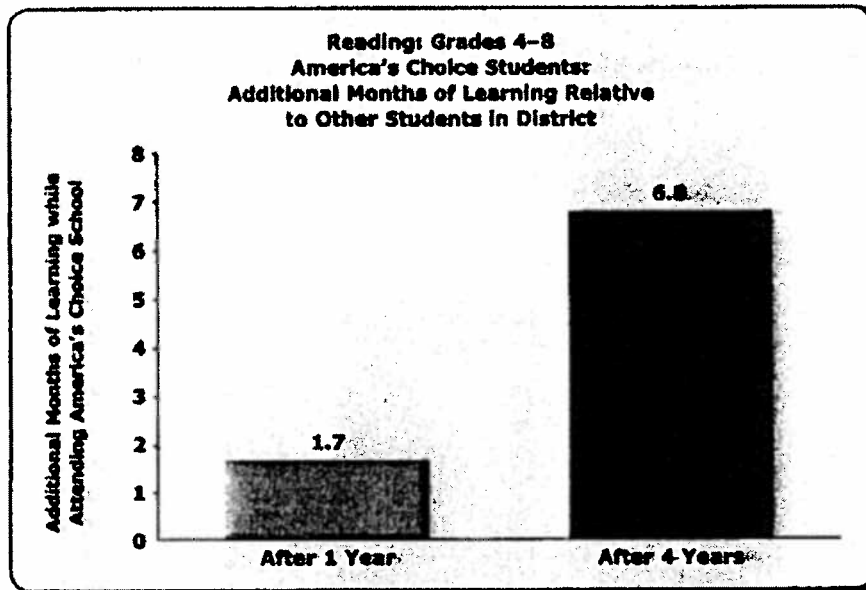
### CPRE Study

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.)

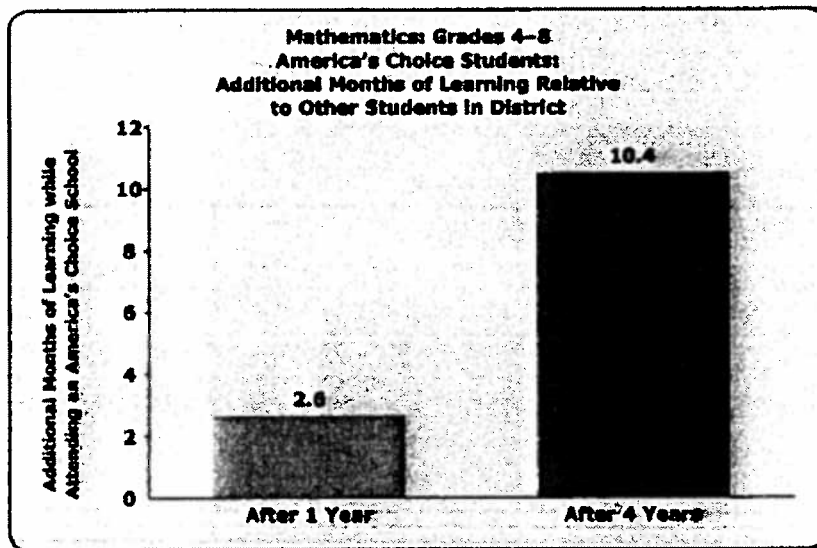
In 2006, Henry May, Jonathan Supovitz, and David Perda, on behalf of the Consortium for Policy Research in Education (CPRE), published the findings of their longitudinal study of student performance of the Rochester City Public Schools. The study compared the performance of students in schools implementing 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."



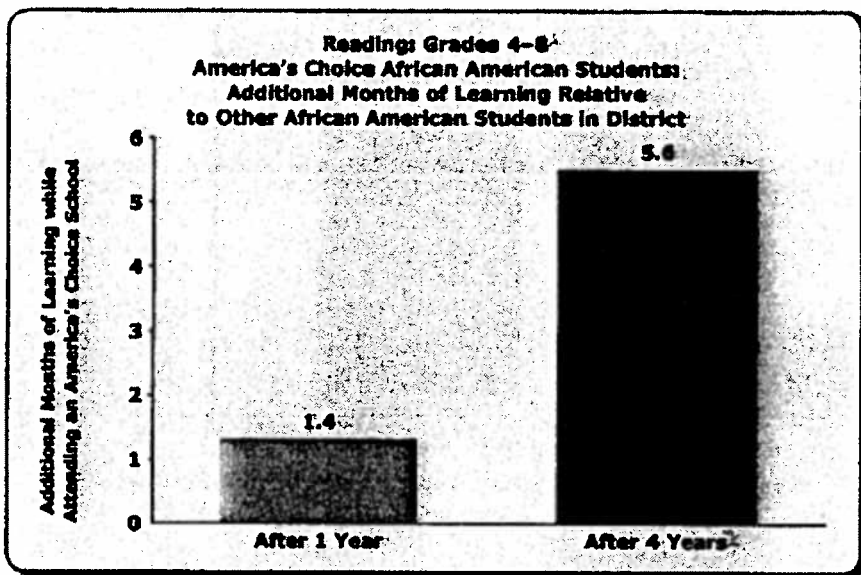
**Additional Learning in Reading.** Students in grades 4–8 experienced additional months of learning in reading in the school improvement model school compared to students in other schools.



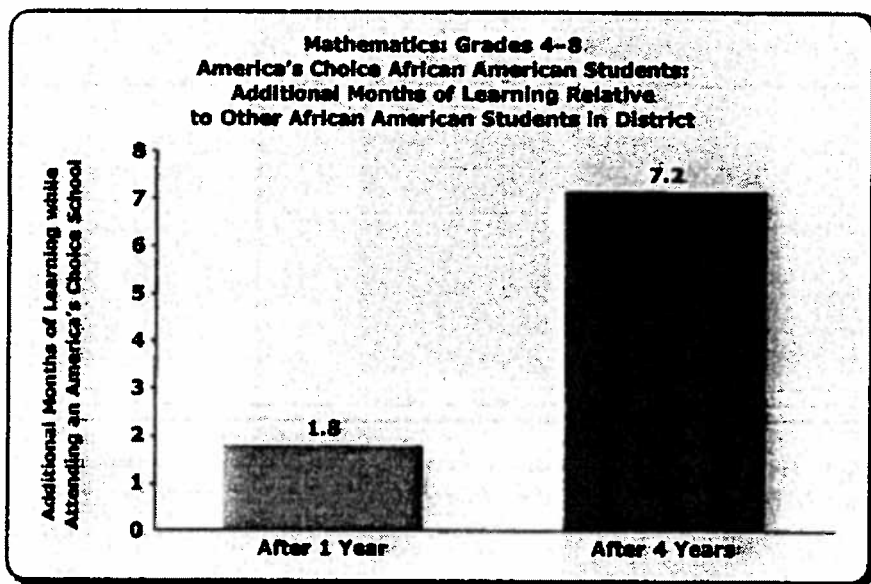
**Additional Learning in Math.** Students in grades 4–8 experienced additional months of learning in math in the school improvement model school compared to students in other schools.

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.

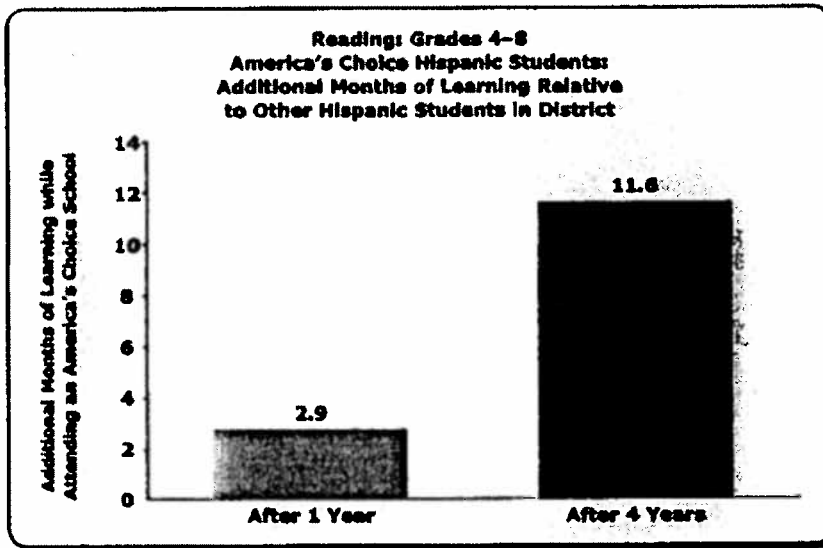


**Gains Among Minority Students.** African American students in grades 4-8 experienced additional months of learning in reading while in a school with the comprehensive school improvement model compared to African American students in other schools.

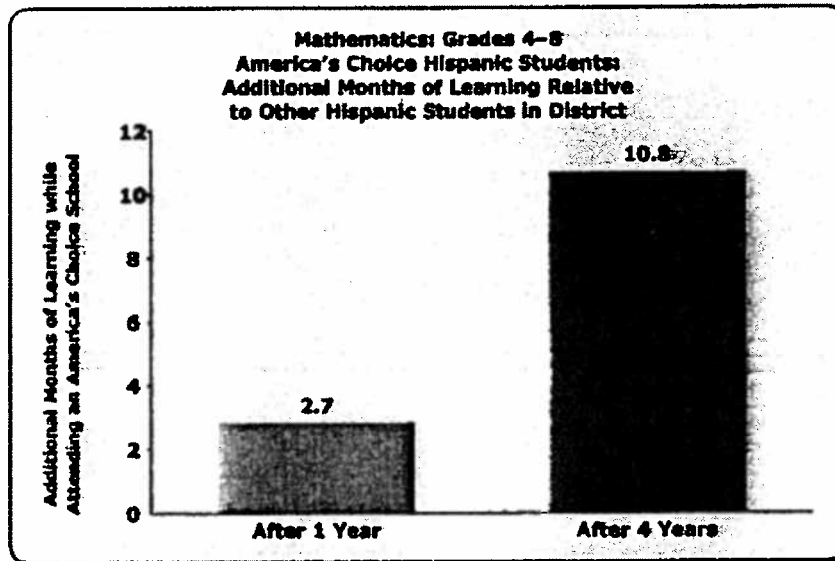


**Gains Among Minority Students.** African American students in grades 4-8 experienced additional months of learning in math while in a comprehensive school improvement model school compared to African American students in other schools.

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

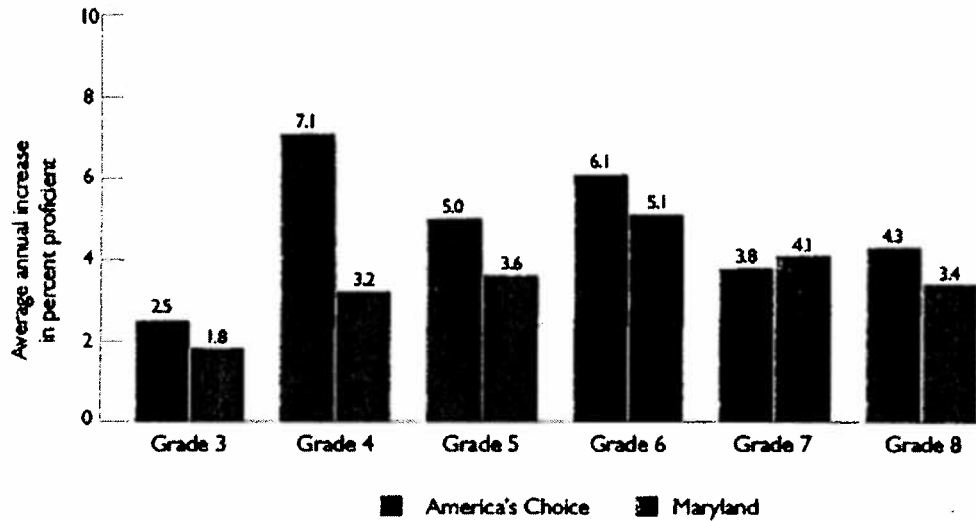
In just the first year, 70 percent of the Intensive School Design schools increased proficiency on the state assessments by at least five percentage points in either reading or mathematics. Of these, 64 percent increased proficiency on the state assessments by at least five percentage points in both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



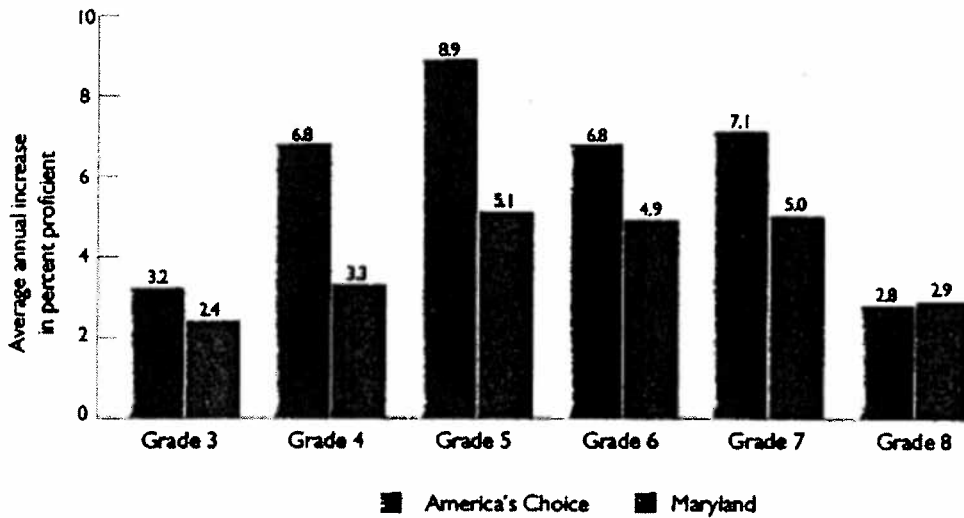
Design middle schools had double-digit percentage point gains in both subjects. Ten Intensive School Design schools exited school improvement status.

### 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 PGPCS 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

PGPCS 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.

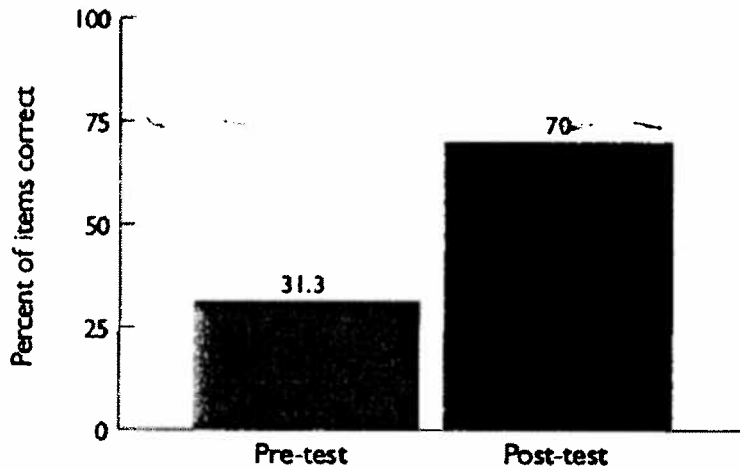
School Snapshots		
James McRory Elementary School	Giltland Elementary School	Ridgecrest Elementary School
<ul style="list-style-type: none"> <li>▪ Grades: Pre-K–6</li> <li>▪ 670 Students</li> <li>▪ 59% economically disadvantaged</li> <li>▪ 70% African American</li> <li>▪ 26% Hispanic</li> <li>▪ 3% Asian/Pacific Islander</li> <li>▪ 1% White</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grades: Pre-K–6</li> <li>▪ 673 Students</li> <li>▪ 65% economically disadvantaged</li> <li>▪ 95% African American</li> <li>▪ 4% Hispanic</li> <li>▪ 1% White</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grades: Pre-K–6</li> <li>▪ 706 students</li> <li>▪ 81% economically disadvantaged</li> <li>▪ 57% Hispanic</li> <li>▪ 42% African American</li> <li>▪ 1% Asian/Pacific Islander</li> </ul> <p style="text-align: right;">Source: schoolmatters.com</p>

### Results

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

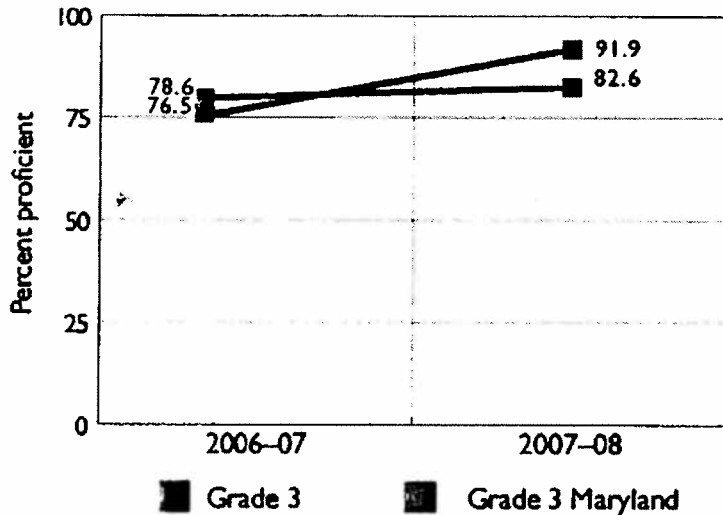
## James McHenry Elementary School, Lanham, MD

### 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](http://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."

**Transforming Schools | Transforming Lives**

Buffalo City School District - SIG Cohort 4.2 - School #76

# NUA Partnership Drives Improvement in Bridgeport, CT, Schools



www.nuatc.org  
33 Queens Street, Suite 100  
Syosset, NY 11791  
(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.

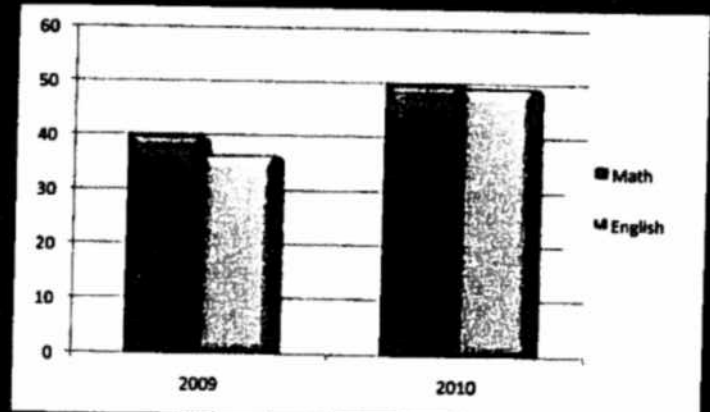
NUA interventions focused on student engagement, culturally responsive teaching and practices that elicit high intellectual performances. Instructional practices were chosen by the school leadership team and NUA to address specific challenges that surfaced during the NUA Instructional Assessment process.

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."

BRIDGEPORT, CONNECTICUT (CT) — Beardsley School, a K-6 public school in the Bridgeport, CT, public school system, has made significant progress 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."



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# NUA Working In San Francisco To Raise Achievement



33 Queens Street, Suite 100  
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.

*- James Dierke, Principal  
Visitacion Valley Middle School*

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"

## Transforming Schools | Transforming Lives

# 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***

**W**hen 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."***

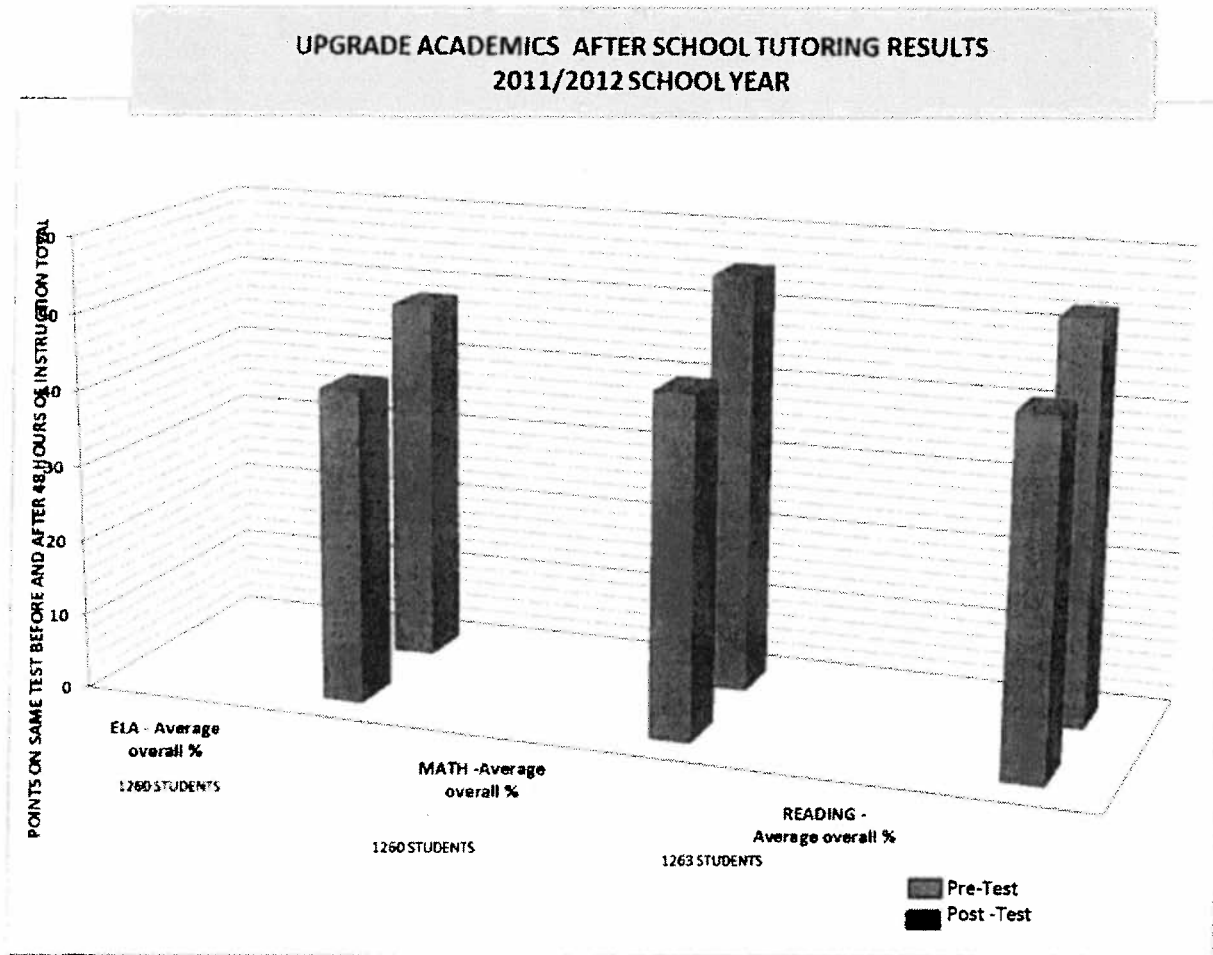
**Melissa Krull  
Former Superintendent  
Eden Prairie Schools**



# 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).



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%

# Hillside Work Scholarship Program

**HW-SC Annual Report Data, 2010-2011 (1)**

	HW-SC Total	Prince George's County			Notes
		Rochester	Syracuse	Buffalo	
<b>Students served</b>					
Average number of students served	3676	2670	793	202	2
<b>Grade promotion rates</b>					
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%	
<b>Senior graduation rate</b>					
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%	
<b>On-time graduation rate (for cohort)</b>					
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	Prince George's County			Notes
		Rochester	Syracuse	Buffalo	
<b>Demographics of students in program</b>					
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%
<b>Risk factors of students in program</b>					
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%
<b>Risk factors of students in 2007 cohort</b>					
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)**

Notes	HW-SC Total	Rochester	Syracuse	Prince George's County	Buffalo	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
2.1. 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**

<b>Students enrolled by School - Rochester (as of June, 2011)</b>	
<b>School</b>	<b>Students Enrolled</b>
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

<b>Students enrolled by grade level - Rochester (as of June, 2011)</b>	
<b>Grade Level</b>	<b>Students Enrolled</b>
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**

<b>HW-SC Staffing - Rochester</b>	
Total Youth Advocates	74
Total Team Managers	13
<b>School</b>	<b>Youth Advocates</b>
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**

<b>Students enrolled by School - Syracuse (as of June, 2011)</b>	
<b>School</b>	<b>Students Enrolled</b>
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**

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

<b>HW-SC Staffing - Syracuse</b>	
Total Youth Advocates	30
Total Team Managers	4
<b>School</b>	<b>Youth Advocates</b>
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**

<b>Students enrolled by School - PGC (as of June, 2011)</b>	
<b>School</b>	<b>Students Enrolled</b>
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**

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

<b>HW-SC Staffing - PGC</b>	
Total Youth Advocates	7
Total Team Managers	2

**Buffalo Schools, Students, and Staffing**

<b>Students enrolled by School - Buffalo (as of June, 2011)</b>	
<b>School</b>	<b>Students Enrolled</b>
South Park	61

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

<b>HW-SC Staffing - Buffalo</b>	
Total Youth Advocates	2
Total Team Managers	1

# Principal's Weekly-Monthly Schedule 2013-14

## Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday
<b>WEEK 1</b>						
7am		Morning Duty		Morning Duty	Morning Duty	
:30						
8am	Community Circle	7/8 Circle	5/6 Circle		Community Circle	
:30						
9am		Unannounced Obs: Armstrong, Edwards		DDI - Grade 3	Feedback & Artifact set-up Mtg-Gary	
:30						
10am				Feedback & Artifact set-up Mtg-James	Feedback & Artifact set-up Mtg-McNeil	
:30	Participate in Grade Level Meeting for DDI - Grade 6	Feedback & TIP Mtg - Dowling	Mtg-Dowling & Liteacy Coach Schultz	Feedback& Artifact set-up Mtg-Edwards		
11am						
:30						
12pm	Lunch Duty	Lunch Duty	Lunch Duty	SAM Mtg-Paul, Kelly	SAM Mtg-Paul, Kelly	
:30						
1pm		Participate in Grade Level Meeting for DDI - Grade 4		Feedback & TIP Mtg-Jones	Feedback Mtg-Decina	
:30	Unannounced Obs: Gary, Jones, Frost, James, McNeil		Unannounced Obs: Goncalves, Decina		Feedback & Artifact set-up Mtg - Gonvales	
2pm				DDI - Grade 5	Feedback & Artifact set-up Mtg - Frost	
:30						
3pm						
:30	SAM Mtg-Paul, Kelly		SAM Mtg-Paul, Kelly			
4pm		SAM Mtg-Paul, Kelly		Faculty PD onSLO and LMA	Tag Observation notes in PGS	
:30						
5pm						
:30						
6pm						
EVENING						

# Principal's Weekly-Monthly Schedule 2013-14

## Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday
7am						
:30		Morning Duty		Morning Duty	Morning Duty	
8am	Community Circle	Community Circle	Community Circle		Community Circle	
:30		Obs-James, Armstrong, Love, Cusato, Edwards				
9am		Observe: Smith/Decina			Mtg-Goncalves	
:30			Obs-Condron	Mtg-James	Mtg-McNeil	
10am						
:30	Obs-McN., Smiley, Rav., Condron, Frost, Smith	Mtg-Dowling	Mtg-Dowling & Schultz			
11am		Lunch Duty	Lunch Duty	Mtg-Smith		
:30						
12pm	Obs-Gary					
:30	Obs-Jones/Frost				Mtg-Decina	
1pm	Obs-James	Obs-Goncalves	Obs-Cusato/Metz			
:30	Obs-McNeil		Obs-Gonvales <small>Obs-Lynch, Kates, Decina, Feinstein, Love, Edwards, Gary, Smith, Smiley, Connor</small>	Mtg-Cusasto, IL	Mtg-Condron (2x)	
2pm						
:30		All Campus Meeting (1/mo)			Mtg-Frost	
3pm			Mtg-Paul	Faculty PD		
:30					Mtg-Schultz	
4pm						
:30						
5pm						
:30						
6pm						
EVENING						

WEEK 2

## Calendar Proposal for 2013/14

Pursuant to Article VIII of the BTF contract on teaching schedules and specifically B and C of Article VIII, the District is seeking approval from the BTF on the attached calendar and also requesting the union to waive B(2) which addresses teacher being paid for each day beyond the 42<sup>nd</sup> week. Teachers will be paid regular schedule for 2013/14 school year.

### Of Note:

#### 1. September

- Tuesday, September 3, 2013 - Teachers report to school the day after Labor Day
- Wednesday, September 4, 2013 – District Professional Development Day
- Thursday, September 5, 2013 – Students report

#### 2. October/November

- Regular Holidays

#### 3. December Break

- Monday, December 23, 2013 through Wednesday, January 1, 2014
- Thursday, January 2, 2014 – Students/Staff report back to school

#### 4. January

- Monday, January 20, 2014 – Martin Luther King Day

#### 5. February Break

- Monday, February 17 through Friday, February 21, 2014
- Monday, February 24, 2014 – Students/Staff report back to school

6. April/Easter Break

- Monday, April 14, 2014 through and including Monday, April 21, 2014
- Tuesday, April 22, 2014 – Students/Staff report back to school
- This break is scheduled the week before Easter due to the timing of the State testing dates

7. May

- Friday, May 23, 2014 – No School
- Monday, May 26, 2014 – Memorial Day

8. June

- Thursday, June 26, 2014 – Last day of school



Buffalo Public Schools  
2013-14 Student Calendar

Week #	Dates	Pupils Holidays, Recesses, and Exam Dates	Days of Session		Days of Attendance		Teacher Days
			Pk-8	9-12	Pk-8	9-12	
1.	September 9/2 - 9/6	9/2 Labor Day 9/3 Teachers Report 9/4 District Professional Development Day 9/5 First day of class					
2.	9/9 - 9/13		4	4	2	2	
3.	9/16 - 9/20		5	5	5	5	
4.	9/23 - 9/27		5	5	5	5	
			19	19	17	17	17
5.	October 9/30 - 10/4		5	5	5	5	
6.	10/7 - 10/11		5	5	5	5	
7.	10/14 - 10/18	10/14 Columbus Day observed	4	4	4	4	
8.	10/21 - 10/25		5	5	5	5	
9.	10/28 - 11/1		5	5	5	5	
			24	24	24	24	24
10.	November 11/4 - 11/8	11/5 Election Day	4	4	4	4	
11.	11/11 - 11/15	11/11 Veterans' Day	4	4	4	4	
12.	11/18 - 11/22		5	5	5	5	
13.	11/25 - 11/29	11/28-29 Thanksgiving holiday	3	3	3	3	
			16	16	16	16	16
14.	December 12/2 - 12/6		5	5	5	5	
15.	12/9 - 12/13		5	5	5	5	
16.	12/16 - 12/20		5	5	5	5	
17.	12/23 - 12/27	12/23-27 Winter Recess					
18.	12/30 - 1/3	12/30-31 Winter Recess 1/1 New Years Day 1/2 Classes Resume	2	2	2	2	2
			17	17	17	17	17
19.	January 1/6 - 1/10		5	5	5	5	5
20.	1/13 - 1/17		5	5	5	5	5
21.	1/20 - 1/24	1/20 Dr. King's birthday observed	4	4	4	4	4
22.	1/27 - 1/31		5	5	5	1	5
			19	19	19	15	19
First Semester Totals			95	95	93	89	95

Buffalo Public Schools  
2012-13 Student Calendar

Week #	Dates	Pupils Holidays, Recesses, and Exam Dates		Days of Session		Days of Attendance		Teacher Days
				Pk-8	9-12	Pk-8	9-12	
<b>February</b>								
23.	2/3 - 2/7			5	5	5	5	5
24.	2/10 - 2/14			5	5	5	5	5
25.	2/17 - 2/21	2/17	Presidents Day					
26.	2/24 - 2/28	2/18 - 2/21	Mid-Winter Recess					
<b>March</b>								
27.	3/3 - 3/7			5	5	5	5	5
28.	3/10 - 3/14			5	5	5	5	5
29.	3/17 - 3/21			5	5	5	5	5
30.	3/24 - 3/28			5	5	5	5	5
<b>April</b>								
31.	3/31 - 4/4			5	5	5	5	5
32.	4/7 - 4/11			5	5	5	5	5
33.	4/14 - 4/18	4/14 - 4/17	Spring Recess					
34.	4/21 - 4/25	4/18	Good Friday					
35.	4/28 - 5/2	4/21	Spring Recess					
		4/22	Classes Resume	4	4	4	4	4
<b>May</b>								
36.	5/5 - 5/9			5	5	5	5	5
37.	5/12 - 5/16			5	5	5	5	5
38.	5/19 - 5/23	5/23	No School	4	4	4	4	4
39.	5/26 - 5/30	5/26	Memorial Day	4	4	4	4	4
<b>June</b>								
40.	6/2 - 6/6			5	5	5	5	5
41.	6/9 - 6/13			5	5	5	5	5
42.	6/16 - 6/20	6/17 - 6/20	Regents Exams	5	5	5	1	5
43.	6/23 - 6/26	6/23 - 6/25	Regents Exams	4	4	4	1	4
		6/26	Last Day of Class					
<b>Second Semester Totals</b>				91	91	91	84	91
<b>Total Days</b>				186	186	184	173	186

Buffalo Public Schools  
2013-14 Student Calendar

JULY 2013						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7/4 Independence Day

AUGUST 2013						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2013						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

9/2 Labor Day      9/3 Teachers Report  
9/4 District Professional Development Day  
9/5 First Day of School

OCTOBER 2013						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10/14 Columbus Day (observed)

NOVEMBER 2013						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11/5 Election Day - No Classes  
11/11 Veteran's Day  
11/28 & 11/29 Thanksgiving Break

DECEMBER 2013						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12/23 - 12/31 Winter Recess

JANUARY 2014						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1/1 New Year's Day  
1/2 Classes Resume  
1/20 Dr. M.L. King's Birthday (observed)  
1/27 - 1/30 Regents Exams

FEBRUARY 2014						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

2/17 President's Day  
2/18 - 2/21 Mid-Winter Recess  
2/24 Classes Resume

Buffalo Public Schools  
2013-14 Student Calendar

MARCH 2014						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2014						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	<del>14</del>	<del>15</del>	<del>16</del>	<del>17</del>	<del>18</del>	19
20	<del>21</del>	22	23	24	25	26
27	28	29	30			




4/14 - 4/21 Spring Recess  
4/22 Classes Resume




MAY 2014						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	<del>23</del>	24
25		27	28	29	30	31

5/23 No School  
5/26 Memorial Day

JUNE 2014						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6/17 - 6/25 Regents Exams  
6/26 Last Day of School

-  Legal holiday-no school
-  Superintendent's Conference Day
-  Early Release Day

-  Vacation day - No school
-  Regents exam day
-  Professional Development

**BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014**

Sun.	Monday SEPTEMBER 2013	Tuesday	Wednesday	Thursday	Friday	Sat.
1	2 Labor Day	3 Teachers Report	4 Students Report	5	6	7
8	9 BOY DIBELS NEXT BOY IDEL	10 BOY DIBELS NEXT BOY IDEL	11 BOY DIBELS NEXT BOY IDEL	12 BOY DIBELS NEXT BOY IDEL	13 BOY DIBELS NEXT BOY IDEL	14
15	16 BOY DIBELS NEXT BOY IDEL BOY CIRCLE	17 BOY DIBELS NEXT BOY IDEL BOY CIRCLE	18 BOY DIBELS NEXT BOY IDEL BOY CIRCLE	19 BOY DIBELS NEXT BOY IDEL BOY CIRCLE	20 BOY DIBELS NEXT BOY IDEL BOY CIRCLE	21
22	23 District-Generated Pre-Assessments	24 District-Generated Pre-Assessments	25 District-Generated Pre-Assessments	26 District-Generated Pre-Assessments	27 District-Generated Pre-Assessments	28
	Terra Nova Testing (Gr 1 and 2)	Terra Nova Testing (Gr 1 and 2)	Terra Nova Testing (Gr 1 and 2)	Terra Nova Testing (Gr 1 and 2)	Terra Nova Testing (Gr 1 and 2)	
	BOY IDEL BOY CIRCLE BOY mCLASS Math	BOY IDEL BOY CIRCLE BOY mCLASS Math	BOY IDEL BOY CIRCLE BOY mCLASS Math	BOY IDEL BOY CIRCLE BOY mCLASS Math	BOY IDEL BOY CIRCLE BOY mCLASS Math	
29	30 NYSAA Window Opens (closes 2/7/14) District-Generated Pre-Assessments					
	BOY CIRCLE BOY mCLASS Math					

**May 10, 2013 DRAFT Release**  
**ALL Assessment dates are subject to change**

**BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014**

Sun.	Monday OCTOBER 2013	Tuesday	Wednesday	Thursday	Friday	Sat.
		1 District-Generated Pre-Assessments Supera Testing (Gr 2-12) BOY CIRCLE BOY mCLASS Math	2 District-Generated Pre-Assessments Supera Testing (Gr 2-12) BOY CIRCLE BOY mCLASS Math <b>BEDS Day: Roster Lock for Pre-/Post-Assessments</b>	3 District-Generated Pre-Assessments Supera Testing (Gr 2-12) BOY CIRCLE BOY mCLASS Math	4 District-Generated Pre-Assessments Supera Testing (Gr 2-12) BOY CIRCLE BOY mCLASS Math	5
6	7 Common Formative Assessment #1 High School	8 Common Formative Assessment #1 High School	9 Common Formative Assessment #1 High School	10 Common Formative Assessment #1 High School	11 Common Formative Assessment #1 High School	12
13	14 <b>Columbus Day</b>	15 Common Formative Assessment #1 Grades 5-8	16 Common Formative Assessment #1 Grades 5-8	17 Common Formative Assessment #1 Grades 5-8	18 Common Formative Assessment #1 Grades 5-8	19
20	21 Common Formative Assessment #1 Grades 5-8 Common Formative Assessment #1 Grade K-4	22 Common Formative Assessment #1 Grade K-4	23 Common Formative Assessment #1 Grade K-4	24 Common Formative Assessment #1 Grade K-4	25 Common Formative Assessment #1 Grade K-4	26
27	28	29	30	31		

**May 10, 2013 DRAFT Release**  
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**BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014**

Sun.	Monday NOVEMBER 2013	Tuesday	Wednesday	Thursday	Friday	Sat.
					1	2
3	4	5 Election Day	6	7	8	9
10	11 Veteran's Day	12	13	14	15	16
17	18	19	20	21 Common Formative Assessment #2 High School	22 Common Formative Assessment #2 High School	23
24	25 Common Formative Assessment #2 High School	26 Common Formative Assessment #2 High School	27 Common Formative Assessment #2 High School	28 Thanksgiving	29	30

**May 10, 2013 DRAFT Release**  
**ALL Assessment dates are subject to change**

**BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014**

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

**May 10, 2013 DRAFT Release  
ALL Assessment dates are subject to change**



**BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014**

Sun.	Monday JANUARY 2014	Tuesday	Wednesday	Thursday	Friday	Sat.
			1 New Year's Day	2	3	4
5	6 MOY DIBELS NEXT MOY IDEL	7 MOY DIBELS NEXT MOY IDEL	8 MOY DIBELS NEXT MOY IDEL	9 MOY DIBELS NEXT MOY IDEL	10 MOY DIBELS NEXT MOY IDEL	11
12	13 MOY DIBELS NEXT MOY IDEL	14 MOY DIBELS NEXT MOY IDEL	15 MOY DIBELS NEXT MOY IDEL	16 MOY DIBELS NEXT MOY IDEL	17 MOY DIBELS NEXT MOY IDEL	18
19	20 Martin Luther King Day	21 Semester 1 Post- Assessments MOY IDEL	22 Semester 1 Post- Assessments MOY IDEL	23 Semester 1 Post- Assessments MOY IDEL	24 Semester 1 Post- Assessments MOY IDEL	25
26	REGENTS EXAMS				31	
	MOY mCLASS Math MOY CIRCLE	MOY mCLASS Math MOY CIRCLE	MOY mCLASS Math MOY CIRCLE	MOY mCLASS Math MOY CIRCLE	MOY mCLASS Math MOY CIRCLE	

**May 10, 2013 DRAFT Release**  
**ALL Assessment dates are subject to change**

**BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014**

Sun.	Monday <b>FEBRUARY 2014</b>	Tuesday	Wednesday	Thursday	Friday	Sat.
2	3 MOY mCLASS Math MOY CIRCLE	4 MOY mCLASS Math MOY CIRCLE	5 MOY mCLASS Math MOY CIRCLE	6 MOY mCLASS Math MOY CIRCLE	7 MOY mCLASS Math MOY CIRCLE	8
9	10 MOY CIRCLE	11 MOY CIRCLE	12 MOY CIRCLE	13 MOY CIRCLE	14 MOY CIRCLE	15
16	17 <b>President's Day</b>	18	19	20	21	22
23	24	25	26 Second Semester Pre- Assessments	27 Second Semester Pre- Assessments	28 Second Semester Pre- Assessments	

**May 10, 2013 DRAFT Release**  
**ALL Assessment dates are subject to change**

**BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014**

Sun	Monday MARCH 2014	Tuesday	Wednesday	Thursday	Friday	Sat
2	3 Second Semester Pre-Assessments	4 Second Semester Pre-Assessments	5 Second Semester Pre-Assessments	6 Second Semester Pre-Assessments	7 Second Semester Pre-Assessments	8
9	10 NYSAA Scoring Begins	11 Common Formative Assessment #3 High School	12 Common Formative Assessment #3 High School	13 Common Formative Assessment #3 High School	14 Common Formative Assessment #3 High School	15
16	17 Common Formative Assessment #3 High School	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Sun	Monday APRIL 2014	Tuesday	Wednesday	Thursday	Friday	Sat

**May 10, 2013 DRAFT Release**  
**ALL Assessment dates are subject to change**



**BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014**

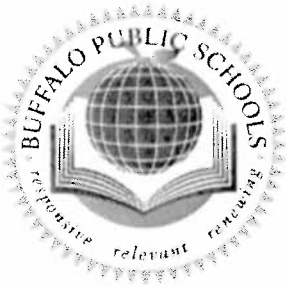
Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
	<b>MAY 2014</b>					3
4	NYS Grade 3-8 Math Scoring NYS Grade 3-8 Math Scoring NYSESLAT: Listening Reading, Writing Window Closes			8 NYS Grade 3-8 Math Scoring	9 NYS Grade 3-8 Math Scoring	10
11	12 NYS Grade 3-8 Math Scoring EOY mCLASS Math	13 NYS Grade 3-8 Math Scoring NYS Grade 3-8 Math Scoring EOY mCLASS Math	14	15 NYSESLAT: Speaking Window Closes EOY mCLASS Math	16 NYSESLAT: Listening, Reading, Writing Window Closes EOY mCLASS Math	17
18	19 NYSESLAT: Listening, Reading, Writing Scoring NYSESLAT: Listening, Reading, Writing Scoring EOY mCLASS Math	20 NYSESLAT: Listening, Reading, Writing Scoring NYSESLAT: Listening, Reading, Writing Scoring EOY mCLASS Math				24
25	26 <b>Memorial Day</b>					31

**May 10, 2013 DRAFT Release  
ALL Assessment dates are subject to change**

**BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014**

Sun	Monday JUNE 2014	Tuesday	Wednesday	Thursday	Friday	Sat
1				5	6	7
	EOY IDEL EOY CIRCLE	EOY IDEL EOY CIRCLE	EOY IDEL EOY CIRCLE	EOY IDEL EOY CIRCLE	EOY IDEL EOY CIRCLE	
8	9 EOY IDEL EOY CIRCLE EOY DIBELS	10 EOY IDEL EOY CIRCLE EOY DIBELS	11 EOY IDEL EOY CIRCLE EOY DIBELS	12 EOY IDEL EOY CIRCLE EOY DIBELS	13 EOY IDEL EOY CIRCLE EOY DIBELS	14
15	16					21
	EOY IDEL EOY CIRCLE EOY DIBELS	EOY IDEL EOY CIRCLE EOY DIBELS	EOY IDEL EOY CIRCLE EOY DIBELS	EOY IDEL EOY CIRCLE EOY DIBELS	EOY IDEL EOY CIRCLE EOY DIBELS	
22				26 Rating Day	27	28
29	30					

**May 10, 2013 DRAFT Release  
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# Buffalo Public Schools

## Grants Development Department

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

**Dr. Pamela C. Brown**  
Superintendent

**Director**  
Diane Cart

**Project Administrators**  
Robert Roberts

**Supervisor**  
Essie Whalen

**Program Support**  
Anthony Battaglia  
Karen Zimicki

 ORIGINAL

June 6, 2013

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

**ATTN: Nell Brady, RFP #TA-13**

Dear Ms. Brady:

Enclosed please find the original and one copy of the Buffalo City School District's application for **SIG Cohort 4.2** for *Herman Badillo Community School #76*.

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](mailto:BPSgrants@buffaloschools.org).

Thank you for your continued support.

Sincerely,



Diane Cart

DC/kaz

Enclosures

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