

ORIGINAL

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

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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
Buffalo City School District			140600010000
Lead Contact (First Name, Last Name)			
Diane B. Cart			
Title	Telephone	Fax Number	E-mail Address
Director of Grants	(716) 816-3625	(716) 851-3554	BPSgrants@buffaloschools.org
Legal School Name for the Priority School Identified in this Application			School Beds Code
Waterfront Elementary School #95			140600010119
Grade Levels Served by the Priority School Identified in this Application			School NCES #
PK – 8			360585000391
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
880			95 Fourth St., Buffalo 14202
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <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.

CHIEF ADMINISTRATIVE OFFICER	
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

JUN 13 2013
CENTRAL ADMINISTRATION
PB

SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</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: http://www.oms.nysed.gov/cafe/forms/	<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>SED Comments: Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Reviewer: _____ Date: _____</p>		

I. District-Level Transformation Plan for PS 95 Waterfront Elementary School

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 Waterfront Elementary School

The operational autonomies for PS 95 are based on a philosophy of “earned autonomy,” meaning that all schools in the district—including Waterfront Elementary—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 24th and 25th, 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, Waterfront Elementary 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.

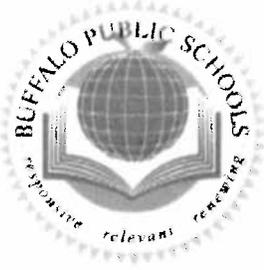
During the outreach process for the development of this grant application and school plan, school staff consistently stated a desire to have more autonomy to choose instructional materials and to have greater supports for parental engagement/outreach activities. With the launch of this new system, principals 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.

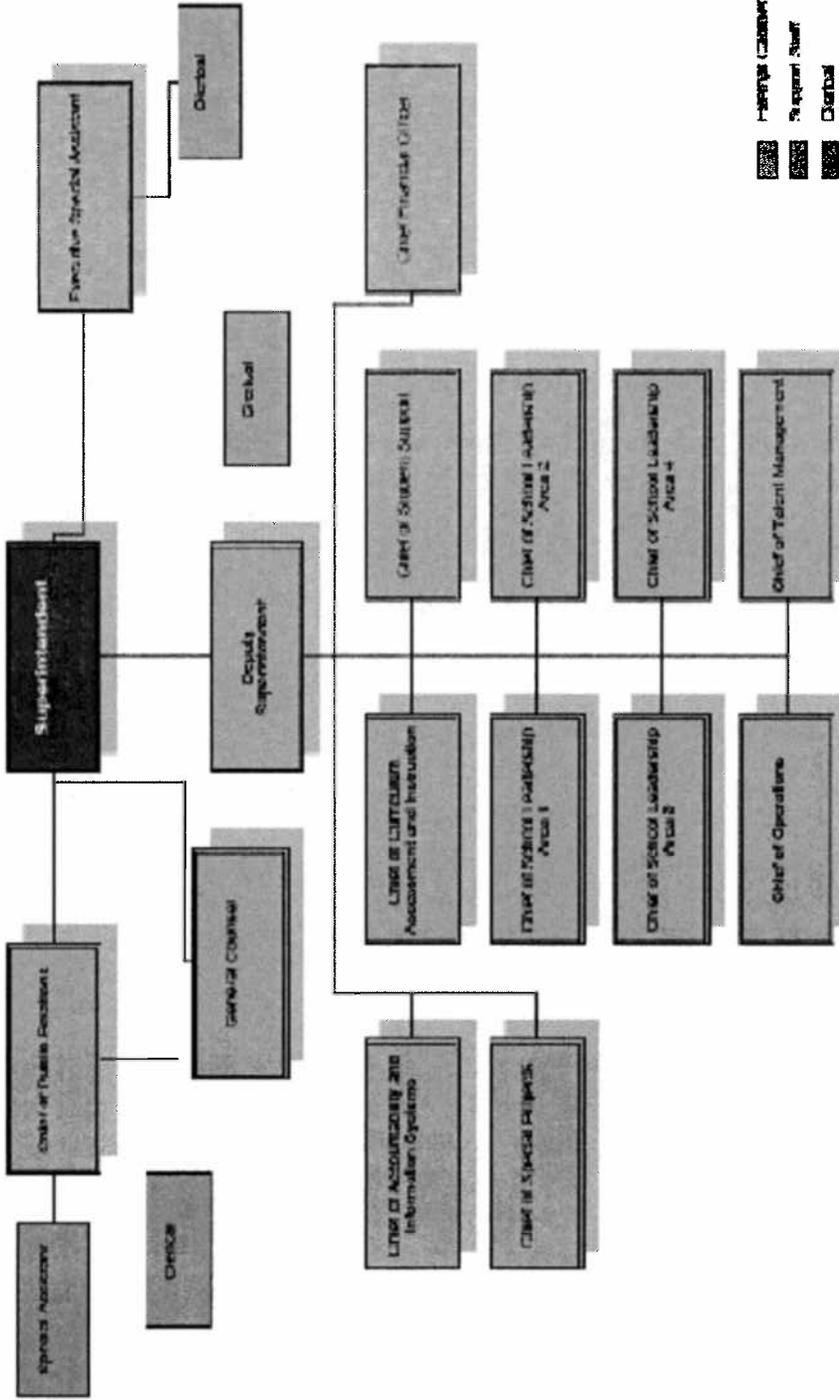
1. The cycle begins with the annual DTSDE review. Feedback from these reports will be built into the DCIP and SCEP to ensure appropriate resources and supports are targeted to areas of improvement. During this year, AIR will work with the district to enhance the DTSDE tool so that during monitoring visits, 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.

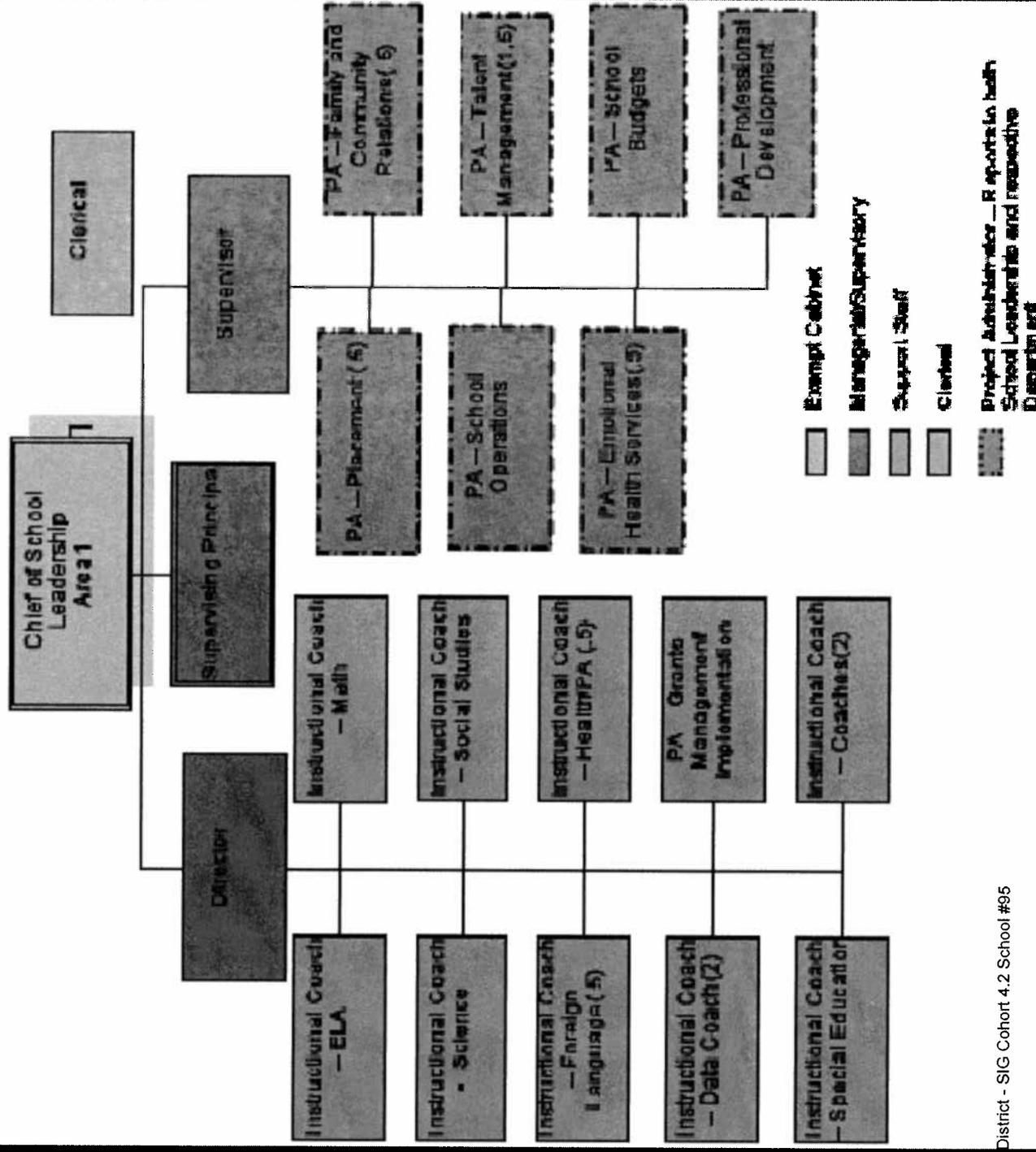
Buffalo Public Schools: Proposed Outline of a New Organizational Structure
**Office of the Superintendent
 Executive Cabinet**

Updated 2/7/22



Superintendent
 Support Staff
 District

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"> • Total available candidates/minority candidates • Available candidates in critical teaching fields • Success of employees hired from a school’s campus • Conduct job fair activities • Network strategically with Teach For America, Reach to Teach, and urban teaching fellows programs. For example,

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	Principal Orientation to Transformation Leadership Network Support <ul style="list-style-type: none"> Identifying and preparing the School Leadership Team Overview of summer training sessions and ongoing support DTSDE rubric - self assessment 	Traci Karageorge
Proposed Dates: June 26- 27	Inaugural Summer Kick-off TLLN: 2-Days / SIG Cohort 4 and 4.5 (Sig cohort 3 TBD) <ul style="list-style-type: none"> 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 	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge
One day of concurrent sessions: August 27-29	Summer Training Session: 1 Days – SIG Cohort 1 and 2 <ul style="list-style-type: none"> Focus: Aligning resources for sustained improvement, monitoring and evaluation for impact, using Early Warning Data to identify and intervene with struggling students 	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge
	Summer Training Session 1 Days – SIG Cohort 5 <ul style="list-style-type: none"> Focus: implementation planning; monitoring for quality and impact 	
	Summer Training Session 1 Days – SIG Cohort 4 and 4.5 (Sig cohort 3 TBD) <ul style="list-style-type: none"> Complete and review the 30-60-90 day implementation plan and quick win. Translate the implementation plan into the project implementation tool for ongoing monitoring. Map the professional development foci and supports for the school year (?)Develop a comprehensive strategic communication plan for internal and external stakeholders regarding SIG initiatives 	
<i>Final SIG Cohort Participation to be finalized in the following</i>		
September, 2013 Proposed Dates: Coaching: Sept. 23-27	First on-site coaching visit: One full day <ul style="list-style-type: none"> Focus: Implementation of quick wins and 30-day plan Leadership Team – protocols, communication with other school teams, roles and responsibilities for administrators, staff, and facilitators for monitoring student needs and progress schoolwide 	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle
September, 2013 Conference Call: Sept. 30	Conference Call <ul style="list-style-type: none"> Coaches, Community Superintendents, and other relevant staff and service providers to provide update on various initiatives, share progress, identify shared concerns, and coordinate supports 	Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge BCSD Staff
October, 2013 Proposed Dates:	First Quarterly Training Transformation Leadership Learning Network <ul style="list-style-type: none"> Focus: support principal planning and establishing of 	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"> Review first quarter implementation progress on improvement and communication plan Introduce Sharing Success & Solving Problems protocol (for use in February quarterly training) 	<p>Carla Hulce Ray Myrtle Traci Karageorge</p>
November, 2013 Proposed Dates: Coaching: Nov. 4-	<p>Second on-site coaching visit: One full day</p> <ul style="list-style-type: none"> reflection on Turnaround/Transformation Competency self and 360 degree assessment 	<p>Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle</p>
November, 2013 Conference Call: TBD	<p>Conference Call</p> <ul style="list-style-type: none"> Coaches, Community Superintendents, and other relevant staff and service providers to provide update on various initiatives, share progress, identify shared concerns, and coordinate supports 	<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>Second Quarterly Training Transformation Leadership Learning Network (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"> Focus: Reality Check for SIG implementation progress 	<p>Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge</p>
January, 2014 Proposed Dates: Coaching: Jan. 27-31	<p>Third on-site coaching visit: One full day</p>	<p>Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle</p>
January, 2014 Conference Call: TBD	<p>Conference Call</p> <ul style="list-style-type: none"> Coaches, Community Superintendents, and other relevant staff and service providers to provide update on various initiatives, share progress, identify shared concerns, and coordinate supports 	<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>Third Quarterly Training Transformation Leadership Learning Network (2 Days – All schools, Option: principals only)</p> <ul style="list-style-type: none"> Understand the BPS systems, forms, processes, and responsibilities around school-based budgeting (<i>delivered in conjunction with appropriate BPS district staff</i>) Engage in a process to align the school budget and other resources in support of the SIG and/or SCEP Potentially differentiated sessions based on principal and team needs (data from other supports) 	<p>Nancy Sticksel Loretta Blanks Ursula Hill Carla Hulce Ray Myrtle Traci Karageorge</p>

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

AIR's Year Long Instructional Coaching Support System				
Module 1: 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.				
Duration: Full day of training led by Kavatus Newell				
Date: September 2013 (<i>exact date TBD</i>)				
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.
Module 2: 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.				

Duration: Full day of training led by Kavatus Newell				
Date: November 2013 (<i>exact date TBD</i>)				
Essential Coaching Element	Culture of Development	Framework for Executing coaching	Focus on Teaching Practices	Levers for Sustainability
	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
Module 3 : 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.				
Duration: ½ day of training; ½ day of shared coaching led by Kavatus Newell				
Date: January (<i>exact date TBD</i>)				
Elements of Essential Coaching	Culture of Development	Framework for Executing Coaching	Focus on Teaching Practices	Levers of Sustainability
	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.
Module 4: Building on Module 3, participants will deepen their abilities to provide effective, data-driven feedback to support teacher-goals and student-outcomes.				
Duration: ½ day of training; ½ day of shared coaching led by Kavatus Newell				
Date: March (<i>exact date TBD</i>)				
Elements of Essential Coaching	Culture of Development	Framework for Executive Coaching	Focus on Teaching Practices	Levers of Sustainability
	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>Module 5: 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>Duration: Full day of training led by Kavatus Newell</p> <p>Date: April (<i>exact date TBD</i>)</p>				
Elements of Essential Coaching	Culture of Development	Framework for Executive Coaching	Focus on Teaching Practices	Levers of Sustainability
	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>Module 6: Participants will reflect on coaching practices and outcomes and use “lessons-learned” to create action plans.</p>				
<p>Duration: Full day of training Led by Kavatus Newell</p> <p>Date: May (<i>exact date TBD</i>)</p>				
Elements of Essential Coaching	Culture of Development	Framework of Executive Coaching	Focus on Teaching Practices	Levers of Sustainability
	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"> ▪ Posted on website ▪ Distributed through normal RFP channels ▪ Shared directly by schools with partners with whom they wish to engage
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
95	868	24%	14.3%	79.7%	76.3%

As shown in Table I, Waterfront Elementary enrollment of students with disabilities hovers around the 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.

The district average for students performing below proficiency in ELA is 72.2 percent and 76.3 percent in mathematics. Waterfront has approximately the same percentage of students performing below proficiency as the district average. 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.

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. 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.

Students with limited English proficiency represent 10 percent of BCSD's total enrollment. Waterfront has 24 percent of students who are English Language Learners. 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.

The district ELL policy outlines BCSD’s commitment to ensuring equitable educational opportunities for ELLs, beginning with appropriate identification and placement. In addition, BCSD’s CR Part 154 plan outlines its assurances with regard to the education of ELLs. Although BCSD concentrates bilingual and freestanding ESL programs in a limited number of elementary buildings to maintain program quality; provide continuity from grade to grade; and target supports such as professional development, extended day programs, and native language supports, ELLs have access to all district high school programs. ESL services are provided at all district high schools with enrolled ELLs (City Honors does not have any ELLs enrolled).

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

Because more than 45 percent of BCSD school are priority schools, we must broaden and differentiate our approach to serving them. We know that in a district this size, it is critical that these schools have the supports they need to effectively implement the turnaround and transformation plans while also meeting district, state, and federal requirements. As part of a strategic planning process, the district superintendent is working to coordinate the strategies set forth in the Race to the Top systemic supports grant, the SIG plans, and so forth, to ensure that all grants and programs operating in BCSD focus on increasing access to diverse and high-quality school programs for the district’s lowest-performing students. 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.

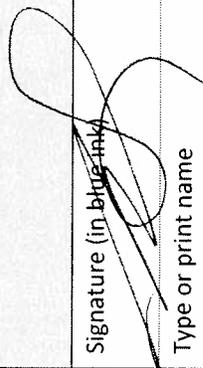
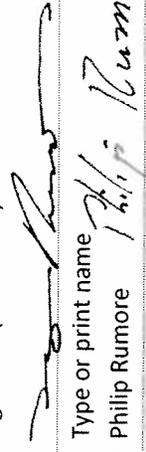
ii. Consultation and Collaboration Form

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	6/5/2013	
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:

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

A. School Overview

i. Mission, Vision, and Goals

The mission of PS 95 Waterfront Elementary School (Waterfront) is to be a supportive, diverse, and creative learning community. We strive to develop and nurture a desire for learning in every person. Our goal is that each student will develop skills of problem solving, critical thinking, and communication necessary to succeed academically, professionally, and socially. Our staff is dedicated to high-quality instruction that motivates students to meet challenges with persistence and excellence.

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

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

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

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

Building on the school's legacy and existing capacity for an integrated arts program, Waterfront will achieve the vision, mission, and goals by leveraging performing and visual arts in the educational program to engage all learners in a rigorous curriculum and also support the growing population and diversity of English language learners (ELLs) and students with disabilities the school serves. The following key design elements and core strategies will lead to dramatic improvement in student learning outcomes:

- **An Instructional Program Focused on the Intellectual, Social, and Emotional Development of the Whole Child.** Waterfront will concentrate on the development of critical thinking skills and work habits necessary for rigorous intellectual productivity. In alignment with Goal 1, there will be an emphasis on embedding literacy and numeracy simultaneously across the curriculum, to ensure that students develop strong comprehension skills in all subject areas. The school will assess student achievement, using multiple measures, to ensure that learning and progress are captured for all students.
- **Integration of the Arts.** A growing body of research demonstrates that learners experience success when taught to use music, visual art, drama, dance, theater, and the literary arts to express and understand ideas, thoughts, and feelings. In alignment with

Goal 1, the artistic process can enhance understanding of all academic subjects, spark students' interest in learning, make teaching and learning relevant, and enhance multicultural understanding. In concert with reading, writing, speaking, and listening standards, integration of the arts for ELLs and students with disabilities, in particular, furthers cognitive development, language acquisition, expression of multiple intelligences, and nonverbal avenues for comprehension and communication. Similarly, in alignment with mathematics standards, integration of the arts fosters critical analysis, reasoning, and questioning abilities, problem solving strategies, and visual connections between words, symbols and meaning. Waterfront will infuse college preparatory curriculum with arts elective courses and cocurricular and extracurricular activities. Class projects will incorporate visual art and performance components; trips to cultural institutions will supplement in-school learning.

- **Student Assessment Data.** In alignment with Goal 2, Waterfront leadership and teachers will use student assessment data on a timely and cyclical basis to further the development of critical thinking skills and the integration of the arts such that all Waterfront students receive rigorous instruction that is targeted to their learning needs. To ensure success, teachers will engage in job-embedded professional development, as described in Goal 3.
- **Community Partnerships.** Waterfront will develop and expand partnerships with private and nonprofit organizations and colleges and universities to provide and supplement on-site programming for arts integration, culture, and climate and for the development of student leadership and prosocial skills, instructional strategies for students with disabilities, universal strategies for writing, and services for newcomer ELLs and their immigrant and refugee families.

This plan symbolizes the commitment of Waterfront staff to dramatically transform the culture of teaching and learning to ensure that every student develops the skills of problem solving, critical thinking, and communication necessary to succeed academically, professionally, and socially.

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

Waterfront serves 873 students in Grades PK–8. Located in downtown Buffalo, the school is one block from City Hall. English language learners (ELLs) constitute 23 percent of the student body, and students with disabilities represent 16.7 percent. Approximately 92 percent of the student body is economically disadvantaged. The racial composition of Waterfront is 46 percent black, 21 percent Hispanic, 16.7 percent Asian/Pacific Islander, 12 percent white, and 2.9 percent multiracial.

During the 2011–12 school year, 20.3 percent of Waterfront students achieved proficiency or above in English language arts, and 23.7 percent did so in mathematics. In the same year, 8.6 percent of students with disabilities achieved proficiency or above in English language arts, and 12 percent did so in mathematics. Of students with limited English proficiency, 4.6 percent achieved proficiency or above in English language arts, and 14.7 percent did so in mathematics. Of the economically disadvantaged students, 19.4 percent achieved proficiency or above in English language arts, and 23.5 percent did so in mathematics. No student in Grade 8 achieved Level 4 in English language arts; only 1 percent did so in mathematics.

Waterfront was created to promote understanding and tolerance among its diverse ethnic, racial, and religious groups. Waterfront’s ELL students represent multiple languages and nationalities, including twenty-five different native languages spoken by students and their families (Somali, Nepali, Spanish, Arabic, Burmese, Karen, and Swahili being the most common). Many ELL students enroll in Waterfront after living in refugee camps and having limited or interrupted formal education and varying levels of exposure to English. Waterfront’s ELL population has grown from 10 percent in 2008–09 to 23 percent in 2012–13. The total number of students receiving ELL services also increased from 110 students in 2008–09 to 236 in 2012–13.

Students with disabilities represent 16.7 percent of Waterfront’s student body in 2012–13, including 27 students in self-contained classrooms in Grades 5, 7, and 8 and 105 students supported in classrooms. The coteaching model is used at every grade level and includes small-group instruction, modified directions, additional time, and other supports specific to individual student learning needs. The students with disabilities subgroup has grown minimally from 16.4 percent in 2009–10.

The percentage of Waterfront’s students identified as economically disadvantaged has grown from 84 percent in 2008–09 to 92 percent in 2012–13. This increase includes a growing population of students enrolling in Waterfront after living in refugee camps and experiencing interruptions in formal education or no formal education in their native countries.

iii. Diagnostic School Review Process

The systemic diagnostic school review process was facilitated by American Institutes for Research and included an in-depth review of the school's integrated intervention team report, joint intervention team report, and student behavior and achievement trend data. Waterfront's school leadership team reviewed and discussed data collected from the school review process at Buffalo City School District (BCSD) School Improvement Grants (SIG) meetings on January 7, 2013, and May 7, 2013.

The review process ensured full participation of all stakeholders in the review of data and related design of Waterfront's school improvement plan. During the meetings, school leadership team members read the data reports and, through a facilitated and collaborative process, identified existing capacity as well as key strengths and challenges that emerged from the data in each of the core SIG focus areas. These key strengths and challenges had to be systemic to Waterfront and, when addressed, would likely improve school and student achievement. The needs assessment process also included a facilitated session during which school leadership team members began to articulate a shared vision for Waterfront and how the school would look at the conclusion of the SIG implementation period in 2016. Members of the school leadership team used worksheets to capture highlights of the meetings to share with the broader school community.

Because this facilitated process requires considerable analysis, thought, and discussion, all key stakeholders gained an in-depth understanding of the data and critical strengths, needs, and system gaps that were used to drive the development of this transformation plan and ensure dramatic improvement in student achievement.

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

As a result of the diagnostic school review, the following strengths and existing capacity as well as systemic gaps and needs were identified in each of the following core areas.

Curriculum. Identified as priority areas, the mathematics, English language arts, and writing programs need to be aligned to the Common Core State Standards. Vertical alignment also is lacking in all subject areas, and repetitions and gaps are evident. Waterfront's intervention programs also need to be aligned. Teachers expressed a need for instructional strategies and materials for struggling students, particularly ELLs and students with disabilities. There are no effective intervention supports within the existing curricula for struggling students or students who are excelling.

Effective Instruction and Use of Time. Although disruptions to instruction are limited, textbook and intervention-program materials are not engaging for students, who perceive them to be outdated and lacking relevance. Inconsistent expectations are a challenge among students and teachers, particularly at the middle school level, where teachers are itinerant and not able to engage with students outside of class or with their peers in staff meetings, common planning, or professional development. Schoolwide expectations for ELL and students with disabilities also need to be articulated. Moreover, differentiated instruction is needed, given multiple native languages and varying levels of exposure to the English language. Additional time for instruction was identified as a priority.

Data-Driven Instruction and Inquiry. Data-driven instruction was identified as a priority area. Waterfront teachers currently work in grade-level teams to create and implement quarterly mathematics and English language arts benchmark assessments in Grades 1–8. These assessments are aligned to the Common Core State Standards. Building upon this existing capacity, more dedicated time is needed to prioritize and interpret data, apply data analysis to instructional plans, and develop a consistent framework for implementing weekly feedback. A system to score assessments also is needed.

Student Support. Waterfront’s positive behavioral interventions and supports (PBIS) and response to intervention (RTI) programs are fully in place, but there is a lack of student academic support options for seventh and eighth graders. Grade-level teams review data, but team members need a targeted way to discuss individual learning needs for both low-performing and high-achieving students. Student support is an area of existing capacity that can be strengthened, particularly the implementation of RTI in Grades 7–8. Early intervention was also identified as a need to better support students with disabilities.

School Climate and Discipline. Waterfront maintains a quiet, well-managed, and orderly school environment. No one subgroup is overrepresented in discipline data. Short-term and long-term suspension rates declined in 2011–12. The building is clean, remodeled, and well maintained, with student work displayed throughout. However, students are not engaged, school spirit and pride are lacking, and transition supports from elementary to middle grades have yet to be developed. Middle school transition times also negatively impact instructional time.

Parent and Community Engagement. Although mechanisms are in place for communication with parents and the community (e.g., website, monthly newsletter, and phone calls), the school offers no written communication with families whose first language is not English. Waterfront created a Parent Council and hosts evening family events, but attendance is consistently low.

Training, Support, and Professional Development. Waterfront staff expressed the need for dedicated time for professional development. Existing professional development is after school or on a voluntary basis. Job-embedded supports are needed to build a continuous feedback cycle between training outcomes and the implementation of strategies, including strategies for ELL, vocabulary, and writing instruction as well as Common Core State Standards alignment. Professional development is a priority.

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

Through the systematic school review, Waterfront identified many connections between structural and systems gaps and student achievement and many areas that need to improve. Through a consensus and decision making process, the school leadership team identified the priority needs as critical areas for further development. Consensus decision making values the sense of unity that is created through the team’s efforts and commitment to come to full agreement. To realize the vision of this transformation plan, Waterfront must maintain a tight focus on these priority needs and critical development areas that will best accelerate student performance and growth. 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 core development areas and are invested in the change that must occur. The prioritized needs are reflected in the goals for the SIG period.

Attachment B – School #95
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-16
I. Leading Indicators							
a. Number of minutes in the school year	min		63991	66960	66960	66960	66960
b. Student participation in State ELA assessment	%	99*	98*	99	100	100	100
c. Student participation in State Math assessment	%	99*	98*	99	100	100	100
d. Drop-out rate	%	26*	8*				
e. Student average daily attendance	%	93**	90.31	93.01	93.45	93.89	94.33
f. Student completion of advanced coursework		30.6^	248/ 15%				
g. Suspension rate	%	5**	20*	33**	30.94	28.88	26.82
h. Number of discipline referrals	num	134772**	6635*	273	255.94	238.88	221.82
i. Truancy rate	%		9.69	6.99	6.55	6.11	5.67
j. Teacher attendance rate	%		89.7	89.9	90.34	90.78	92.22
k. Teachers rated as “effective” and “highly effective”	%		N/A				
l. Hours of professional development to improve teacher performance	num		1439.5	715.25	735.25	755.25	775.25
m. Hours of professional development to improve leadership and governance	num		37.7	117.5	123.0	128.0	133.0
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		946.4	901.75	907.0	912.0	917.0
II. Academic Indicators							
o. ELA performance index	PI	145	104	84	91.25	98.50	105.75
p. Math performance index	PI	157	110	79	86.56	94.12	101.68
q. Student scoring “proficient” or higher on ELA assessment	%	55.1	27.85	20.27	25.25	30.23	35.21
r. Students scoring “proficient” or higher on Math assessment	%	64.8	29.94	23.66	28.43	33.20	37.97
s. Average SAT score	score	1488	1214.0				
t. Students taking PSAT	num	N/A	N/A				
u. Students receiving Regents diploma with advanced designation	%	30.6*	12*				
v. High school graduation rate	%	74*	50*				
w. Ninth graders being retained	%		14				
x. High school graduates accepted into two or four year colleges	%	80**	80*				

*2007 cohort (2010-11)

**2006 cohort (2009-10)

^ 2007 cohort (2010-11) – based on Advanced Designation Regents Diploma

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 that students in restructured schools performed better in mathematics for three years and in reading for the first year and that the other SIG models the district adopted had no impact.

Four BCSD schools were awarded transformation grants in Cohort 1 and are currently in their third year of implementation. Two schools were awarded transformation grants in Cohort 2 and are currently in their second year of implementation. We have learned the most from our experience with the transformation model because it has been implemented for the longest period of time, with some adjustment to the original plan due to inconsistent funding. Of the four BCSD schools in Cohort 1, two have shown measurable 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 throughout several years in six schools, we believe it is the best model to select for this school.

The theory of action of the transformation model states that the existing configuration of leadership and instructional personnel at Waterfront 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 Waterfront, given the past achievement results, past improvement efforts, and community context. A highly capable school leader with a track record of transformation and clear potential to successfully lead a transformation process was hired in September 2011. David Hills began his work as an administrator, in the position of supervisor of curriculum assigned to staff development, in 2004. Hills participated in the Leadership Academy for Aspiring Principals through the Greater Buffalo Leadership Collaborative to prepare him for being the principal of a BCPS school. The student results at the end of one year show an improvement from 15 percent to 24 percent proficient in mathematics. In English language arts, there was movement from 17 percent to 20 percent at or above proficiency. Short-term suspensions decreased from 710 to 417. The daily attendance rate improved 2.49 percent. The Buffalo News reported of Waterfront that "a sense of optimism permeates."

There are currently three schools implementing a turnaround model funded by a School Improvement Grant (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 Waterfront. 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.

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 reorganization efforts of BCSD. Through the current and ongoing reorganization, the district is redefining its role as a service and technical assistance school support organization and has created systems and structures that will support the key components of the transformation model:

- Implement 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
- Providing 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 Waterfront and its students, leader background and core competencies, and instructional staff profiles. The district then conducted an assessment of the supply of external partners or providers available to lead the effort. BCSD gave additional consideration to district policies and collective bargaining agreements that currently address, limit, create barriers, and provide support for each of the intervention models.

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

The following questions guided the selection of the intervention model:

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

Based on recommendations from the state-appointed distinguished educator Judy Elliot, BCSD 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
- Implementing district and schoolwide systems to ensure the continuous use of data to inform and differentiate instruction
- Providing sufficient operational flexibility, including moving toward a decentralized, school-based system of professional development and budgeting
- Conducting monthly principal meetings for priority school principals 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 Leadership 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.

- **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. School Principal Biography

David Hills began his work as an administrator, in the position of supervisor of curriculum assigned to staff development, in 2004. Hills participated in the Leadership Academy for

Aspiring Principals through the Greater Buffalo Leadership Collaborative to prepare him for being the principal of a BCPS school.

As principal at Public School 43 Lovejoy Discovery School, Hills worked hard to establish a positive school climate and behavior systems to minimize disruptive behavior. Short-term suspensions decreased from 468, in the year prior to his arrival, to 171 in his second year and 211 in his fifth and final year. Attendance rates increased from 87.82 percent in 2005–06 to 91.02 percent in 2010–11. The percentage of students scoring at or above proficiency increased from 23 percent to 68 percent in mathematics and 22 percent to 55 percent in English language arts.

Hills became the principal at Waterfront in September 2011. The school has long struggled with low achievement and a lack of mission and direction. As a resident of the West Side of Buffalo, where Waterfront is located, Principal Hills saw an opportunity to develop a shared sense of direction and mission among staff and stakeholders. He facilitated this process by implementing grade-level meetings twice a cycle and deep levels of common planning. The student results at the end of one year show an improvement from 15 percent to 24 percent proficient in mathematics. In English language arts, there was movement from 17 percent to 20 percent at or above proficiency. Short-term suspensions decreased from 710 to 417. The daily attendance rate improved 2.49 percent. The Buffalo News reported of Waterfront that “a sense of optimism permeates.”

iii. Supporting Leadership Positions—Job Descriptions and Duties

To ensure the necessary conditions for success are in place, the BCSD 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, and instructional leaders (coaches, building reading, and mathematics 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 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.

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 turnaround a persistently lowest achieving school.
- Conduct classroom observations and evaluations of teachers that lead to positive changes in teacher practices and increased student outcomes.
- Assess the strengths and areas in need of improvement of faculty and staff based on a sound knowledge base.
- Communicate schoolwide changes and anticipated actions with the support of data.
- Work to develop and maintain clear lines of communication and collaboration between staff, administrators, students, and parents for the purpose of increasing student outcomes.
- 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.
 - 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 ELLs.
 - 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.
- Supports that foster a data-driven culture within the school
 - Designate a school-based facilitator who meets with teacher teams to discuss data.
 - Dedicate structured time for staff collaboration.
 - Provide targeted professional development regularly.
- Infrastructure for student success
 - Enthusiastically recruit highly qualified staff members who have the needed specialized skills and competencies for positions in the school.
 - Consider common goals for quick wins, such as changing the school's use of time and improving access to resources and the physical facilities.
 - Foster a positive school climate where student discipline concerns are addressed in a manner that promotes student responsibility and mutual respect.
- Professional development

- Arrange for targeted professional development based on analyses of achievement and instruction, differentiated according to teacher needs and the subject areas targeted for instructional improvement.

2. School Administration Manager (SAM)

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 a professional development plan for the staff based on a needs analysis that aligns with the goals of the SIG plan. Provide critical assistance to campus leadership and content staff related to data analysis, verification of alignment, and 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 and reporting, and oversight of budget and purchasing compliance.

Performance Responsibilities. The principal may assign the following duties:

- Assume responsibility for administration of the school in the absence of certificated administrators.
- Oversee implementation and effectiveness of all aspects of the SIG plan.
- Supervise and evaluate staff.
- Coordinate and provide support and professional development to teachers and staff to improve teaching and learning.
- Work with content and grade-level teams in program planning.
- Monitor and review all state, district-level, and school-level data.
- Monitor student attendance, and coordinate effort to improve student attendance.
- Coordinate development and participation in school-level planning and the review of implementation and effectiveness.
- Plan and coordinate to maintain a positive, safe learning environment for students by assisting with student behavior management.
- Promote the school and BCSD through positive relations with the community, businesses, parents, and students.
- Complete TimeTrack with the principal and selected assistant principals and teacher coaches each day. The SAM will meet individually daily with each TimeTrack user and schedule instructional leadership time above goal and 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

- At least four years supervisor experience in an urban school
- Experience in school turnaround
- Proven ability to improve student achievement

iv. Current Supporting Leadership Profile

Waterfront's school leadership team currently comprises the principal and two assistant principals, one of whom functions as the SAM. The assistant principals will remain at the school during the school improvement grant period. One assistant principal has supported the development of common formative assessments and curriculum maps, organized the Tier II team to utilize conduct data and support behavior improvements, facilitated planning for annual comprehensive education plans, supervised student behavior in the primary grades, and worked to increase student attendance. The other assistant principal has functioned as the SAM partner to the principal, organized all Title I parent involvement activities and expenditures, and supervised student behavior in the intermediate grades. Together, the Waterfront leadership team supports all grade-level meetings and strives to continually improve student academic success.

E. Instructional Staff

i. Current School Staffing Profile

Waterfront is staffed with fully certified teachers. On average, between 2008–09 and 2010–11, 3.3 percent of the teaching staff had less than three years of experience, and 19 percent had advanced degrees. In 2011–12, a total of 95 core classes were taught by highly qualified teachers. Seven English as second language (ESL) teachers are also currently on staff to support ELLs.

As noted in the needs assessment, Waterfront is currently staffed with 1.6 full-time equivalent (FTE) English teachers and 1.8 FTE mathematics teachers. Although part-time staff in core areas fill necessary gaps, time constraints inhibit itinerant staff from building relationships with team members, providing out-of-class support to struggling students, becoming part of the school culture, and making time to meet with grade-level or subject-area teams. By increasing itinerant staff in core subject areas to FTE, Waterfront will create a collaborative culture that allows the school to continuously reflect on and improve its practices and build an effective instructional team. An additional research associate will collect data and prepare data reports to increase the timeliness of the data used in grade-level meetings and professional learning communities.

To successfully implement the core design elements, Waterfront seeks to make two part-time music and art teachers FTE to further support the integration of the arts throughout Waterfront's curriculum. The expansion to FTE positions will provide Waterfront with a combined equivalent of four FTE music and art teachers, which allows the teachers to participate in common planning times, support the alignment of Common Core State Standards, and provide enrichment programs to all Waterfront students as well as targeted supports for ELLs and other struggling students.

Moreover, in alignment with the first and third goal of this transformation plan, Waterfront intends to staff a cadre of well-trained instructional coaches to ensure the implementation of a rigorous curriculum that challenges all students and to provide highly effective job-embedded professional development for all teachers. The instructional coaches in English language arts and mathematics will meet weekly with teachers to support them in their implementation of new instructional strategies that target student learning needs, particularly students who struggle, ELLs, and students with disabilities. The technology coach will support the use of interactive whiteboards and other technology tools such that the tools fully engage students in authentic interactive learning. The technology coach also will support teachers in planning lessons that use technology to advance student independence and college and career readiness. The instructional coach will partner with Canisius College in providing job-embedded professional development in 6+1 Trait Writing and will support teachers in integrating writing across the curriculum. An additional three to four full-time substitute teachers will provide necessary coverage for coaching, peer observations, and job-embedded professional development.

Other quantitative and qualitative changes to Waterfront's staffing include an FTE guidance counselor and an additional ESL teacher. As noted in the needs assessment, early identification and interventions are needed to meet students' academic and social needs and to help remove barriers to learning so that Waterfront students are able to build a solid foundation for their future success. Given the growing number of ELL students, an additional ESL teacher will increase the

amount of pull-out and push-in services students receive in English language arts as well as mathematics and science.

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 and dramatic student learning improvements within their own classrooms. As BCSD transfers, recruits, and hires teachers for Waterfront, the district will search for and develop teachers with unique characteristics and competencies identified by Public Impact's *School Turnaround Teacher: Competencies for Success* (Public Impact, 2008). The four competency clusters represent a consistent pattern of thinking, feeling, acting, and speaking that are essential to teachers' success in turning around performance in low-performing BCSD schools.

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

The *Influencing for Results* cluster is concerned with motivating others—students, other school staff, and parents—and influencing their thinking and behavior to obtain student learning results. Turnaround teachers cannot accomplish change alone; instead, they must influence the work of others. They use a variety of influencing tactics—such as inspiring students who have become resistant and apathetic from repeated failure, grasping and responding to unspoken student needs and motivations, and simultaneously supporting and prodding colleagues to collaborate on the path to schoolwide success—as the situation requires. The relationships teachers form are for the purpose of influencing others to enhance student learning, not for the purpose of personal bonding.

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

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

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

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

For the Cohort 4 Round 2 revision process, Waterfront's school leadership team met with American Institutes for Research consultants on May 7, 2013, and May 12, 2013, to update the needs assessment and revise and strengthen the school's plan for transformation. This team will communicate all major revisions of the plan at grade level and faculty meetings. The team also will develop short videos that capture the key points of the plan to share with the larger school community, including families present at Waterfront's spring concert on May 22, 2013, and at the ice cream social on May 30, 2013.

iv. Process for Hiring and Placing New Staff

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

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

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

The systemwide transfer process delays the ability to hire new, high-quality instructional staff.

F. Partnerships

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 Improvement Grant (SIG) support providers through an RFP on May 28th. Sealed responses are due June 27th. This RFP seeks to identify qualified entities for professional development, academic support services, and supports for student behavior and social-emotional supports. 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 leveraged to support implementation of key school improvement grant areas.

i. Implementation Partners and Their Roles

Waterfront seeks to continue the following partnerships which have been critical to the current improvement efforts and will provide support in the successful implementation of Waterfront's transformation plan.

Young Audiences (YA). To support the core design elements for arts integration, Waterfront seeks to expand its existing partnership with YA, which provides artist residency programs that enable K–8 students to develop targeted academic skills in tandem with creative forms of expression. Art forms include music, multimedia arts, theater, dance, and visual and literary arts. Previous YA residencies at Waterfront have included an inquiry-based writing project about Sherlock Holmes and a percussion project that culminated in a school concert. Waterfront will utilize the service of YA to further the school's focus on writing and creative expression, to help align curriculum to Common Core State Standards, to support ELLs in communication, and to engage all Waterfront students in the universal language of the arts.

Western New York United Against Drug and Alcohol Abuse, Inc. (WNY United). To address school climate and family engagement challenges, as detailed in the needs assessment and further outlined in the 2012 Youth Risk Behavior Survey, Waterfront seeks to expand its existing partnership with WNY United, a substance abuse prevention and education agency that trains and mobilizes high-risk school communities to implement strategies that prevent substance abuse and foster the development of healthy young adults. All WNY United programs are assessed annually and supported by a quality improvement and data management system.

There are a number of partner organizations that have already been identified that are critical to the implementation of the School Improvement Grant plan. These include:

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.

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 illustrates the level of service implementation throughout the course of the contract so that midcourse corrections are possible. Providers must meet the agreed upon targets to continue their 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. Vendors will be required to submit quarterly written reports regarding the implementation of the program/service.

The BCSD will designate one representative who will act as the primary contact for this project. The representative will be responsible for conferring with any and all parties necessary to resolve unanticipated issues or requirements that might occur during the course of the RFP.

Attachment C Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Rubicon International One World Trade Center, Suite 1200 121 SW Salmon Portland, Oregon 97204 503.224.7474	Blue Valley School District (Kansas) Carson City School District (Nevada) Chicago Public Schools (High & Elementary School Networks) (Illinois) Indianapolis Public Schools (Indiana) Oakland County Schools (28 member districts) (Michigan)	Dr. Tonya Merrigan (913.239.4175) & Ms. Sandy Groth (913.239.4369) Ms. Laurel Terry (775.283.1503) Ms. Megan Hougard (773.535.8230) & Ms. Linnea Garrett (773.534.9770) Ms. Joan Harrell (317.226.4913)
Service: Curriculum Mapping		Mr. Michael Yocum (248.209.2037) & Ms. Kelly Carey (248.209.2016)

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Pearson 1919 M. Street NW, Suite 600 Washington, DC 20036-3560 202.783.3668</p> <p>Service: Turnaround Partner, Whole School Reform</p>	<p>Niagara Falls City School District 79th 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@mfschools.net 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>Partner Organization Name and Contact Information and description of type of service provided.</p> <p>Niagara IT Solutions, Inc. 2886 Upper Mountain Road Sanborn, NY 14132 Mark Gaynor 716-812-8798 mgaynor@nitsl.com</p> <p>Service: Data management systems provider; electronic support for tracking curriculum effectiveness</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>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> <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 Denise Thompson, 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>Hillside Work-Scholarship Connection 70 Jewett Parkway Buffalo, NY 14214 585.654.1611 rgreen@hillside.com</p> <p>Service: HW-SC's Core Services model blends three interconnected areas of student services: Mentoring, Advocacy & Academic Support, Post-Secondary Preparation & Support and HW-SC's Job Institute</p>	<p>Rochester City School District</p> <p>All City High Charlotte H.S. East H.S. Integrated Arts & 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>Syracuse City School District</p> <p>Corcoran High School Fowler High School Henninger High School ITC Wm. Nottingham High School</p> <p>Buffalo Public Schools</p> <p>South Park High School Bennett high School</p>	<p>Chief of Staff: Patty Maligneri, 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>

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Evaluation Partners John Roden 2037 Grover Road West Falls, NY 14170 716-713-4399 John@johnroden.net Service: 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 Andreadna, 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
Partner Organization Name and Contact Information and description of type of service provided. Educational Consultants Dr. Kate Mahoney 716.673.4653 Dr. Karen E. Lilie 716.673.4656 Service: Support for ELLS, Supervision for ESL student teachers Educational Consultants Dr. Christine Givner 716.673.3311 Dr. Laura Geraci 716.673.3312 Dr. Carrie Fitzgerald 716.673.4652 Service: PBIS:SWPBIS & CWPBIS, SPED needs, Differentiation instruction, Accommodations and modification (instruction & assessments)	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)

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>Dr. Mira Berkley 716.673.3701 Dr. Karen Lindeman 716.673.3455</p> <p><i>Service:</i> Emilia-inspired environment (K-2)</p> <p>Dr. Robert Dahlgren 716.673.4654 Dr. Guangyu Tan 716.673.4805</p> <p><i>Service:</i> Culturally responsive pedagogy (CRP) and its application in classroom, create a caring student-centered learning environment</p>	<p>Frewsburg Central Chautauqua Lake Central Dunkirk Middle School Southwestern Central Dunkirk High School Clymer Central</p>	<p>Michelle Dziubinski, mdziubinski@frews.wnyric.org Ella Ames, eames@clake.org Laura Burnside, lburnside@dunkirk.wnyric.org Fawn Fisher, ffisher@swms.wnyric.org Mary Mistretta, mmistretta@dunkirk.wnyric.org Scott Aikens, saikens@clymercsd.org</p>
<p>Center for Applied Linguistics 4646 40th St. N.W. Washington, DC 20016 Dr. Julie Sugarman 202-362-0700 jsugarman@cal.org</p> <p><i>Service:</i> Program Evaluation</p>	<p>Arlington Public Schools, VA North Shore School District 112, Highland Park, IL</p>	<p>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> <p>Palm Delfose Teacher Leader Office of Multilingual & Global Education Madison Metropolitan School District 608.442.2938 Dr. Diego F. Girardo, District Coordinator, 847.613.7272</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>Berger Education Services 5225 Sheridan Drive Buffalo, NY 14221 Nancy Berger 716.572.1604 nancyberger@gmail.com</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>

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>National Urban Alliance for Effective Education 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 Office of Professional Development, San Fran District 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>Eric Louvrin, Principal, lvovrine@sfsusd.edu Jim Dierke, Principal, direkej@sfsusd.edu Bill Sanderson, Director, SandersonB@sfsusd.edu Carlos Garcia, Former Superintendent, carlosgarcia@sfsusd.edu, Richard Carranza, carranzar@sfsusd.edu Former Superintendent Eva Joseph doctor@aol.com Dr. John Ramos, Former Superintendent, jrazz.amos84@gmail.com Carol Birks, Former Principal, cdbirks@aol.com Dr. Melissa Krull, Former Superintendent, Mkrull_mnl@comcast.net Dr. Gayle Griffin, Former Associate Sup, giwgriffin@aol.com</p>
<p>Services School Turnaround <i>Services in Newark: Striving Readers Grant Partner School-wide Professional Development with emphasis on special education</i></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>School of Education Buffalo State College 1300 Elmwood Ave, Caudell Hall Room 114 Wendy A. Paterson, Ph.D. 716.878.4214 paterswa@buffalostate.edu</p> <p>Professional Development Schools Consortium www.buffalostate.edu/pds/x1020.xml</p> <p>Services: 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>

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>Cambium Education, Inc. Alyssa Johnson, Bids and Contract Coordinator 4093 Specialty Place Longmont, CO 80504 303.651.2829 ext. 465 alyssa.johnson@cambiumlearning.com</p> <p>Services: 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. Darrlene Driver, Chief Academic Officer, Milwaukee PS</p>
<p>Niagara University College of Education PO Box 1930 Niagara University, NY 14109 Patricia Wrobel 716.286.8309 pwrobel@niagara.edu</p>	<p>Buffalo city School District East High School International School 45</p>	<p>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> <p>Debra Sykes 716.816.7109 Casey Young 716.816.4520 Kathy Foy 716.816.3300</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>Research to Practice 31 Beech Street Floral Park, NY 11001 516.428.4064 The rtpgroup@gmail.com</p> <p><i>Services:</i></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 & 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>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>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.</p>	<p>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>
<p>Via Evaluation 628 Washington Street Buffalo, NY 14203 716.362.0627 Gary@ViaEval.com</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 Gonez-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. Parie Perkins, Principal, 315.435.4276 Dr. Nichelle Rivers, Executive Director, 516.292.7111 x1422 Lawrence T. Pernick Jr., 716.876.8108 x12</p>
<p><i>Services:</i> Evaluation services for ESL and bilingual programming</p>		

Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Medaille College 18 Agassiz Circle Buffalo, NY 14214 716.880.2143 Dr. Mary Ellen Mulvey Services: College and career-ready programming for students; community services network for parents and families	Riverside High School, Buffalo, NY	Dennise Clarke, dclarke@buffaloschools.org Debra Sykes, dsykes@buffaloschools.org Vincent Corulli, vcorulli@buffaloschools.org Laura Samulski-Peters, LSamulski@buffaloschools.org Jason Madden, jmadden@buffaloschools.org Aarin Pellitieri, apellitieri@buffaloschools.org Sarah Davis, sdavis@spatterson@buffaloschools.org Kelly Rogers, KCRogers@buffaloschools.org

G. Organizational Plan

i. Management and Team Structures

Please see attached School-Level Organizational Chart.

ii. Day-to-Day Operations

All adults are vital to the academic, personal, and social growth of students at Waterfront. 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. Waterfront's administrative team collaborates on whole-school concerns and planning. The school's current leadership structure is one school principal and two assistant principals. In the 2013–14 school year, this team will include the principal, SAM, and assistant principals. The leadership at Waterfront will be focused on the creation and support of a professional learning community that focuses on curriculum, instruction, and assessment as the primary vehicles for improving student achievement and school culture.

- **Principal.** The school principal will be responsible for day-to-day decision making; modeling and monitoring the school's mission and vision; and overseeing professional development, curriculum, and data analysis. Major decisions will be made by the school principal after considering recommendations of the leadership team. Decisions that are made by the school principal with consultation and recommendation with the leadership team will be implemented by the instructional leaders. Recommendations from the leadership team to the School Based Management Team will be made by the school principal. The role and responsibilities of the school principal will include the following:
 - Supervision and evaluation of the assistant principals and SAM
 - Day-to-day decision making
 - Modeling and monitoring the school's mission and vision
 - Planning, developing, and overseeing the annual professional development calendar, in collaboration with the leadership team
 - Overseeing curriculum, instruction, and assessment
 - Hiring and dismissing staff
 - Communicating ongoing changes, progress, and developments occurring throughout the school
 - Managing the budget and ensuring that spending is aligned with the mission and the school improvement goals
- **Assistant Principals.** The assistant principal will be responsible for curriculum, instruction, and assessment. This 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 principal, and cadre of instructional coaches (ELA, Math, and Technology) 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.

Team Meeting: At least once per week; daily check-ins (see Table 2)

Table 2. Administrative Team Meeting

In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> • Principal • Assistant Principals • SAM 	<ul style="list-style-type: none"> • Analyze and respond to student performance data • Monitor and coordinate activities of the leadership team and student support team • Data analysis and intervention planning 	<ul style="list-style-type: none"> • Data produced by classroom-based assessments, buildingwide assessments, state assessments • Instructional leadership data from TimeTracker

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

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

Team Meeting: Once per month; quarterly meetings with Transformation Leadership Learning Network (see Table 3)

Table 3. School Leadership Team Meeting

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

Student Support Team. The student support team includes the guidance counselor, social worker, and psychologist. Community partners, teachers, and other staff may join on an ad hoc basis. Team responsibilities include:

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

Team Meeting: Once per six-day cycle (see Table 4)

Table 4. Student Support Team Meeting

In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> • Guidance Counselor • Social Worker • Psychologist • Building Reading Teacher • Building Mathematics Teacher • Instructional Coach 	<ul style="list-style-type: none"> • Develop and plan social-emotional curriculum • Analyze student progress, and create intervention plans to meet students' academic and social-emotional needs 	<ul style="list-style-type: none"> • Functional behavioral assessment • Individualized education programs • Behavior and discipline data • RTI progress-monitoring data

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

Team Meeting: Once a month (see Table 5)

Table 5. SBIT Meeting

In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> Principal or Assistant Principal Building Reading Teacher Building Mathematics Teacher Instructional Coach Lead Classroom Teachers Special Education Teachers 	<ul style="list-style-type: none"> Collect and analyze schoolwide data Identify student learning problems Monitor achievement results 	<ul style="list-style-type: none"> Common formative assessments District assessment data State assessment data Progress-monitoring data Sample of student work

Discipline Teams and Grade-Level Teams. Teachers of the same subject area or grade team work together on a discipline team, usually with an instructional coach. Integrated coteachers, ESL staff, and music and arts staff also will be involved to ensure integrated instructional strategies that meet all student needs. Team responsibilities include:

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

Team Meeting: Daily common preparation periods and twice per six-day cycle (see Table 6)

Table 6. Discipline Team and Grade-Level Team Meeting

In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> All Teachers Instructional Coach Building Reading Teacher(s) Building Mathematics Teachers(s) Teaching Assistants 	<ul style="list-style-type: none"> Develop curriculum within content area from grade to grade Identify best practices Look at student work Look at teacher work 	<ul style="list-style-type: none"> Common Formative Assessments District benchmark data Student Work

Tier II Team. The Tier II Team includes the principal, assistant principal, student support team representative, and representative classroom teachers. Team responsibilities include:

- Analyze PBIS data, and identify students who are not responding to universal schoolwide behavioral supports.
- Create individualized intervention plans that address student behavioral needs.

- Monitor and track intervention plans.
- Support teachers in implementing the targeted interventions with fidelity.

Team Meeting: Twice per six-day cycle (see Table 7)

Table 7. Tier II Team Meeting

In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> • Principal • Assistant Principal • Student Support Team Representative • Classroom Teachers 	<ul style="list-style-type: none"> • Identify students not responding to universal behavior supports • Create individualized intervention plans • Monitor and track plans • Support teachers in implementing plans with fidelity 	<ul style="list-style-type: none"> • PBIS data

Instructional Coaches. Instructional coaches 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. Waterfront’s cadre of instructional coaches will include English language arts, mathematics, and technology.

Instructional coaches support colleagues in the implementation of highly effective instructional strategies based on student need. The instructional coaches observe and coach targeted groups of teachers. Each week the instructional coaches meet 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.

Team Meeting: Once every six-day cycles (see Table 8)

Table 8. Instructional Coach Team Meeting

In Attendance	Meeting Goals	Data Used
<ul style="list-style-type: none"> • Instructional Coaches • Building Reading Teacher(s) • Building Mathematics Teachers(s) • Assistant Principal • Principal 	<ul style="list-style-type: none"> • Plan professional development and teacher and student support throughout the year 	<ul style="list-style-type: none"> • Classroom observations • Coaching data

Support Staff. Support staff members include the school secretary, payroll secretary, technology teacher, attendance teacher, school safety officers, and school aides.

Committees. These committees are often formed ad hoc during the school year to plan or manage upcoming events of schoolwide policies. Committees will work on projects, including: PBIS, health and wellness, parental engagement, and schoolwide events. Committee meetings may be paid per-session depending on the time, frequency, and purpose.

iii. APPR Plan

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

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

Together, the administrative team will develop a weekly-monthly-yearly observation calendar using TimeTrack 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 teachers and groups of teachers and provides specific detail of the interactions: For example, was the time spent with the teacher on observation versus feedback? TimeTrack records and charts are used in a daily meeting with the administrative team to determine next steps for teacher follow-up, next steps, and track time use. The SAM project and calendar is a professional development process using a unique set of tools to change a principal's focus from school management tasks to instructional leadership.

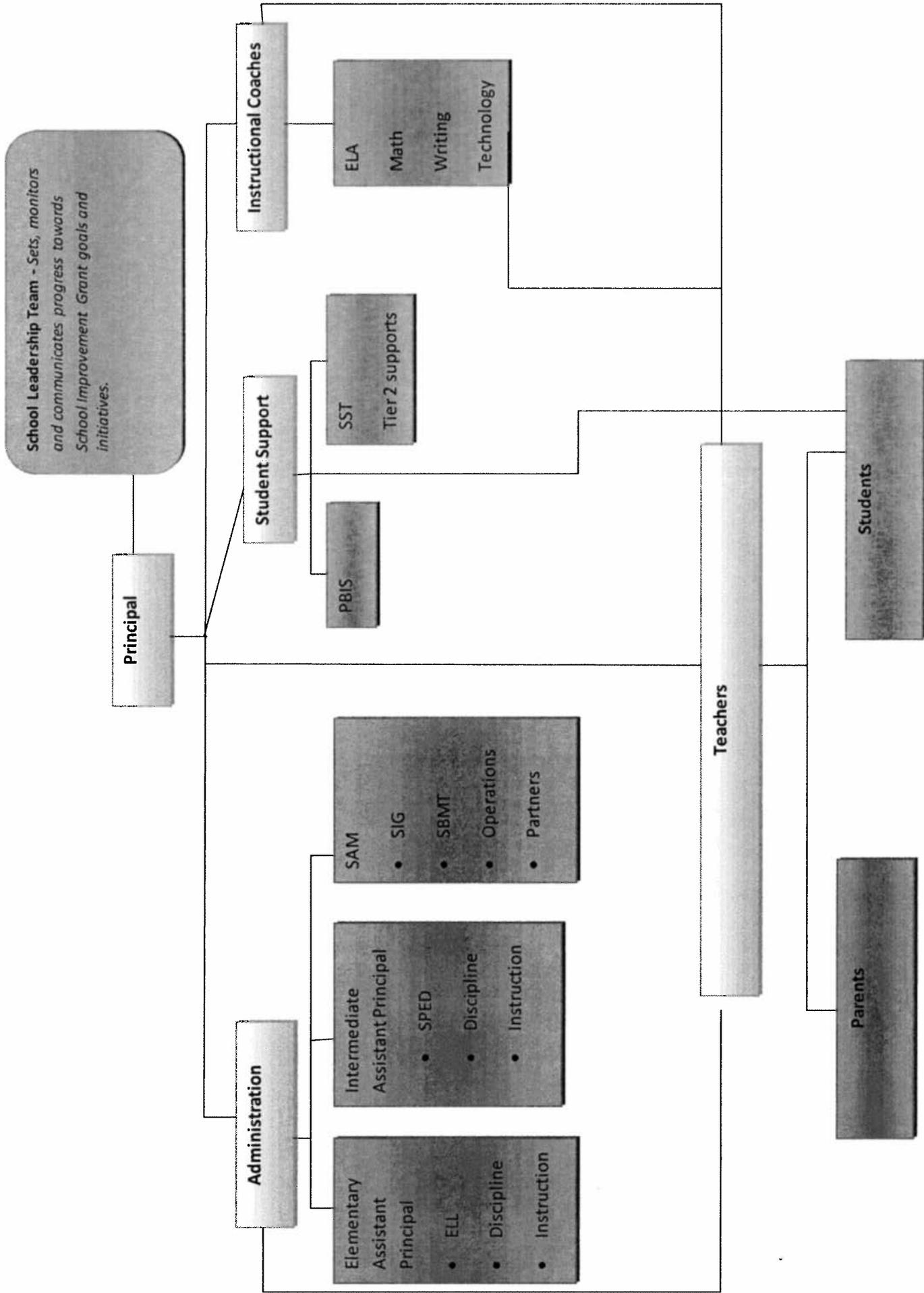
The system also provides opportunity for the administrators to track action steps more systematically and to hold teachers accountable to implement recommendations. Specific goals for teacher success will be set, and progress toward the goal will be tracked. This will allow the principal and the chief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

All teacher observations, student learning objectives approvals, and teacher improvement plans will be housed in BCSD's Professional Growth Data System. Teachers and building administrators will use this collection of data as another platform for communication and feedback between face-to-face sessions. The student learning objectives and teacher improvement plans also will be included in the TimeTrack calendar.

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

iv. Calendar of Events to Support APPR Implementation

Please see Full Calendar Schedule of Events for Implementing the APPR and Weekly Calendar Schedule of Events for implementing the APPR.



PS 95: Waterfront Elementary School Organization Chart

H. Educational Plan

i. Curriculum

As the first goal of Waterfront's transformation plan, Waterfront is committed to developing a highly engaging and rigorous curriculum that challenges every student and increases instructional learning opportunities. To that end, 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 Waterfront's school leaders and teachers will be engaged in ongoing planning at a more granular level, addressing the needs of the students in front of them. Waterfront will take the following steps to ensure that all students have access to a rigorous curriculum and learning experiences that will adequately prepare them for academic success:

- Provide time and support (i.e., materials, training, and guidance) for teachers to engage in unit and lesson development this spring and summer.
- Determine a common format for guiding curricular documents.
- Ensure alignment to interventions within the RTI framework.
- Provide ongoing professional development for teachers to inform their planning. This professional development will include training on how to implement the instructional shifts for literacy, such as how to plan for close reading of text, how to write text-based questions, how to teach writing effectively, how to effectively train students to access complex text through grammatical and syntactical analysis, and how to address academic vocabulary. Priority schools will receive support from district teams as well as the flexibility to identify outside providers to support this work.

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.

Waterfront is also a Core Knowledge pilot school for grades K-2. Core Knowledge is an educational reform model based on the premise that a solid, specific, shared core curriculum is crucial to ensure a sound elementary education and help students build strong foundations of

knowledge. The content of this core curriculum is outlined in the *Core Knowledge Sequence* manual, which describes what students should learn at each grade level in Grades K–8. The manual provides a detailed outline and a planned progression of specific content to teach in language arts, American and world history, geography, mathematics, science, the visual arts, and music.

The curriculum for students in Grades 3-6 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. Furthermore, *Journeys Common Core* was 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 21st-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:

Waterfront 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 outperform other students on test of problem solving ability, conceptual understanding, and proportional reasoning.

English Language Learners (ELLs). As noted in the needs assessment, the current curricular program for ELLs is fragmented, and the number of ELL students continues to grow at Waterfront. Teaching staff use prepackaged instructional programs and supplemental materials in lieu of a comprehensive, standards-aligned curriculum. This approach reinforces a negative

stigma that a student's native language needs to be remediated instead of celebrated and used as leverage for content-area understanding. Waterfront will develop and use grade-level and content-area curriculum maps, pacing guides, and units of study that are aligned with the Common Core State Standards. Within these guiding curricular documents, teachers of ELLs will embed best practices in bilingual education and ESL and will include supplemental instructional resources and materials to support students' English language acquisition.

ii. Instruction

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

Instructional Strategies. The Common Core State Standards require an increased emphasis on discourse and argument in both literacy and mathematics, which has significant implications for the ways teachers engage students in discussion and the kinds of questions they ask students. As teachers pose more challenging questions to students, engage in text-based discussions, and invite students to critique the reasoning of others, students will become effective with questioning and discussion techniques. Focus on this competency also ensures that student voice becomes an integral part of every lesson, which directly aligns with Waterfront's goal for transformation and core strategies needed to provide rigorous learning opportunities, engage students in meaningful and relevant learning, and offer the growing ELL population multiple avenues to communicate their understanding and interpretation. The school will develop, implement, and refine a shared and common set of instructional strategies that support the need for instructional discourse, which may include the following: Socratic Seminars, Dense Questioning, Conversations Across Time, and Question-Answer Relationships.

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

- Incorporate logical reasoning and problem-solving opportunities daily, as they relate to the content areas.

- Provide resources for students, such as calculators, rulers, scale models, graphic organizers, charts, graphs, statistical data, and other resources to enable students to experience mathematical connections to various topics across the curriculum.
- Use informational text and close reads of content-area reading material.
- Partner mathematics and English language arts teachers with teachers of social studies, science, and “specials” to develop lesson plans in those subject areas that use numeracy, quantitative literacy, and reading comprehension strategies.

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

Sheltered Instruction Observation Protocol (SIOP) Model. In response to the needs assessment, Waterfront is seeking effective ways to help the growing number of ELLs acquire the knowledge and skills they need to succeed in the classroom and beyond. Research shows that, when teachers fully implement the SIOP Model, ELLs’ academic performance improves.

The SIOP Model is a research-based and validated model of sheltered instruction. The SIOP Model consists of eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of ELLs in transitional bilingual education programs, dual-language programs, and freestanding ESL programs. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English language proficiency.

Best Practices for Newcomer Instruction. Given Waterfront’s growing ELL population, the school leadership team is committed to researching and implementing best practices in newcomer instructional strategies to help refugee students adapt to their new learning environment, assist the school staff in meeting the students’ specific needs, facilitate greater family engagement with families unfamiliar to the school system, and refer immigrant students and families to appropriate community services. The school leadership team will review existing local, national, and international programs for comparable elementary school models, including but not limited to CAL (Center for Applied Linguistics), Internationals Network for Public Schools, and the PEI Association for Newcomers to Canada. Based on identified best practices, Waterfront will provide professional development for all staff and implement newcomer instructional strategies in a systemic way across the grades.

Elective Courses, Cocurricular Activities, and Extracurricular Activities. Elective courses, cocurricular activities, and extracurricular activities will be developed and organized to support the school’s mission, vision, and school improvement goals. All activities will be driven by grade-level and subject-area curriculum and will support literacy and mathematics skills while allowing flexibility for exploration in areas that will ensure that students are highly prepared for college and careers and become well-rounded citizens. School teams will identify and develop elective courses that serve as applied learning electives. For example, in support of the social studies curriculum, the school may offer a civics or urban development elective; in addition to science, students may have a Project Green or astronomy elective; in addition to the English

language arts block, the school may offer journalism or theater. Students at Waterfront will have opportunities for arts, foreign language, and physical education. In physical education, students might study the rules of cricket while they learn about the British colonization of India. In this way, all courses will support student achievement and social well-being.

Acceleration of Learning. With many students one grade or more behind in reading or mathematics, it is critical to accelerate learning to catch them up. Traditionally, a model of remediation has been used to reteach curriculum concepts and 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 and skill, usually this remediation occurs at a slower pace in much more discreet or smaller chunks of knowledge. To accelerate student learning, Waterfront will ensure that all student learning is accelerated in the following ways:

- Waterfront will implement a rigorous literacy program for all students to accelerate their achievement in reading and writing. BCSD will select a core reading program designed to advance achievement in reading for all students in the district.
- Key to increase student achievement is providing teachers with classroom-based support to increase teachers' content knowledge and capacity to accelerate their students. The underlying assumption is the belief that a centerpiece for improved student learning is excellent teaching.
- Waterfront will use increased time as a catalyst to enable student achievement: increased amount of time in core subjects with comprehensive and coordinated student supports that allow students "catch-up" during daily intervention periods.
- Waterfront will provide an increased number of middle school students with opportunities to take Regents-level coursework and engage in rigorous courses that will prepare them for success in high school, college, and beyond. Waterfront will provide eighth-grade students with a challenging instructional program in mathematics and science that will enable them to perform well on the New York State Eighth-Grade Mathematics Exam, pass the New York State Integrated Algebra Regents and Living Environment Regents, and obtain high school diploma credit for algebra and living environment.

iii. Use of Time

Daily Proposed School Calendar -*Please see the Daily Proposed School Calendar*

Sample Daily Class Schedule - *Please see Attachment Sample Daily Class Schedule*

- **Daily Hours:** 8 a.m.–2:30 p.m. (6 hours and 30 minutes)
- **Core Courses:** 120 minutes English language arts; 90 minutes mathematics
- **Afterschool and Enrichment:** 120 minutes

Use of time is balanced among four priorities at Waterfront: making every minute of the school day count, more time for teachers to collaborate to improve instruction and address student learning needs, individualized learning time and instruction focused on specific student needs,

and academic and global enrichment programming before and after school and during the summer. Waterfront's school leadership team also will research best practice daily and course schedules that will directly extend the length of the school day by one hour and thereby increase the number of instructional minutes students receive in English language arts and mathematics. This new schedule will be implemented in the 2014–15 school year. In 2013–14, an extended school day and school year will be provided in afterschool programming and summer school, the details of which are provided in greater detail in the following sections.

Making Every Minute Count. To successfully increase time for high-quality academic instruction, Waterfront will maximize time for learning and eliminate unproductive time in the schedule. As noted in the needs assessment, transitions were of particular concern in the middle school grades. Waterfront implemented Rick Sprick's CHAMPS professional development program from Safe and Civil Schools, which supports the development of classroomwide positive behavior management systems. Teachers and administrators develop and teach routines and assigned roles aimed to minimize transition and noninstructional time, such as frequent locker breaks, transitions between classes, and lengthy dismissal procedures. All teachers develop classroom management plans that articulate the routines and procedures they will implement to ensure that time is used productively. These classroom management plans and teacher-designed videos detail procedures for passing out and collecting papers, dividing into groups, entering and exiting the classroom, asking questions, and other procedures intended to create a classroom environment conducive to learning while ensuring students remain on task. Waterfront administration and teaching staff will monitor the implementation of CHAMPS through peer observations and structured walkthroughs to ensure full school participation.

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. Waterfront schedules will be reorganized to provide teachers with regular time for collaboration within and across grade levels, subject areas, and with instructional support staff (e.g., special education, bilingual and ESL teachers, social workers, and guidance counselors).

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

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

- Devote weeks during the summer for professional development and team planning.
- Schedule biweekly or monthly early-release days. Teachers meet in teams while students participate in academic and social enrichment programs led by community organizations.

Individualized Learning Time and Instruction Focused on Specific Student Needs. The time allocated to core academic courses will be increased (English language arts will be, at minimum, two hours, and mathematics will be at least one and one half hours). The remaining time will be allocated to social studies, science, elective courses, and interventions. In addition, Waterfront teaching faculty will departmentalize in Grades 4–6 to allow for greater focus on content area instruction and targeted instruction to meet student learning needs. Grades 7–8 at Waterfront are already departmentalized. By expanding to Grades 4–8, departmentalization allows for more focused vertical alignment across the school and clearer articulation and communication of expectations for teachers and students. (See attached departmentalized schedule.)

Small-group English language arts and mathematics classes will be added to the weekly schedule. These classes will target specific skills for which students need additional support, and students will be grouped with peers who have similar needs based on formative, summative, and benchmark assessments. This strategic schedule enables teachers to move students into or out of academic support classes easily, based on how students perform at any time during the year. Students excelling in English language arts or mathematics may take on more enrichment courses in place of small-group classes.

Academic and Global Enrichment Programming Before and After School and During the Summer. Waterfront could not fulfill its mission and vision of providing a rigorous academic program without additional time. In addition to increased time during the instructional day, students also will have opportunities for academic and cocurricular activities after school and during the summer to develop creative thinking and problem-solving skills that come from a well-rounded education.

Waterfront provided 40 days of afterschool programming for 290 students in Grades 1–8 during the 2012–13 school year. No specific curriculum was followed. As a key strategy, Waterfront will restructure the afterschool programming to ensure targeted interventions are in place for struggling students, as identified by formative and summative assessments, and a curriculum aligned to the Common Core State Standards is followed for both small-group interventions and enrichment programming. Student progress will be tracked, and data will be analyzed and discussed in professional learning communities to create targeted interventions for specific high-need students and also to evaluate the effectiveness of the afterschool program. Particular attention will be paid to ELLs, students with individualized education programs, and high-achieving students.

Summer School. Within the framework of expanded learning time, summer learning programs are uniquely positioned to play a critical role in turning around Waterfront. These programs present opportunities to prevent summer learning loss, accelerate learning, improve student achievement, and eliminate the opportunity gap by exposing students to learning activities they would never have the chance to experience themselves. Currently, summer school is offered to all students in Grades PK–6 and to students in Grades 7 and 8 who have failed a core subject course. Summer programs run for half day, for four weeks during July and August.

Waterfront will implement a summer school that is 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 SIG grant funds will allow Waterfront 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.
- **Strategically invite certain students to enroll** who will benefit from the program based on their progress in reading during the school year. Parents and guardians of identified students in Grades K–8 will receive letters of invitation to register their students. These invitations will be in addition to the current summer enrollment policy.
- **Hire great teachers, and involve instructional coaches to support high-quality teaching.** 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 academic learning and enrichment activities** that provides hands-on, engaging programming that fosters critical 21st century skills, including collaboration, innovation, creativity, communication, and data analysis.
- Extend the **best practices** of our literacy and mathematics programs so that the summer program aligns to what we believe works best for struggling students. Both reading and mathematics will use a number of resources including educational technology.
- Use assessment data to **track and measure our 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 students are prepared for success in new environments.

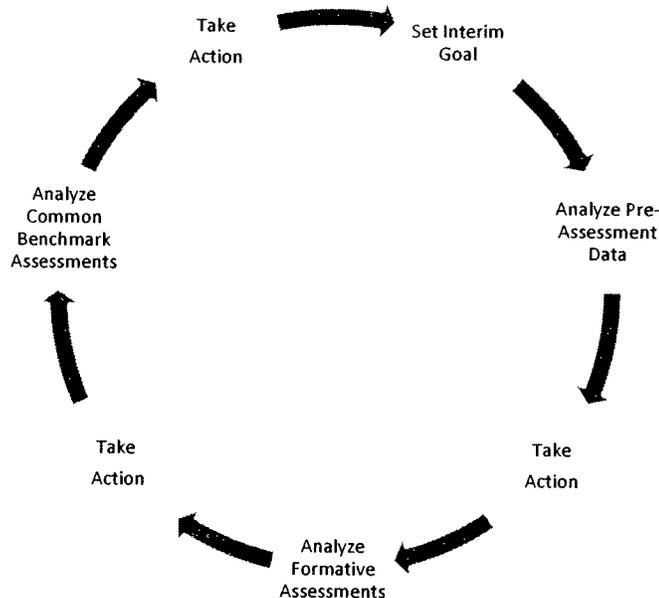
iv. Data-Driven Instruction and Inquiry

A major change to Waterfront’s instructional program will be the establishment of systems to monitor student achievement. The school leadership team is committed to employing an approach to data use that is comprehensive, timely, cyclical, and student centered. In response to the needs assessment and in line with the goal for the SIG period, teachers will have one full day five times per year to conduct data analysis and action planning. Substitute teachers will provide coverage. The five data analysis days will be built in to Waterfront’s schoolwide calendar and will occur in early September, November, late January, February, and early April.

The school will collect data to assess student learning and to drive a process of continuous improvement in all programs and structures. This process of continuous improvement will be accomplished in the following ways:

- Waterfront will introduce a buildingwide assessment protocol that assesses students on a biweekly basis based on the school’s established learning targets and the BCSD curriculum pacing guides and instructional programs. The data that is generated from the assessments will be analyzed by multiple persons, including: content team and grade-level team at team meetings, SBIT at team meetings, and administrative team at team meetings. The results of this ongoing analysis will determine the need for changes in instruction as well as necessary interventions for students.
- Through ongoing Skillful Data Use professional development from RBT, teachers have learned how to implement a structured process of collaborative inquiry that increases their abilities to engage in professional practices that include the effective uses of data to improve student achievement. The principal, assistant principal, instructional coach, and building reading and mathematics teachers, and other members of the school-based inquiry teams 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 to influence the culture of their school to be one in which data are used continuously, collaboratively, and effectively to improve teaching and learning. The program is based on the resource *A Data Coach’s Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry* (Love, Stiles, Mundry, & DiRanna, 2008) and is outlined in Figure 1.

Figure 1. Use of Data for Continuous Improvement of Teaching and Learning



- Waterfront will administer district formative assessments based on learning goals in core academic areas. Instructional staff will collect and analyze data to determine which students in each classroom are mastering predetermined targets. Following the

administration of these assessments, teacher teams, individual teachers, and instructional leaders will develop concrete plans for struggling subgroups and individual students.

- 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. Through the analysis of assessment results, teachers will identify strengths, weaknesses, and gaps by standard and skill. Deep analysis will require that teachers not only identify what students did not learn but why they did not learn it.
- 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. This plan will delineate standards and skills that must be retaught to the whole class, what will be addressed through small-group instruction, and which individual students require placement in intervention programs, as outlined in the schoolwide RTI framework.
- 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. In collaboration with integrated coteachers, ESL teachers, and music and arts teachers, the teams will spend additional time developing concrete elements of lesson plans (e.g., “Do Nows,” teacher guides, student activities, homework) that will be used to address needs and gaps in specific skills and standards.
- 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. These plans will delineate the coaching, instructional support, and professional development for teachers needed 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

In building on Waterfront’s existing capacity, the schoolwide framework for providing academic, social-emotional, and student support to the whole school population includes the following components:

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

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

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

In addition, as noted in the needs assessment, Waterfront has a lack of student academic support options for seventh and eighth graders in particular. At present, RTI provides structured, dedicated, and varied interventions to all Grades 1–6 students for an hour each day, including small-group and individualized instruction. RTI will be expanded to include interventions for students in Grades 7–8 on a daily basis. Waterfront staff is committed to ensuring that all students receive the targeted supports they need to sustain personal and academic achievement.

WNY United. Services provided by WNY United support Waterfront in creating a school culture that supports and celebrates student success, developing student prosocial skills, and fostering greater family engagement. Learning environment services, provided by a prevention specialist, include conflict resolution, antibullying and life-skills curricula; leadership training in Grades 6–8, a mentoring and tutoring program; and support for PBIS. WNY United has formally partnered with BCSD since 1996 and has been fully vetted through the BCSD Services Matrix.

The Mentoring and Academic Support Tutoring Program (MAS) has been run by WNY United Against Drug and Alcohol Abuse, Inc. since the 2011-12 school year. The MAS Tutoring program has provided Waterfront Elementary School with three tutors who provide an average of 1,700 hours of academic tutoring to students in 4th through 8th grade each year. The program focuses on preparing students for the NYSE LA and Math assessments. Data collected from the first year of the program shows that students who participated in the program, not only performed better on the pre and post tests provided by WNY United, but showed statistically significant improvement on NYS assessment scores from the previous year when compared to the student population that did not participate in the MAS program.

Jericho Road Ministries (JRM). In response to the Needs Assessment, Waterfront seeks to partner with Jericho's Road to systematically address the needs of its growing ELL population. Jericho's Road is a faith-based community organization that facilitates wellness and self-sufficiency in the lives of refugees and low-income community members by addressing health, education, and economic barriers. Operating on the West Side of Buffalo, where 90% of Erie County refugees begin their journey, JRM will offer on-site settlement services and educational programming for Waterfront families that address housing, health, and economic concerns. JRM staff will also facilitate Waterfront's communication with families in their native language and provide a centralized location for parent meetings. In addition, Waterfront will utilize the services of JRM to provide professional development to Waterfront staff on best practices for honoring cultural differences and meeting the needs of newcomer students and families

Canisius College. Canisius College is another critical partner to Waterfront teachers and students with disabilities. As part of a Federal Justice grant, Canisius College offers targeted professional development on best practices to meet the needs of struggling learners and students identified with learning disabilities. As detailed in the needs assessment, further differentiation is needed to address the unique needs of this population. In addition, as a host for the WNY Writing Project, Canisius will support Waterfront in implementing 6+1 Trait Writing.

vi. School Climate and Discipline

Waterfront is committed to ensuring a safe and supportive learning environment. In 2010–11, the percentage of discipline referrals for skipping class significantly decreased, and the short-term and long-term suspension rate declined. Student attendance continues to increase, from 88.85 percent in 2009–10 to 92.04 percent in 2011–12. Although these efforts are moving Waterfront in the right direction, the school understands that building a supportive learning environment is not only about disciplining students but is also about building relationships with and setting high expectations for them and taking fair and consistent action.

To that end, Waterfront will refine the current schoolwide positive behavior program and discipline system with clearly established expectations for safety, discipline, and respect. The policies and related system will include concise, schoolwide behavior expectations common for all students and a continuum of supports, interventions, incentives or rewards, and consequences—including a clear delineation of which activities and programs students are entitled to and which are privileges. In addition, the schoolwide behavior policy will identify which behaviors are to be handled by teachers, behavior support staff, and school leaders.

Schoolwide positive behavior and intervention programs will include the following:

- An instructional component for teaching students self-control and social-skill strategies
- Links between individual classroom management strategies and the schoolwide behavioral support system
- Regular and systematic collection and use of data regarding discipline and school climate to guide decision making

- Deliberate professional development that builds adult capacity to facilitate learning experiences and manage classrooms in a way that results in a safe and healthy environment conducive to learning

As noted in the needs assessment, students with disabilities and ELLs will be held to the same universal behavior expectations. Too often, schools lower standards and expectations for students rather than applying individualized and tiered supports designed to address behaviors that may be a manifestation of a student's disability. All Waterfront students who do not respond to universal programs and supports will receive a functional behavioral assessment to identify the antecedent, behavior, and consequences that may impede response to expectations. Individualized behavior plans will be developed. Teachers will first use effective universal classroom management practices for all students, and then they will refer students who need additional support and more individualized interventions to the Tier 2 Team to problem solve and identify appropriate strategies, modifications, and needs for a student's individualized education program.

In addition, to expand Waterfront's existing capacity, a partnership with WNY United will provide additional strategies to develop and sustain a thriving learning community. WNY United develops students' prosocial skills. Learning environment services, provided by a prevention specialist, include conflict resolution, antibullying and life-skills curricula; leadership training in Grades 6–8, a mentoring and tutoring program; and support for PBIS.

vii. Parent and Community Engagement

Waterfront will develop a consistent and unified approach to family involvement through an organized and deliberate effort to reach all parents and families and to encourage them to engage with the school in ways that meet their needs and support high expectations for all students. As noted in the needs assessment, twenty-five native languages are spoken among Waterfront students and families. The school currently offers no form of written communication to non-English-speaking families.

National trends suggest that ELL students and families experience increasing isolation, separated by language, ethnicity, and socioeconomic status. To that end, Waterfront will prioritize the following strategies to overcome isolation, honor cultural differences, and increase parental and community engagement:

- **Provide staff or services that can communicate with parents in native 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 written. To increase the number of parents who participate in school activities, it is critical that parents feel comfortable and that the school communicates effectively. Waterfront also will explore existing software that will provide translation services in multiple languages, including the most common among Waterfront families.
- **Identify, train, and support parent facilitators who can assess the needs at the school, serve as liaisons to parent and refugee groups, and speak in each of the languages represented at Waterfront.** An organized, district-supported parent program

will provide another pathway for parents and families to engage with teachers to understand how to help their children at home. A partnership with community and faith-based organization Jericho Ministries (JRM) will support parent facilitators in meeting the diverse language needs of Waterfront's ELL students and families (Somali, Nepali, Spanish, Arabic, Burmese, Karen, and Swahili).

- **Provide on-site support for parents of ELL students, and offer parent training that supports second language learning and addresses newcomer needs.** Waterfront seeks to partner with JRM, a local clinic that facilitates wellness and self-sufficiency in the lives of refugees and low-income community members. JRM will offer on-site settlement services and educational programming for Waterfront families that address housing, health, and economic concerns. JRM also will provide a centralized location for parent meetings.

Waterfront also 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, regarding strategies for increasing student achievement.
- **Survey parents at 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 they can better support their children.** Receiving information directly from parents will inform the school's next steps regarding parents' needs, programs, and protocols for reaching and appropriately engaging parents and families. A parent survey administered at the end of the year will provide feedback about the effectiveness of the strategies employed and will inform planning for Years 2 and 3.
- **Use varied forms of communication, including increasing the use of technology to keep parents and families informed about the school community and their children's progress.** Family communication will flow in both directions. In keeping with the increased use of technology, the school will explore and implement opportunities for communication through automated calls, text messages, e-mail, better use of the school website, newsletters, and regular phone outreach. Waterfront also will live stream and archive parent meetings.
- **Host activities that meet the needs of students, parents, families, and the community at large.** Activities may include academic or social celebrations, literacy or mathematics events, or training for parents and community members by a partner organization (e.g., parenting classes, extracurricular activities, or job and skills training).
- **Designate and develop a welcoming parent room.** Waterfront will offer weekly activities, facilitated by the parent facilitator, that provide multiple opportunities and access points for parents to interface with the instructional program and to provide feedback to the school. Building trust with entering prekindergarten and kindergarten parents and establishing long-term relationships will be another key strategy.

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

Waterfront’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 goals of the transformation plan.

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. PLCs are an important structure that supports instructional improvement, systematic data use, and a school culture focused on continuous improvement. By focusing on student learning, in addition to having benefits for students, PLCs positively affect the culture of a school.

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.

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.

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

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
<p>Instructional Coaching</p>	<p>September – May 2013</p>	<p>American Institutes for Research</p>	<ul style="list-style-type: none"> • Positive perception of coaching activities • Improved instructional knowledge and skills among teachers • Application of instructional shifts and best practice in instruction as measured by instructional observations • Increased student achievement 	<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? Do observational data suggest gaps in application?</i></p>
<p>Professional Learning Communities</p>	<p>October 2013 (start date) – June 2013</p>	<p>Instructional Coaches</p>	<ul style="list-style-type: none"> • Time for collaboration built into the school day and calendar • Team norms to guide collaboration • 8-10 essential common outcomes per semester by course/content area • Common assessments • Grade-level/content-based improvement strategies 	<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 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</p>

<p>SIOP Model</p>		<p>RBE-RN</p>	<ul style="list-style-type: none"> • Lesson plans aligned with SIOP components • Teacher implementation of SIOP components as observed by Instructional Coach, Principal and Assistant Principal. • Increased English language acquisition among English learners as measured by the NYSESLAT 	<p>and state assessments.</p> <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>
<p>Intensive Positive Behavioral Interventions and Support/ Safe and Civil Schools Coaching for High Needs Schools</p>		<p>Erie 1 BOCES</p>	<ul style="list-style-type: none"> • Reduced suspension rate • Reduced behavior referrals • Increase in positive behavior • Improved classroom management as measured by classroom observations • More time on instructional tasks • Increased Student engagement 	<p>Data analysis and report will 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>Same as above</p>
<p>School Culture and Climate</p>		<p>Erie 1 BOCES</p>	<ul style="list-style-type: none"> • Reduced suspension rate • Reduced behavior referrals • Increase in positive behavior • More time on instructional tasks • Increased Student engagement • Improved Attendance 	<p>Same as above</p>
<p>Parent and Community</p>		<p>Erie 1 BOCES</p>	<ul style="list-style-type: none"> • Improved Attendance • Increased student and parental 	

<p>Engagement: Infrastructure and Capacity Building</p> <p>Curriculum</p>	<p>3 days (6 hour/day); Dates TBD</p>	<p>BCSD</p>	<p>engagement</p> <ul style="list-style-type: none"> • Aligned afterschool and summer programs • Curriculum plan • 2-3 domain maps for specific subject areas • School-wide strategies that assist with implementation challenges • Increase proficiency on district common formative assessments • Increase proficiency on NYS ELA exam 	<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 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>
<p>Instruction</p>		<p>Research for Better Teaching</p>	<ul style="list-style-type: none"> • Improved instructional knowledge and skills among teachers • Application of instructional shifts and best practice in instruction as measured by instructional observations • Increased student achievement 	<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? Do observation data suggest gaps in application?</i></p>

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 7th to review and revise their grant application.
4. During the week of June 3rd, 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. Year One Implementation Period—Goals and Key Strategies

Table 9 outlines the specific, measurable, and time-phased actions on the part of district leadership, Waterfront school leadership, and other stakeholders to support the key strategies in the Year One Implementation Period.

Table 9. Implementation Period Actions and Timeline

Goal 1: Waterfront will develop a highly engaging and rigorous curriculum that challenges every student and increases instructional learning opportunities.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Curriculum and Instruction	Unit planning and lesson development in alignment with Common Core State Standards (CCSS)	Grade level and content-area curriculum maps, pacing guides, and units of study aligned with CCSS	Spring – Summer 2013; September – June	Administration, Instructional coaches, teachers, PLCs
	Implementation of common set of instructional practices that support increased discourse in literacy and mathematics	Instructional shifts strategically incorporated in all core subjects, electives, cocurricular and extracurricular activities	September – June	Administration, Instructional coaches, teachers, PLCs
	Alignment of curriculum to RtI and ELL needs	Intervention plans and materials aligned to curriculum maps; Lesson plans and supplemental resources address academic and linguist needs of ELLs	September – June	Administration, Instructional coaches, ELL teachers, RtI, PLCs
	Ongoing professional development to inform teacher planning	Implementation of common instructional format	September - June	District Teams, Research for Better Teaching, Administration, Instructional coaches, PLCs
	Best practice research for models of newcomer instructional	Selection of best practice model and identification of PD provider	January – June	Principal, School Leadership Team

	programs and strategies			
Goal 2: Waterfront will employ an approach to data use that is comprehensive, timely, cyclical, and student centered.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Data Driven Instruction	Data posted in various forms. Individual student data reports compiled during grade level meetings.	Visual data available in conference/data room, classrooms, and through district and state websites	September – June (with biweekly updates)	Data Team, Instructional Coaches, Administration, District Office of Shared Accountability
	Frequent, short cycles of improvement to achieve student achievement goals	Use of short cycles which include setting goal, analysis of pre-assessment data, take action, analysis of formative assessment data, take action, analysis of common benchmark assessment	September – June	Administration, Instructional coaches, teachers
	PLCs (twice per 6-day cycle) and bimonthly data inquiry team meetings	Meeting times built into master schedule, minutes taken with accountability and follow up	September – June	Administration, data inquiry team, teachers, instructional coaches
	Job embedded professional development to increase student engagement, assess student learning, embed vocabulary instruction, utilize 6+1 Trait Writing, develop curriculum maps, analyze data, SIOP lesson planning, use of Informational Text, development of Common Formatives and shifts to the Common Core.	Creation of curriculum maps, vertical alignment maps, completion of common formative assessments, and differentiated instructional plans for reteaching and small groups , development of SIOP lesson plans that are aligned to the Common Core	September – June Each grade level meets two times per six day cycle	Research for Better Practice's <i>Using Data Day to Day</i> , Instructional coaches, administration, district support personnel

Goal 3: Waterfront teachers will continuously learn and grow through job-embedded, building-level, and evidence-based professional development.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Training, Support and Professional Development	SIOP model instruction for each staff member with an emphasis on building background and lesson planning	The suggested SIOP lesson plan template will be utilized to address the needs of all ELL and SWD	September-October	Administration, RBE-RN, Instructional Coaches
	6 + 1 Trait Writing implementation training	Use of the 6+1 Trait Writing model to refine and focus writing instruction on specific elements of writing and common, student friendly rubrics	September – June	Administration, Canisius College, Instructional Coaches
	Facilitated curriculum mapping	Completed curriculum maps for each semester	September and January	Administration, Instructional Coaches, District Support staff
	Immigrant and Refugee Services and Communication Outreach Strategies	Increase in parental and community attendance at school events and PTA meetings	November – June	Administration, Instructional Staff, ELL staff, parent facilitators, Jericho Road Ministries
	Teacher academies (Summer and/or monthly) on a school level concept with a month to implement and come back to reevaluate and secure best practices.	Increase in school-wide implementation and articulation and communication of learning expectations	September-June	Administration, Instructional Coaches, Teachers

ii. Quick Wins

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

- Completed curriculum maps for first quarter
- Increased use of SIOP strategies.

- Decrease the number of discipline referrals as measured by Positive Behavioral Interventions and Supports (PBIS).
- Increase time on task in meaningful and rigorous work as measured by weekly classroom observations.
- Increase in communication to families in native language.

iii. **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.

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

The overarching goal for the Year 2 and Year 3 Implementation Periods is to continually monitor data and program effectiveness to ensure that the SIG transformation evolves to fit targeted school needs. Data from leading indicators will be reviewed quarterly (and annually where appropriate) to address implementation issues, ensure data-driven decision-making processes, and determine timely course corrections. In addition, as outlined in Kowal and Ableidinger

(2011), district and school leaders will be able to examine the correlations between student outcome data and leading indicators in Years 2–3 and then target the leading indicators that are the most connected to student learning outcomes and turnaround success.

BUDGET NARRATIVE

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)	Proposed Expenditures Year-1
Code 15 Professional Salaries		
	Buffalo City School District: <u>Chief of Special Projects</u> : Provides overall programmatic leadership for all School Improvement activities/program and direction.	\$4,095
	<u>Director, Educational Partnerships</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).	\$4,917
	<u>Project Administrator, School Reform & Quality Review</u> : Assist with the implementation and calibration of the Diagnostic Tools for School District Effectiveness tool. They will assist with the planning and implementation of the tool for all priority and focus schools.	\$5,332
	<u>Project Administrator, Strategic Planning & Operations</u> : Will provide additional direction and assistance in the implementation and planning for SCEP, will understand the BCSD systems, forms, processes, and responsibilities around school-based budgeting and engage in a process to align the school budget and other resources in support of the SIG and/or SCEP	\$5,332
	<u>Project Administrator - SIG</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.	\$4,800
	<u>Supervising Principal</u> : Offer administrative assistance and guidance to the Turnaround Principal(s) while working with assigned Community and Associate Superintendents.	\$20,900
	<u>Instructional Coach</u> : Assigned to provide imbedded professional development	\$20,150
	<u>Instructional Technology Coach</u> : Will support the use of technology in all applications, provides district-wide mentors on the use of technology and the use of data.	\$3,900
	<u>Administrator Ancillary</u> : Pay for administrators to work after hours	\$3,586
	Waterfront: <u>Assistant Principal - SAM</u> : will be the School Administrative Manager – assisting the principal allowing more instructional than managerial duties. Insure that PD will be implemented at all school levels, track attendance and oversee grant activities.	\$80,000
	<u>Instructional Technology Coach</u> : Able to guide teachers using technology to infuse instruction into all classrooms as standard practice	\$65,000
	<u>Reduced Class Size Teachers</u> : To make itinerant teachers whole, therefore allowing them to have more stake in the school as well as showing a better presence to the students; the exact titles will be determined once District staffing is final.	\$104,000

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)	Proposed Expenditures Year-1
	<u>Instructional Coaches – school based:</u> Will provide embedded instructional support in 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.	\$130,000
	<u>Attendance Teacher:</u> Will provide attendance services – home visits, data collection and interventions.	\$16,250
	<u>Librarian:</u> Allows for full time librarian to assist with literacy and provide all library services every school day.	\$32,500
	<u>ESL Teacher:</u> Given the growing number of ELL students, an additional ESL teacher will increase the amount of pull out and push in services students receive in ELA as well as math and science.	\$65,000
	<u>Guidance Counselor:</u> Will provide early identification and interventions to meet students’ academic and social needs and to help remove barriers to learning so that Waterfront students are able to build a solid foundation for their future success.	\$65,000
	<u>Substitutes:</u> Four substitutes for full academic year to support teaching staff to receive and embed related professional development	\$83,328
	<u>Teacher Ancillary 41st week</u> – Five full days of professional development with the selected turnaround partner to assess Year One implementation and adjust for Year Two.	\$120,000
	<u>Teacher/Student PD:</u> After school professional development to implement Common Core Learning Standards, PBIS, Co-teaching, etc. Scheduling is subject to approval of the District’s academic year calendar	\$10,690
	<u>Administrative/Student PD:</u> After school professional development for administrators to implement Common Core Learning Standards, PBIS, Co-teaching, etc. Scheduling is subject to approval of the District’s academic year calendar.	\$1,441
	<u>Discussion Leader PD:</u> ; In-district professional developers who will provide training to teachers and administrators after hours, specifically in the Common Core Learning Standards Scheduling is subject to approval of the District’s academic year calendar	\$1,391
	<u>Curriculum Committee – Admin:</u> To allow administrators to participate in after hours curriculum development, including planning of extended learning time program, the summer school program, aligning current lessons to the Common Core. This can also allow the Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary. Scheduling is subject to approval of the District’s academic year calendar	\$2,016
	<u>Curriculum Committee – Teacher:</u> ; To allow teachers to participate in curriculum development, including planning of extended learning time program, the summer school program, aligning current lessons to the Common Core. This can also allow the Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary.	\$14,956

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)	Proposed Expenditures Year-1
	<p>Scheduling is subject to approval of the District’s academic year calendar.</p> <p><u>Teacher/Student PD – Summer Program</u>: to train, prepare and organize teachers for the summer program (materials, procedures, etc.)</p> <p><u>Teacher Ancillary Summer</u>: Will provide a tailored summer school program for students. This will allow Waterfront Elementary to hire current faculty.</p> <p><u>Teacher Ancillary Summer, specials, library</u>: Will provide a tailored summer school program for students, including encore teachers and library media specialists</p> <p><u>Teacher Ancillary Summer, guidance</u>: Guidance counselor to provide services to students, including conflict resolution, scheduling, etc.</p> <p><u>Teacher Substitutes Summer</u>: Substitutes for teacher absences during the summer program, as necessary</p> <p><u>Principal Stipend</u>: Stipend required per the Collective Bargaining Agreement</p> <p><u>Teacher Ancillary – After school ELT</u>: Provides 220 hours of student contact time to students– 20 hours above the ESEA requirement. The ELT program will run from Oct. 1, 2013 to June 1, 2014.</p> <p><u>Admin Ancillary – After school ELT</u>: Administrator to supervise and oversee the ELT program</p> <p><u>Teaching Assistant</u>: An additional teacher assistant will allow for additional common planning time wherein the assistant can instruct students while the teacher is participating in CCPT.</p> <p><u>Teaching Assistants – Summer</u> – Will provide classroom instructional assistance during the summer program.</p>	<p></p> <p>\$1,432</p> <p>\$45,018</p> <p>\$8,185</p> <p>\$1,462</p> <p>\$4,480</p> <p>\$2,554</p> <p>\$122,496</p> <p>\$7,890</p> <p>\$19,846</p> <p>\$14,809</p>
<p>Code 16 <i>Support Staff Salaries</i></p>		
	<p>Buffalo City School District:</p> <p><u>Senior Account Clerk Typist</u>: Provide clerical assistance to the Director, Supervisor and Project Administrator in the Office Of School Innovation and Turnaround.</p> <p><u>Administrative Secretary</u>: Provide clerical assistance to the Associate Superintendent in the Office of Innovation and Turnaround.</p> <p><u>Research Aide</u>: Provide data research and technical assistance for the office of School Innovation and Turnaround</p> <p><u>Budget Examiner</u>: Will provide district wide review and analysis of each SIG to insure timely/effective grant expenditure.</p> <p><u>Human Resource Specialist</u>: Will assist Human Resources Department to acquire and align essential personnel for the continuing success of the school improvement grants.</p> <p>Waterfront:</p>	<p>\$7,040</p> <p>\$1,290</p> <p>\$6,720</p> <p>\$2,800</p> <p>\$3,000</p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)	Proposed Expenditures Year-1
	<p><u>Clerk Typist – Summer Program</u>: Will provide clerical support for the summer program</p> <p><u>Teacher Aides Summer</u>: (2) Will provide support services to classroom teachers and administrator</p> <p><u>Research Aide</u>: Will enter and compile data, allowing teachers to build their capacity for analyzing and using the data to improve instruction</p>	<p>\$4,547</p> <p>\$4,707</p> <p>\$50,000</p>
Code 40 Purchased Services		
	<p>Buffalo City School District</p> <p><u>Contract Services</u>: The District policy requires approval of NYS Education funding prior to beginning contractual proceedings.</p> <p><u>Distinguished Educator</u>: EDULEAD, LLC: Will provide overall district guidance and educational recommendations required per New York State Education Department.</p> <p><u>Niagara IT</u>: Provides support and training for the enhance data dashboard</p> <p><u>American Institute for Research</u>: Provide Transformation Leadership Network that consists of quarterly meetings with SIG-funded schools' transformation teams. They will assist the District with organizational planning in relation to the SIG grant, i.e. selection and evaluation of external partners.</p>	<p>\$4,000</p> <p>\$3,000</p> <p>\$4,000</p>
	<p>Waterfront:</p> <p>Contract Services:</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>National SAMS Innovation Project - NSIP</u>: NSIP helps schools develop systems that allow the principal to devote more time to instructional leadership, activities directly tied to teaching and learning. SAM schools learn to create First Responders so the principal is not automatically pulled from instructional work. Leaders begin using TimeTrack, a cloud-based calendar that serves as the principal's lesson plan. TimeTrack keeps a running record of the time spent on instructional matters and disaggregates the data to the teacher level. SAM Implementation Specialists work in the school for several weeks supporting the principal and office staff as they begin SAM work. Office staff are trained in a unique conversation protocol that makes every member of the school community feel valued without immediately involving the principal. The average SAM principal gains the equivalent of 27 more days of time for instructional leadership for the first year. The contract includes online TimeTracker, SAM Implementation Specialists and on-site professional development.</p> <p><u>Research for Better Teaching</u>: Teachers will participate in the Studying Skillful Teacher course which emphasizes instructional practice and</p>	<p>\$85,000</p> <p>\$11,500</p> <p>\$15,000</p>

Buffalo City School District: School Improvement Grant: Waterfront #95

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)	Proposed Expenditures Year-1
	<p>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>Outside Educational Expert DTSDE – PLC Associates:</u> To provide the outside educational expert required to implement, review and write the school reports using the DTSDE tool. \$10,000</p> <p><u>Tutoring Services - TBD:</u> These services will provide academic extended learning within the school day. This provider will be selected via a sealed bid RFP. \$30,000</p> <p><u>Cultural Performances – Young Audiences:</u> To provide hands-on educational productions connected to all content areas. \$10,000</p> <p><u>Tuition Reimbursement:</u> Will provide tuition reimbursement for graduate level work for faculty and administrators at Waterfront Elementary School. A grade of B or better is required. \$10,000</p>	
Code 45 Supplies and Materials		
Code 46 Travel Expenses		
	<p>Buffalo City School District <u>Employee Travel:</u></p> <p>-Turnaround Leadership Meetings in Albany, New York: One administrator will attend. \$800</p> <p>-Harvard Graduate School of Education in Cambridge, Massachusetts: One administrator will attend Harvard University Principals’ Center – professional development \$5,000</p> <p>-Council of Great City Schools Conference: One administrator will attend either the fall or spring conference \$1,500</p> <p><u>Employee Mileage:</u> For travel within the District \$100</p> <p>Waterfront: <u>Non-Employee Travel:</u> For the outside Educational Expert – DTSDE Training in Albany, New York \$5,000</p> <p><u>Student Transportation:</u> Buses to transport students during Summer School program. \$59,869</p>	
Code 80 Employee Benefits		
	See FS 10.	\$481,7781
Code 90 Indirect Cost		

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)	Proposed Expenditures Year-1
	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.	\$49,799
Code 49 BOCES Services		
	<p>The District policy requires approval of NYS Education funding prior to beginning contractual proceedings.</p> <p><u>Erie I BOCES:</u></p> <ul style="list-style-type: none"> • <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. Targeted Schools: #31, #66, #74, #76, #89, #91, #95 and #198. • <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. • <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. • <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. • <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. 	<p>\$15,000</p> <p>\$5,000</p> <p>\$5,000</p> <p>\$4,500</p> <p>\$5,000</p>
	TOTAL	\$1,933,709

Local Agency Information



Funding Source: School Improvement Grant - Cohort 4 - Waterfront Elementary #95-Year 1

Report Prepared By: Diane Cart/Debra Sykes

Agency Name: Buffalo City School District

Mailing Address: 419 City Hall

Street		
Buffalo	NY	14202
City	State	Zip

Telephone #: (716) 816 - 3625 Erie
 County

E-Mail Address: BPSgrants@buffaloschools.org

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

~~REMOVED / RECOMMENDED~~

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/ or call Grants Finance at (518) 474-4815.

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 SPECIAL PROJECTS DEPT.
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SALARIES FOR PROFESSIONAL STAFF: Code 15

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
District			
Chief of 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
District			
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
Waterfront Elementary #95			
Assistant Principal - SAM	1.00	\$80,000	\$ 80,000
Instructional Technology Coach	1.00	\$65,000	\$ 65,000
Reduced Class Size Teacher	1.60	\$65,000	\$ 104,000
Instructional Coach-school based	2.00	\$65,000	\$ 130,000
Attendance Teacher	0.25	\$65,000	\$ 16,250
Librarian	0.50	\$65,000	\$ 32,500
ESL Teacher	1.00	\$65,000	\$ 65,000
Guidance Counselor	1.00	\$65,000	\$ 65,000
Substitutes		4 subs x 186 days x \$112/day	\$ 83,328
Teacher Ancillary-41st week		5 days x 80 tchrs x \$300/day	\$ 120,000
Teacher/Student - pd		23 tchrs x 25 hrs x \$18.59/hr	\$ 10,690
Administrator/Student - pd		3 admins x 25 hrs x \$19.21/hr	\$ 1,441
Discussion Leader - pd		2 tchrs x 25 hrs x \$27.81/hr	\$ 1,391
Curr Comm Member Admin		3 admin X 25 hrs x \$26.88	\$ 2,016
Curr Comm Member Tchr		23 tchrs x 25 hrs x \$26.01	\$ 14,956
Teacher/Student-pd Summer Prog		22 tchrs x 3.5 hrs x \$18.59/hr	\$ 1,432
Tchr Ancill-Summer Program		22 tchrs x 21 days x 3.5 hrs x \$27.84/hr	\$ 45,018
Tchr Ancill-Summer Program - specials, library		4 tchrs x 21 days x 3.5 hrs x \$27.84/hr	\$ 8,185
Tchr Ancill-Summer Prog-guidance		1 tchr x 15 days x 3.5 hrs x \$27.84/hr	\$ 1,462
Teacher Substitutes-Summer Prog		2 subs x 20 days x \$112/day	\$ 4,480
Principal Stipend-Summer Prog		1 prin x \$2,554	\$ 2,554
Tchr Ancillary - ELT		20 tchrs x 110 days x 2 hrs x \$27.84/hr	\$ 122,496
Admin Ancillary- ELT		220 hours x \$35.86	\$ 7,890
Teaching Assistant	1.00	\$ 19,846	\$ 19,846
Teaching Asst-hourly-summer		6 assts x 147 hrs x \$16.79/hr	\$ 14,809
Subtotal - Code 15			\$ 1,019,744
Subtotal - Code 15			\$ 1,092,756

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
Clerk Typist- Summer Program		1 clerk x 147 hrs x \$30.93/hr	\$ 4,547
Teacher Aide-hourly-Summer Prog		2 aides x 147 hrs x \$16.01/hr	\$ 4,707
Research Aide	1.00	\$ 50,000	\$ 50,000
Subtotal - Code 16			\$ 59,254
Subtotal - Code 16			\$ 80,104

PURCHASED SERVICES: Code 40

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

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
District Contract Services			
Distinguished Educator	EDULEAD, LLC	\$4,000	\$ 4,000
Software/Educational Solutions Consultant	Niagara IT	\$3,000	\$ 3,000
Turnaround Specialist	American Research Institutes	\$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
Waterfront Elementary #95			
Contract Services			
Turnaround Partner	American Institutes for Research	\$85,000	\$ 85,000
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
Tutoring services	TBD	\$30,000	\$ 30,000
Cultural Performances	Young Audiences	\$10,000	\$ 10,000
Tuition	varies	\$10,000	\$ 10,000
Subtotal - Code 40			\$ 171,500
			\$ 182,500

SUPPLIES AND MATERIALS: Code 45

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

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

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

TRAVEL EXPENSES: Code 46

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

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed
District			
PLO/Conference Travel:			
1 Administrator	Turnaround Leadership 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		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	\$ 89,724
Retirement	New York State Teachers	\$ 177,573
	New York State Employee	\$ 16,422
	Other	
Health Insurance	Teachers	\$ 97,265
	Administrators	\$ 20,567
	Exempt	\$ 454
	Civil Service	\$ 17,891
	Teacher Aides	\$ 10,862
Worker's Compensation Insurance	0.0315	\$ 36,946
Unemployment Insurance	0.0065	\$ 7,624
Supplemental Benefits	NYS Tchrs	\$ 4,053
	NYS Administrators	\$ 758
	Exempt	\$ 55
	Teacher Assistants	\$ 540
	Buffalo Civil Service	\$ 817
Life Insurance \$19.80	11.60	\$ 230
Subtotal - Code 80		\$ 481,781

TRAVEL EXPENSES: Code 46

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

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed
Waterfront Elementary #95			
Nonemployee Travel - Outside Educational Expert	DTSDE Training Albany, NY	\$1,666.60/person x 3 people	\$ 5,000
Student Transportation-summer schl	summer school	varies	\$ 59,869
			\$ 64,869
Subtotal - Code 46			\$ 72,269

EMPLOYEE BENEFITS: Code 80

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

Benefit		Proposed Expenditure
Social Security	0.0765	
Retirement	New York State Teachers	
	New York State 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.) \$ 1,844,410 (A)
- B. Approved Restricted Indirect Cost Rate 2.70% (B)
- C. (A) x (B) = Total Indirect Cost Subtotal - Code 90 \$ 49,799 (C)

PURCHASED SERVICES WITH BOCES: Code 49

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

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Subtotal - Code 30		\$ -

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted 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	\$ 1,092,756
Support Staff Salaries	16	\$ 80,104
Purchased Services	40	\$ 182,500
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ 72,269
Employee Benefits	80	\$ 481,781
Indirect Costs	90	\$ 49,799
BOCES Services	49	\$ 34,500
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Grand Total		\$ 1,993,709

P. C. Brown 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.

Date 6-7-13 Signature *Pamela C. Brown*
 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	0	1	0	0	0
Agency Name	Buffalo City School District (School #95)											
Year 1 Implementation Period (September 1, 2013 - August 31, 2014)												
Categories	Code	Costs										
Professional Salaries	15	1,092,756										
Support Staff Salaries	16	80,104										
Purchased Services	40	182,500										
Supplies and Materials	45											
Travel Expenses	46	72,269										
Employee Benefits	80	481,781										
Indirect Cost (IC)	90	49,799										
BOCES Service	49	34,500										
Minor Remodeling	30											
Total		1,993,709										
Year 2 Implementation Period (September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only)												
Categories	Code	Costs										
Professional Salaries	15	887,456										
Support Staff Salaries	16	26,441										
Purchased Services	40	86,010										
Supplies and Materials	45											
Travel Expenses	46	30,767										
Employee Benefits	80	415,442										
Indirect Cost (IC)	90	38,884										
BOCES Service	49	15,000										
Minor Remodeling	30											
Total		1,500,000										
Year 3 Implementation Period (September 1, 2015 - August 31, 2016- for Turnaround, Restart, and Transformation models only)												
Categories	Code	Costs										
Professional Salaries	15	580,220										
Support Staff Salaries	16	18,560										
Purchased Services	40	70,020										
Supplies and Materials	45											
Travel Expenses	46	20,900										
Employee Benefits	80	270,200										
Indirect Cost (IC)	90	25,100										
BOCES Service	49	15,000										
Minor Remodeling	30											
Total		1,000,000										

Total Project Period (September 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR September 1, 2013 - August 31, 2014 for Closure models)		
Categories	Code	Costs
Professional Salaries	15	2,560,432
Support Staff Salaries	16	125,105
Purchased Services	40	338,530
Supplies and Materials	45	
Travel Expenses	46	123,936
Employee Benefits	80	1,167,423
Indirect Cost (IC)	90	113,783
BOCES Service	49	64,500
Minor Remodeling	30	
Total Project Budget		4,493,709

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 th grade	1-449	0.5
	450-749	1.0
	750-1,050	2.0
	1,051 and above	3.0
Pre-K – 8 th grade	1-299	0.5
	300-749	1.0
	750-1,050	2.0
	1,051 and above	3.0
5 - 12 th 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 th grade	0.5
9 – 12 th 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 th grade	1:30
7 – 8 th grade	1:30
9 – 12 th grade	1:30

Library Media Specialist		Minimum 0.5
School Configuration	Enrollment	Base-Line Allocation
All Schools		0.5
7 – 12 th 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 rd grade	Art	1.0	All Year
	Music	1.0	All Year
	Physical Education	1.0	All Year
4 – 6 th grade	Art	2.0	All Year
	Music	2.0	All Year
	Physical Education	2.0	All Year
7 th 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 th 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	Total FTEs Needed	#7 added to #9	6.9

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

3A. EXPLAINING THE INPUTS IN THE BASELINE STAFFING

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

- Projected Student Enrollment
- Special Education Student Population

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

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

Enrollment Projections

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

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

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

4. CENTRALLY ASSIGNED INSTRUCTIONAL STAFF

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

4A. OCCUPATIONAL AND VOCATIONAL PROGRAMS

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

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

4B. ENGLISH LANGUAGE LEARNERS

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

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

4C. RELATED SERVICES FOR SPECIAL EDUCATION

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

4D. STUDENT SUPPORT TEAMS

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

4E. EXPLAINING THE INPUTS IN THE CENTRALLY ASSIGNED STAFF

Occupational and Vocational Education Population

Business:

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

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

Trades:

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

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

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

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

Special Circumstances:

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

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

English Language Learner Student Population

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

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

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

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

Special Education Student Population

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

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

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

5. STAFFING AND SCHOOL BUDGET PROCESS

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

The process for submission and approval is as follows:

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

NOTE:

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

PROGRAM ADDITION AND REMOVAL:

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

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

NON-NEGOTIABLE STAFFING LEVELS:

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

NON-NEGOTIABLE STAFFING LEVELS:

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

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

Subject Area	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12	Class Size
Technology			One period daily for one semester (Alternates with Home and Careers)		
Foreign Language			One unit of credit (one period daily for a whole year)		
Librarian	3 days 6/day cycle	3 days 6/day cycle	8 th 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 st Installment	\$3.00	.75	.75	\$1.50
2 nd Installment	\$2.00	.25	.50	.50

B. Subscriptions, Library Materials, Supplies, Textbooks

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

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

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 st Monday in February
All other materials	April 15 th

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

E. Guidance on Textbooks versus Supplies

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

Specific types of Textbooks are:

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

Specific types of Supplies are:

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

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

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

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

9B. CENTRAL ALLOCATIONS

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

1. Teacher Supply Allocations

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

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

2. New classroom or course

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

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

APPENDIX A –CONTACT NAMES AND NUMBERS

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

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	-

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

FTEs for Principals to allocate in yellow section

Flexible C4E Allocation

\$ 87,200.00

(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		

Rationale for Request:

\$ - Amount remaining

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

Student, Teacher and Principal Allocations

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

TITLE I ALLOCATION (Calculation)

\$ 176,755.00

Free & Reduced 667

\$ Allocation Per \$ 265

FTE or \$	(Salary w Benefits)	Rationale for Request:
Teacher Assistant	\$ 34,124.00	
Reading Teacher (Building for ES, AIS for HS)	\$ 77,782.00	
Math Teacher (Building for ES, AIS for HS)	\$ 78,410.00	
Guidance Counselor	\$ 80,487.00	
Instructional Coach-additional	\$ 80,657.00	
Instructional Supplies Approved Contract (e.g. Hillside)		
\$ 176,755.00		Amount remaining

Central Title I Allocation

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

Parent Involvement Allocation

\$ 5,243.00

		Rationale for Request:
Discussion Leader - Teacher	\$ -	
Discussion Leader - Administrator	\$ -	
Parent Stipends \$40/day	\$ -	
Meeting Expense	\$ -	
Postage	\$ -	
Incentives	\$ -	
Instructional Supplies	\$ -	
Contract Services - specify	\$ -	
\$ 5,243.00		Amount remaining

TITLE III LEP ALLOCATION (Calculation)

\$ 16,102.00

ELL Students 194

\$ Allocation Per \$ 83

		Rationale for Request:
Teacher/Student - Teacher	\$ -	
Discussion Leader - Teacher	\$ -	
Curriculum Committee Member - Teacher	\$ -	
Curriculum Committee Chair - Administrator	\$ -	
Administrator Afterschool	\$ -	
Teacher Afterschool	\$ -	
Custodian Afterschool	\$ -	
Instructional Supplies (Bilingual Glossaries)	\$ -	
Translation Contract	\$ -	
\$ 16,102.00		Amount remaining

TITLE III IMMIGRANT ALLOCATION (Calculation)

\$ -

SIFE Students 0

\$ Allocation Per \$ 93

		Rationale for Request:
Teacher/Student - Teacher	\$ -	
Discussion Leader - Teacher	\$ -	
Curriculum Committee Member - Teacher	\$ -	
Curriculum Committee Chair - Administrator	\$ -	
Administrator Afterschool	\$ -	
Teacher Afterschool	\$ -	
Custodian Afterschool	\$ -	
Instructional Supplies (Bilingual Glossaries)	\$ -	
Translation Contract	\$ -	
\$ -		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 DELTION REQUEST FORM

BUFFALO PUBLIC SCHOOLS
Program/Course Deletion Request Form

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

Timeline:

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

Description of the proposal

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

Program Review and Decision:

Reviewed By:	Title	Date	Supporting Evidence Attached (Must include data)	Decision
	Community Superintendent			<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

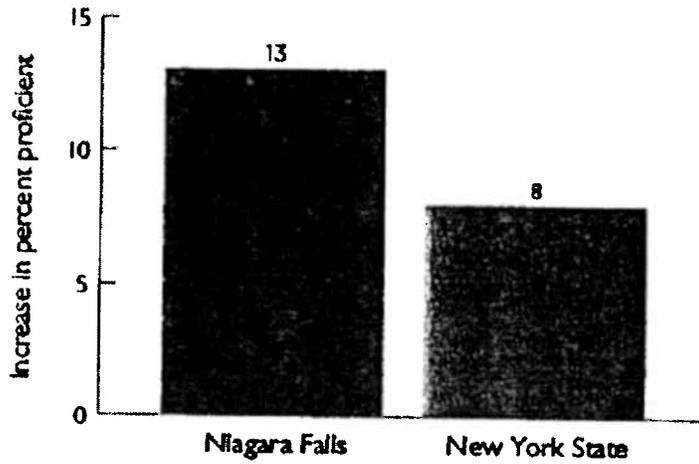
Our engagement with Niagara Falls City School district began in 2001 when two of the district's elementary schools received Comprehensive School Reform Grants. They were joined by two middle schools the following year. In 2003, the district used its own resources to bring its remaining six elementary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

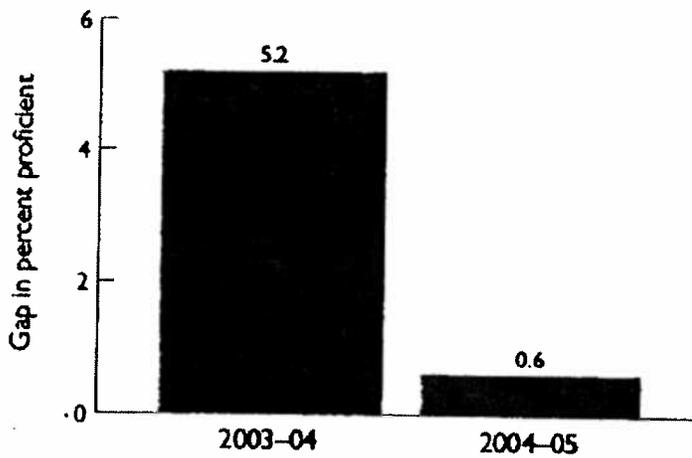


In 2012, we completed 10 years of continuous work with the district. Our working relationship has been maintained through changes in district leadership and changes in field staff assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes 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 2006–2010. From 2008–2011, we provided professional development on co-teaching for K–12 teachers. In 2013 we are providing professional development for leaders on implementing the CCSS.

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

School Year	Math % of Proficient Students	English % of Proficient Students
2007–2008	51%	46%
2008–2009	56%	54%
2009–2010	62%	63%
2010–2011	63%	66%

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

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

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

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

Rochester City School District, NY

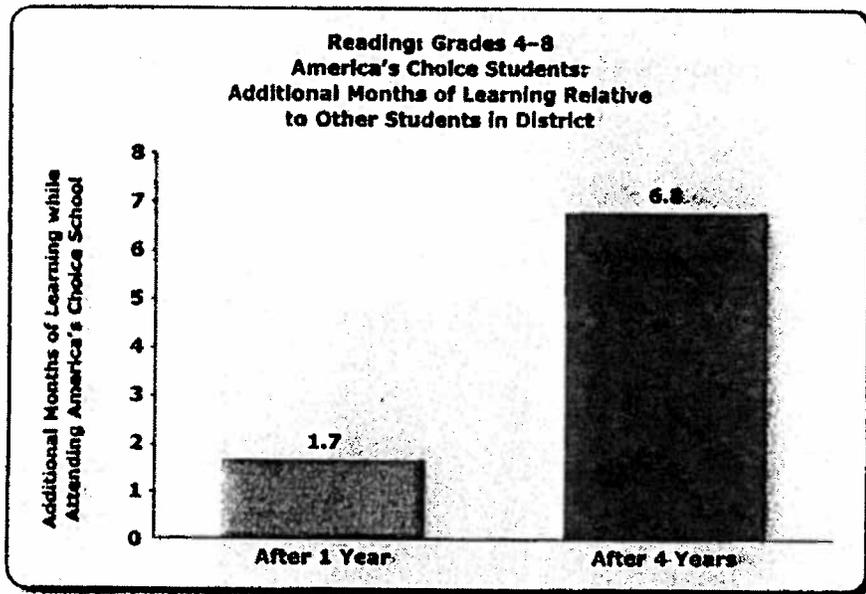
CPRE Study

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

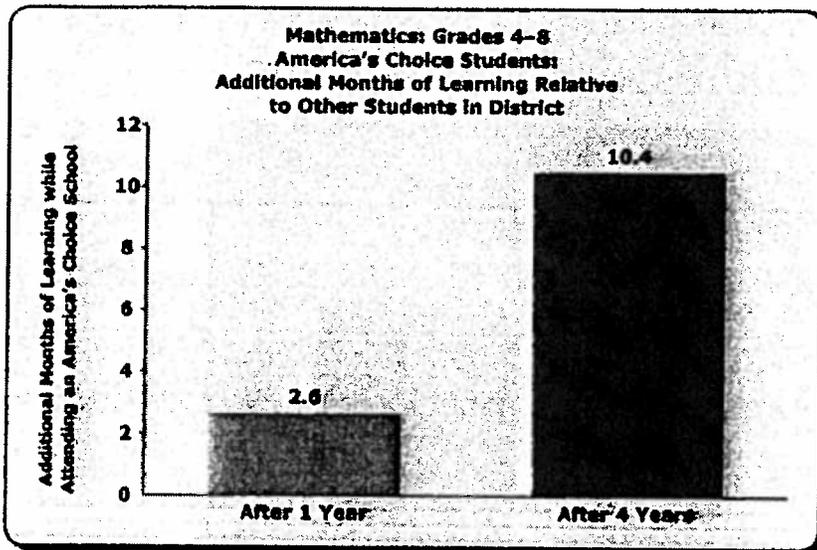
In 2006, Henry May, Jonathan Supovitz, and David Perda, on behalf of the Consortium for Policy Research in Education (CPRE), published the findings of their longitudinal study of student performance of the Rochester City Public Schools. The study compared the performance of students in schools implementing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

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

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



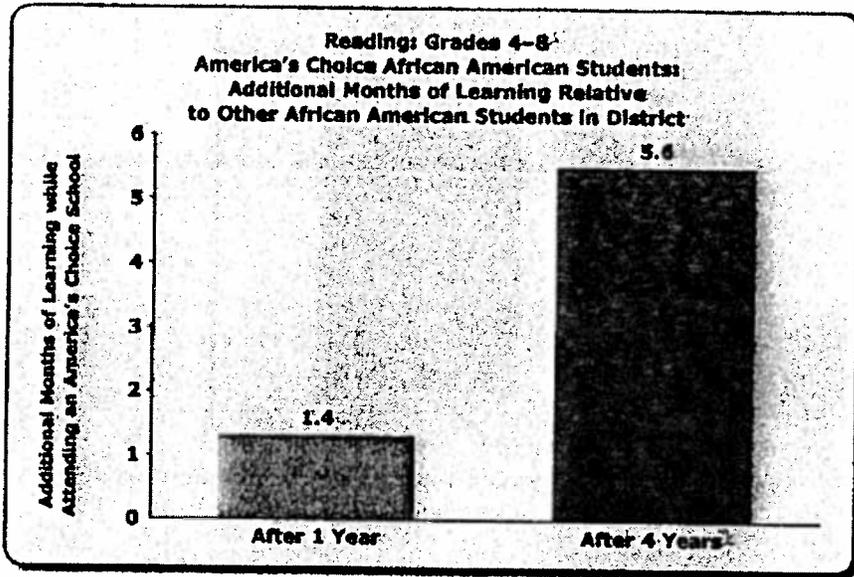
Additional Learning in Reading. Students in grades 4–8 experienced additional months of learning in reading in the school improvement model school compared to students in other schools.



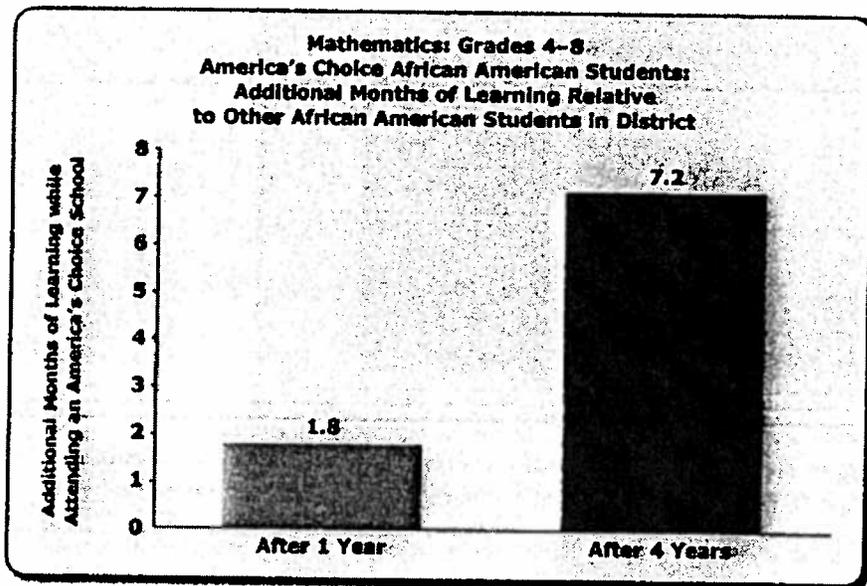
Additional Learning in Math. Students in grades 4–8 experienced additional months of learning in math in the school improvement model school compared to students in other schools.

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

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

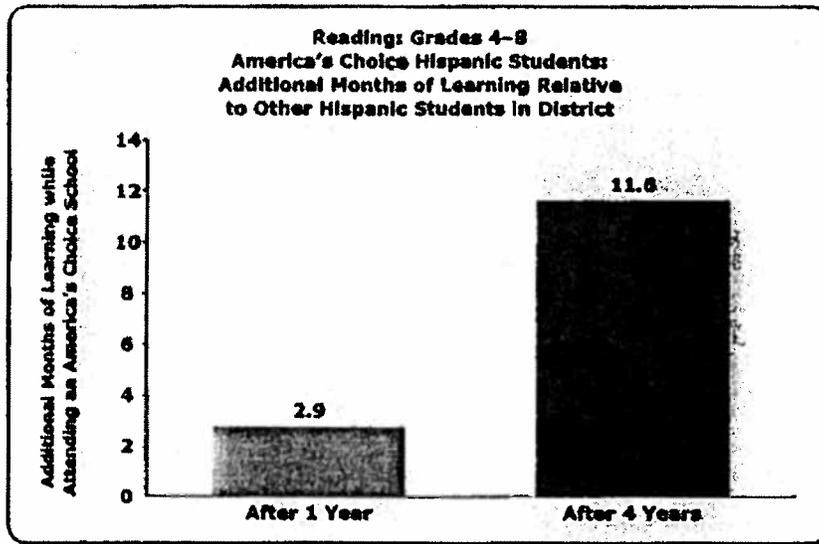


Gains Among Minority Students. African American students in grades 4-8 experienced additional months of learning in reading while in a school with the comprehensive school improvement model compared to African American students in other schools.

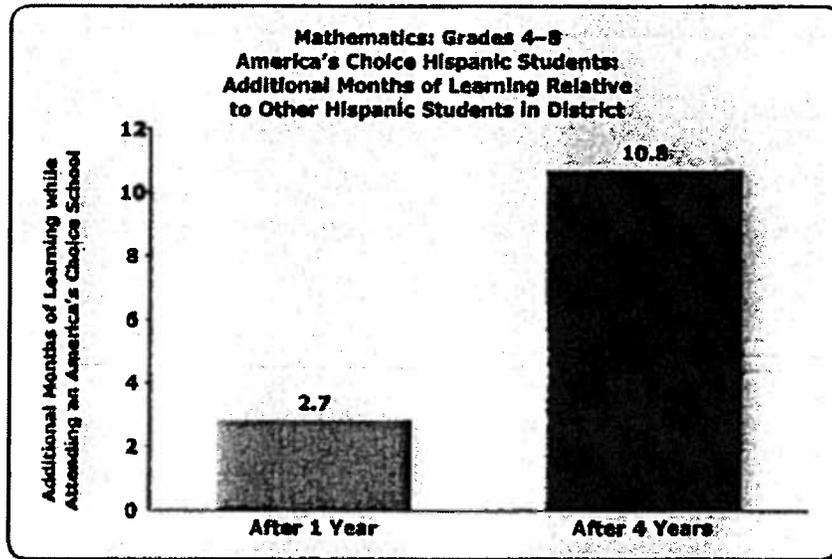


Gains Among Minority Students. African American students in grades 4-8 experienced additional months of learning in math while in a comprehensive school improvement model school compared to African American students in other schools.

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



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



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

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

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

Prince George's County Public Schools, MD

Ten Schools Exit School Improvement Status After Implementing School Design Model

Challenge

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

Solution

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

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

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

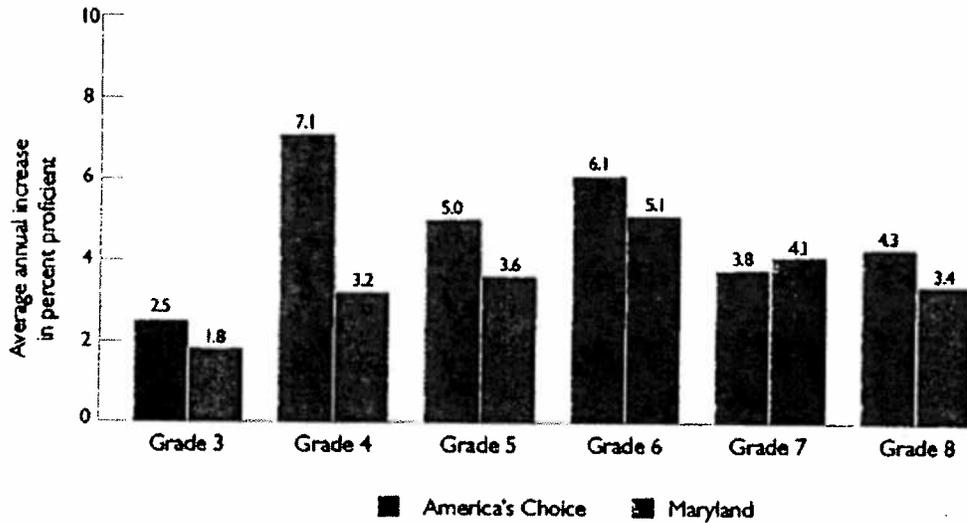
Results

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

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

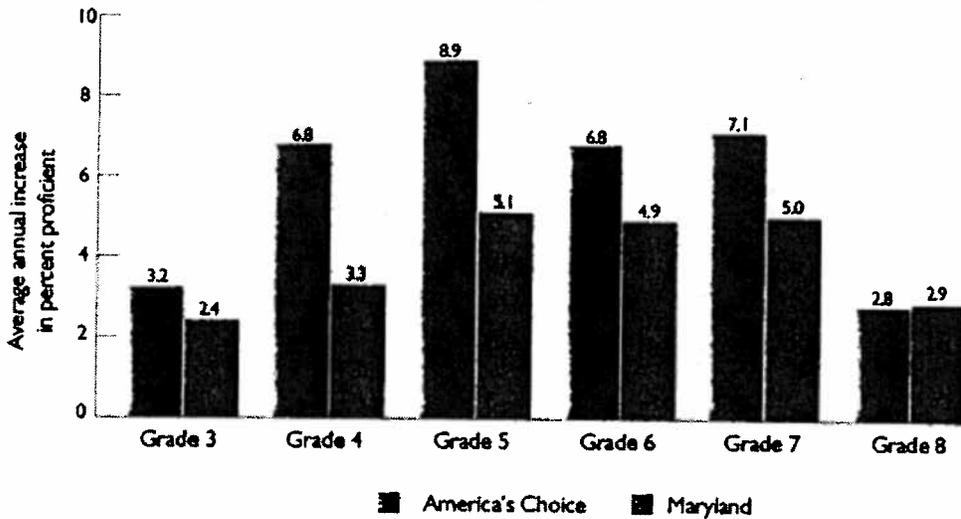
Design middle schools had double-digit percentage point gains in both subjects. Ten Intensive School Design schools exited school improvement status.

Students Exceed State Growth: Mathematics



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

States Exceed State Growth: Reading



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

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

Challenge

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

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

—Dan Heller, Principal, Ridgecrest Elementary School, Hyattsville, MD

Solution

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

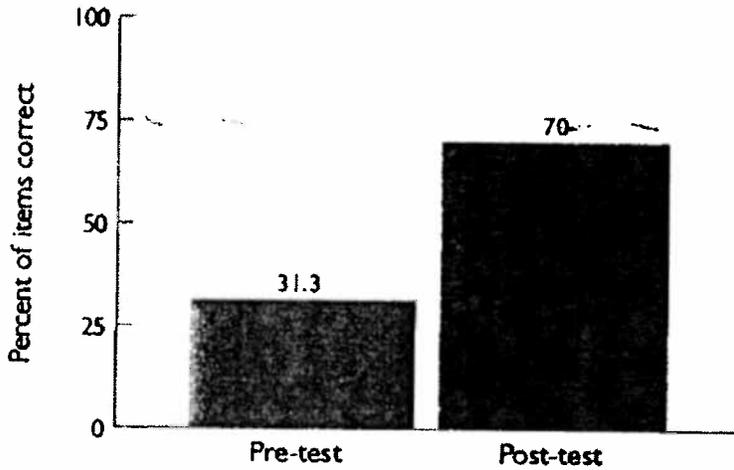
School Snapshots		
James McRary Elementary School	Sultand Elementary School	Ridgecrest Elementary School
<ul style="list-style-type: none"> ▪ Grades: Pre-K–6 ▪ 670 Students ▪ 59% economically disadvantaged ▪ 70% African American ▪ 26% Hispanic ▪ 3% Asian/Pacific Islander ▪ 1% White 	<ul style="list-style-type: none"> ▪ Grades: Pre-K–6 ▪ 673 Students ▪ 65% economically disadvantaged ▪ 95% African American ▪ 4% Hispanic ▪ 1% White 	<ul style="list-style-type: none"> ▪ Grades: Pre-K–6 ▪ 706 students ▪ 81% economically disadvantaged ▪ 57% Hispanic ▪ 42% African American ▪ 1% Asian/Pacific Islander <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.

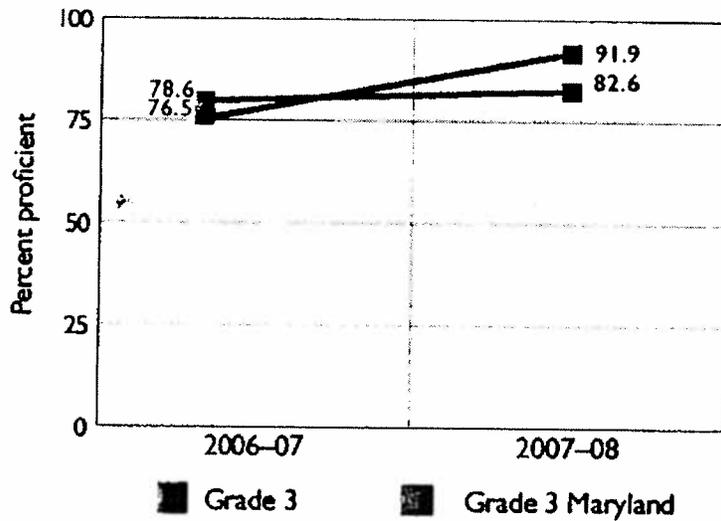
James McHenry Elementary School, Lanham, MD

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

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 #53

NUA Partnership Drives Improvement in Bridgeport, CT, Schools



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.

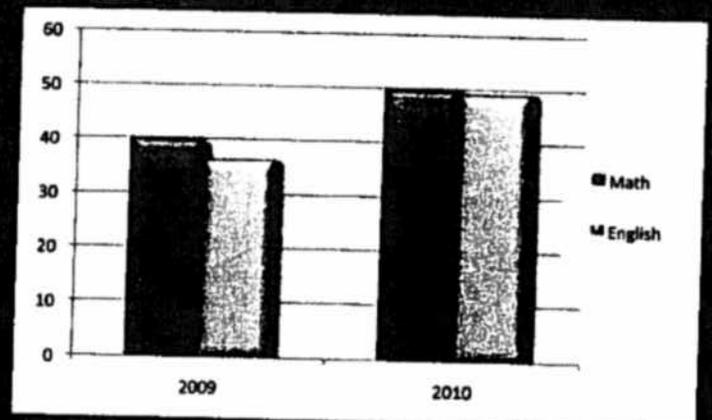
Beardsley Principal Amy Marshall said that NUA helped move Beardsley forward. "Our partnership has changed how teachers approach lessons, the strategies they use, and their attitudes toward students," she says. "NUA classrooms are alive. NUA-trained teachers also understand the importance of relationship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

DISTRICT-WIDE SUCCESS STORY

While it was once one of the lowest performing schools in the district, Beardsley is now a part of a district-wide success story as a high-achieving Bridgeport's instructional partner, NUA.

Since 2007 NUA has been an integral part of the district's partnership with many schools in Bridgeport. During the term, NUA has focused on improving teaching practices, developing and refining the method of instruction, student engagement, the expectations of students for high intellectual performance, and the relationships between students and teachers, students and their parents, and the school and community.

Bridgeport reached a milestone in 2010. For the first time, the district's state test scores in grade 6 math and English were at or above proficiency. 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.



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Transforming Schools | Transforming Lives

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

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

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

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

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

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

- Give principals and teachers professional development to help break down barriers to high expectations and help them better understand the strengths of incoming students from different racial, cultural and socioeconomic backgrounds.

- Develop curriculum and instruction that acknowledge students' culture rather than ignore it and its relevance to how students learn.
- Engage cognitive research in all classrooms through strategies that are typically used in gifted and talented programs.
- Conduct community outreach and advocacy to build support for new instructional strategies and embrace an increasingly diverse student population.

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

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

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

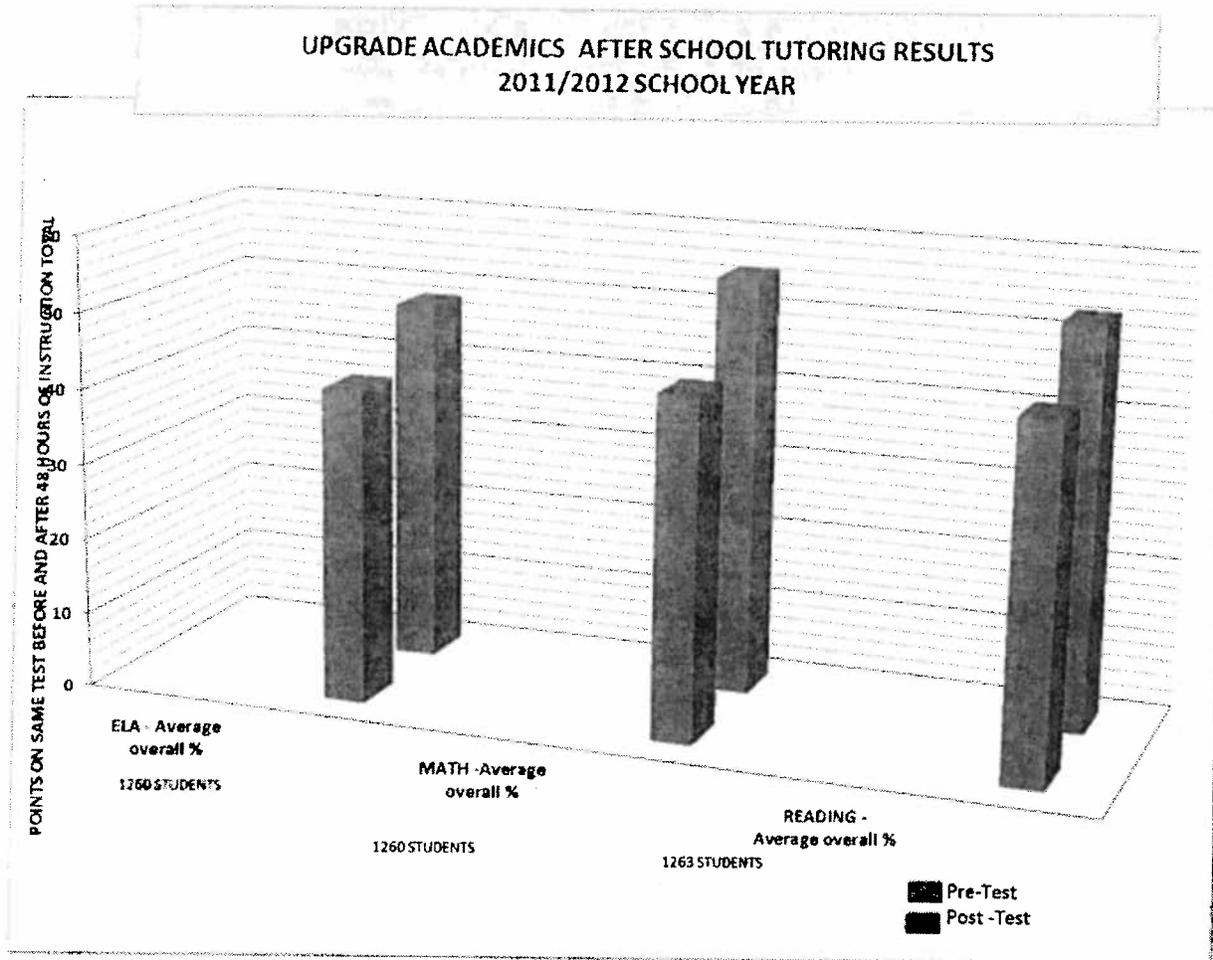
"You have to use strategies that reach the kids in your classroom in diverse ways. One approach does not work for everyone."

**Melissa Krull
Former Superintendent
Eden Prairie Schools**

Berger Educational Services

IV) RECORD OF SUCCESS

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



UPGRADE ACADEMICS 2011-2012 - ACHIEVE TEST SCORE REPORT - 48 INSTRUCTIONAL HOURS - N = 1,263 STUDENTS

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)

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

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

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

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

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
21. Number of graduates retained in post-secondary education after Fall semester = 2011 graduates with confirmed post-secondary education enrollment in Fall 2011 and Spring 2012						

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

Rochester Schools, Students, and Staffing

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

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

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

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

Syracuse Schools, Students, and Staffing

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

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

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

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

Prince George's County Schools, Students, and Staffing

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

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

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

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

Buffalo Schools, Students, and Staffing

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

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

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

Principal's Weekly-Monthly Schedule 2013-14

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday
WEEK 1						
7am				Morning Duty	Morning Duty	
:30		Morning Duty				
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 & TIP Mtg - Dowling	Mtg-Dowling & Liteacy Coach Schultz	Feedback & Artifact set- up Mtg-James	Feedback & Artifact set- up Mtg-McNeil	
:30	Participate in Grade Level Meeting for DDI - Grade 6			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 Mtg-Decina	
:30	Unannounced Obs: Gary, Jones, Frost, James, McNeil		Unannounced Obs: Goncalves, Decina	Feedback & TIP Mtg-Jones	Feedback & Artifact set- up Mtg - Gonvales	
2pm				DDI - Grade 5		
:30						
3pm					Feedback & Artifact set- up Mtg -Frost	
:30	SAM Mtg-Paul, Kelly					
4pm		SAM Mtg-Paul, Kelly				
:30						
5pm				Faculty PD onSLO and LMA	Tag Observation notes in PGS	
:30						
6pm						
:30						
6pm						
:30						
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						
10am			Obs-Condrion	Mtg-James	Mtg-McNeil	
:30	Obs-McN., Smiley, Rav., Condrion, 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-Gonvaies	Mtg-Cusasto, IL	Mtg-Condrion (2x)	
2pm			Obs-Lynch, Rabets, Decina, Feinstein, Love, Edwards, Gary, Smith, Smiley, Cooper			
:30					Mtg-Frost	
3pm		All Campus Meeting (1/mo)				
:30			Mtg-Paul	Faculty PD		
4pm					Mtg-Schultz	
: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 42nd 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	
				5	5	5	5	
				19	19	17	17	17
	October							
5.	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
	November							
10.	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
	December							
14.	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
	January							
19.	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	
23.	February 2/3 - 2/7							
24.	2/10 - 2/14			5	5	5	5	5
25.	2/17 - 2/21		2/17 Presidents Day	5	5	5	5	5
26.	2/24 - 2/28		2/18 - 2/21 Mid-Winter Recess					
				5	5	5	5	5
				15	15	15	15	15
27.	March 3/3 - 3/7							
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
				5	5	5	5	5
				20	20	20	20	20
31.	April 3/31 - 4/4							
32.	4/7 - 4/11			5	5	5	5	5
33.	4/14 - 4/18		4/14 - 4/17 Spring Recess	5	5	5	5	5
34.	4/21 - 4/25		4/18 Good Friday 4/21 Spring Recess					
35.	4/28 - 5/2		4/22 Classes Resume	4	4	4	4	4
				5	5	5	5	5
				19	19	19	19	19
36.	May 5/5 - 5/9							
37.	5/12 - 5/16			5	5	5	5	5
38.	5/19 - 5/23		5/23 No School	5	5	5	5	5
39.	5/26 - 5/30		5/26 Memorial Day	4	4	4	4	4
				4	4	4	4	4
				18	18	18	18	18
40.	June 6/2 - 6/6							
41.	6/9 - 6/13			5	5	5	5	5
42.	6/16 - 6/20		6/17 - 6/20 Regents Exams	5	5	5	5	5
43.	6/23 - 6/26		6/23 - 6/25 Regents Exams 6/26 Last Day of Class	5	5	5	1	5
				4	4	4	1	4
				19	19	19	13	19
Second Semester Totals				91	91	91	84	91
Total Days				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	14	15	16	17	18	19
20	21	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	23	24
25	26	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

PS Waterfront Elementary School Departmentalized Daily Student Schedule for 2013-14 (sample)

Mrs. Smith- 5th Grade (Student Schedule)
Departmentalized

School # 95	A Day	B Day	C Day	D Day	E Day	F Day
8:20-9:05	Writing/Vocabulary	Writing/Vocabulary	Writing/Vocabulary	Writing/Vocabulary	Writing/Vocabulary	Writing/Vocabulary
9:05-10:05 <i>ELA</i> <i>With teacher: A</i> <i>Departmentalized.</i> <i>Teacher A: ELA</i>	<u>Skills and Strategies:</u> Comprehension Vocabulary Lesson Discussion Daily Practice/Activity Differentiation Ongoing Assessment					
10:05-11:05 <i>RTI</i> <i>With homeroom teacher</i> <i>*Two 30 minute groups</i>	<u>Remediation programs:</u> *Direct Instruction *Voyager <u>Enrichment program:</u> *Junior Great Books Mathematics *Remediation *Fluency					
11:05-11:45 <i>Specials</i>	Special	Special	Special	Special	Special	Special
11:45-12:15 <i>Lunch</i>	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:15 <i>Math</i> <i>With teacher: B</i> <i>Departmentalized.</i> <i>Teacher B: Math</i>	<i>Math</i> Lesson Discussion Daily Practice/Activity Differentiation Ongoing Assessment					
1:15-2:15 <i>Science/Social Studies</i> <i>With teacher: C</i> <i>Departmentalized.</i> <i>Teacher C: SS/Science</i>	<i>Science/Social Studies</i>					

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) BOY IDEL BOY CIRCLE BOY mCLASS Math	Terra Nova Testing (Gr 1 and 2) BOY IDEL BOY CIRCLE BOY mCLASS Math	Terra Nova Testing (Gr 1 and 2) BOY IDEL BOY CIRCLE BOY mCLASS Math	Terra Nova Testing (Gr 1 and 2) BOY IDEL BOY CIRCLE BOY mCLASS Math	Terra Nova Testing (Gr 1 and 2) 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	2 District-Generated Pre-Assessments	3 District-Generated Pre-Assessments	4 District-Generated Pre-Assessments	5	
	Supera Testing (Gr 2-12)	Supera Testing (Gr 2-12)	Supera Testing (Gr 2-12)	Supera Testing (Gr 2-12)		
	BOY CIRCLE BOY mCLASS Math	BOY CIRCLE BOY mCLASS Math	BOY CIRCLE BOY mCLASS Math	BOY CIRCLE BOY mCLASS Math	BOY CIRCLE BOY mCLASS Math	
		BEDS Day: Roster Lock for Pre-/Post-Assessments				
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 Columbus Day	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	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
ALL Assessment dates are subject to change

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

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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				

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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	22 Semester 1 Post- Assessments	23 Semester 1 Post- Assessments	24 Semester 1 Post- Assessments	25
26	27 REGENTS EXAMS MOY mCLASS Math MOY CIRCLE	28 REGENTS EXAMS MOY mCLASS Math MOY CIRCLE	29 REGENTS EXAMS MOY mCLASS Math MOY CIRCLE	30 REGENTS EXAMS MOY mCLASS Math MOY CIRCLE	31 MOY mCLASS Math MOY CIRCLE	

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BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014

Sun.	Monday FEBRUARY 2014	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 President's Day	18	19	20	21	22
23	24	25	26 Second Semester Pre- Assessments	27 Second Semester Pre- Assessments	28 Second Semester Pre- Assessments	

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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	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Sun	Monday APRIL 2014	Tuesday	Wednesday	Thursday	Friday	Sat

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BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014

		1 NYS Grade 3-8 ELA	2 NYS Grade 3-8 ELA	3 NYS Grade 3-8 ELA	4 NYS Grade 3-8 ELA Make-Ups NYS Grade 3-8 ELA Scoring	5
6	7 NYS Grade 3-8 ELA Make-Ups NYS Grade 3-8 ELA Scoring	8 NYS Grade 3-8 ELA Make-Ups NYS Grade 3-8 ELA Scoring	9 NYSESLAT-Speaking Window Opens NYS Grade 3-8 ELA Scoring	10 NYS Grade 3-8 ELA Scoring	11 NYS Grade 3-8 ELA Scoring	12
13	14 NYS Grade 3-8 ELA Scoring	15 NYS Grade 3-8 ELA Scoring	16 NYS Grade 3-8 ELA Scoring	17 NYS Grade 3-8 ELA Scoring	18	19
20	21	22	23	24	25	26
27	28 NYS Grade 3-8 ELA Scoring	29 NYS Grade 3-8 ELA Scoring	30 NYS Grade 3-8 ELA Scoring NYS Grade 3-8 Math			

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BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
	MAY 2014			1 NYSAA Scoring Ends NYS Grade 3-8 Math	2 NYS Grade 3-8 Math	3
4	5 NYS Grade 3-8 Math Make-Ups NYS Grade 3-8 Math Scoring NYSESLAT: Listening, Reading, Writing Window Opens	6 NYS Grade 3-8 Math Make-Ups NYS Grade 3-8 Math Scoring	7 NYS Grade 3-8 Math Make-Ups NYS Grade 3-8 Math Scoring	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	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 EOY mCLASS Math	21 GR 4 and 8 Science Performance Test NYSESLAT: Listening, Reading, Writing Scoring EOY mCLASS Math	22 GR 4 and 8 Science Performance Test	23 NYSESLAT: Listening, Reading, Writing Scoring GR 4 and 8 Science Performance Test EOY mCLASS Math	24
25	26 Memorial Day	27 NYSESLAT: Listening, Reading, Writing Scoring GR 4 and 8 Science Performance Test	28 NYSESLAT: Listening, Reading, Writing Scoring GR 4 and 8 Science Performance Test	29 NYSESLAT: Listening, Reading, Writing Scoring GR 4 and 8 Science Performance Test	30 GR 4 and 8 Science Performance Test	31

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BUFFALO CITY SCHOOL DISTRICT ASSESSMENT CALENDAR 2013 / 2014

Sun	Monday JUNE 2014	Tuesday	Wednesday	Thursday	Friday	Sat
1	2 GR 4 and 8 Science Written	3 GR 4 and 8 Science Written Make-Ups	4 GR 4 and 8 Science Written Make-Ups	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	17 REGENTS EXAMS	18 REGENTS EXAMS	19 REGENTS EXAMS	20 REGENTS EXAMS	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	23 REGENTS EXAMS	24 REGENTS EXAMS	25 REGENTS EXAMS	26 Rating Day	27	28
29	30					

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