

# Buffalo Public Schools

## Office of Federal & State Programs

408 City Hall • Buffalo, New York 14202  
Telephone: (716) 816-3966 • Fax: (716) 851-3968

**James A. Williams, Ed. D.**  
Superintendent

May 9, 2011

**Assistant Superintendent of  
Federal & State Programs**  
Debbie Buckley

Attn: Roberto Reyes, Title I Director

Grants Management  
New York State Education Department  
89 Washington Avenue  
Room 674 EBA  
Albany, New York 12234

**Directors**

Diane Cart  
Samantha Daniels

**Project Administrators**

Robert Roberts

**Supervisors**

Jaime Cohen  
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Essie Whalen

**Program Support**

Anthony Battaglia  
Audrienne L. Giles  
Louann Loubert-Wolff  
Lizarelis Rivera  
Sandra Waugaman Beck  
Christina White

Dear Grants Management:

Enclosed, please find one original and one copy of the Buffalo City School District's 2011 - 2012 **Title I School Improvement Grant application for Cohort 2 Schools.**

If you have any questions or concerns, or require anything further, please do not hesitate to call at the above telephone number. Thank you for your continued support.

Sincerely,

Debbie Buckley

DB:alg

enclosures

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

# *School Improvement Grant Application*



Submitted by:

**Buffalo City School District**  
408 City Hall  
Buffalo, New York 14202  
Contact: Debbie Buckley  
Assistant Superintendent  
Office of Federal & State Programs  
Telephone: (716) 816-3966  
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**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**School Improvement Grants  
Application**

**Section 1003(g) of the  
Elementary and Secondary Education Act**

Cover Page

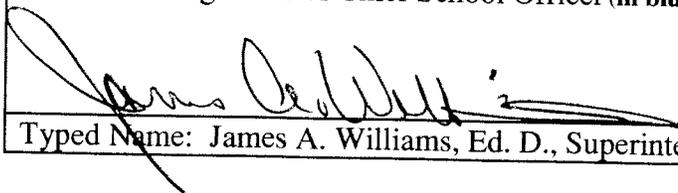
LEA BEDS Code

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<b>District:</b> Buffalo City School District	
<b>Address:</b> 408 City Hall, Buffalo, New York 14202	
<b>Contact Person:</b> Debbie Buckley	<b>Telephone:</b> (716) 816-3966
<b>Address of Contact:</b> 408 City Hall, Buffalo, New York 14202	
<b>E-mail Address:</b> dbuckley@buffaloschools.org	<b>Fax:</b> (716) 851-3968

I hereby certify that I am the applicant's chief school/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 Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature of Chief School Officer (in blue ink)



Typed Name: James A. Williams, Ed. D., Superintendent

Date: 5/9/11

*Assurances  
and  
Waiver  
Form*

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Assurances (specific to School Improvement Grant)

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements:
  - a. Number of minutes within the school year;
  - b. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
  - c. Dropout rate;
  - d. Student attendance rate;
  - e. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
  - f. Discipline incidents;
  - g. Truants;
  - h. Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
  - i. Teacher attendance rate.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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**Statement of Assurances**

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with state and federal laws, regulations, and grants management requirements and certifying that you have read and will comply with the following assurances and certifications.

Federal Assurances and Certifications, General:

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

Federal Assurances and Certifications, NCLB (if appropriate):

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

- NCLB Assurances
- School Prayer Certification

**General Federal Assurances**

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

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5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

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**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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As the duly authorized representative of the applicant, and by signing the application cover page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal

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assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

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14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

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

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**CERTIFICATIONS REGARDING LOBBYING**

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

**1. LOBBYING**

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

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

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

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

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**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY  
AND  
VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS**

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

**Instructions for Certification**

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

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7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
  8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
  9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
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**Certification**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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

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**GENERAL EDUCATION PROVISIONS ACT ASSURANCES**

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These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

(1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

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

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

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

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

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

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

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

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

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

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

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**NEW YORK STATE DEPARTMENT OF EDUCATION  
NO CHILD LEFT BEHIND ACT ASSURANCES**

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

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

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
  
- (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and  
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
  
- (3) the applicant will adopt and use proper methods of administering each such program, including—
  - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
  - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
  
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
  
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
  
- (6) the applicant will—
  - (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
  - (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;
  
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;
  
- (8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;
  
- (9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

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

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

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

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

## **SCHOOL PRAYER CERTIFICATION**

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

***Section A:***  
***Schools To Be Served List***

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**Section A: Schools to be Served:**

An LEA must identify each Tier I, II, and III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and II school. SED has no preference in regards to the models chosen by the LEAs for identified schools. Applications will only be reviewed based on the quality of the plan submitted.

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
Buffalo Elementary School of Technology #6	360585000295	X				X		
Bilingual Center #33	360585000333	X				X		
Futures Academy #37	360585000335	X				X		
Dr. Charles R. Drew Science Magnet #59	360585000350	X				X		
Waterfront Elementary #95	360585000381	X				X		
Burgard High School #301	360585000301	X						X
East High School #307	360585005601	X				X		
Lafayette High School #204	360585000314	X				X		
Riverside Institute of Technology #205	360585000375	X						X
Early Childhood Center #17	360585000317			X				
Dr. A. Pantoja Community School #18	360585000323			X				
Frank A. Sedita Elementary #30	360585005858			X				
Lovejoy Discovery School #43	360585000339			X				
Community School #53	360585000346			X				
Herman Badillo Bilingual Academy #76	360585000310			X				
Pfc. William J. Grabiarz #79	360585003481			X	Closing June 2011			
Erie County Health Care Center for Children #84	360585000371			X				
West Hertel Elementary #94	360585000382			X				
Campus West #96	360585000303			X	Closing June 2011			
Harvey Austin School #97	360585005600			X				
Buffalo Academy for Visual & Performing Arts #192	360585000297			X				

\*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

***Section B:***  
***Descriptive Information***

## **Section B: Descriptive Information**

**Directions:** When completing this section, LEAs should refer to the Overall LEA SIG Application Rubric, to ensure quality responses.

- 1. Describe the capacity of the LEA to implement one of the four models in each Tier I and Tier II school that the LEA has committed to serve. In order to demonstrate capacity, LEAs must provide a letter signed by union and district representatives committing to the creation of a teacher evaluation system as required by New York State Education Law 3012-c, with 20% of the evaluation based upon student growth on state assessments, and 20% based upon locally determined student achievement assessments (see Appendix D for suggested language). In addition, LEAs may also demonstrate capacity to fully implement the four models through taking the following actions:**

- **District Capacity:**

Following a rigorous screening process, all **transformation** principals will meet the qualifications established by NYSED. **EPOs will have the flexibility to hire or retain administrative staff.** The District is considering two turnaround models – Transformation and Restart – as part of the comprehensive turnaround plan.

*The bulleted information below will further address District capacity to fully implement the two selected models in each Tier I and Tier II school that the LEA has committed to serve. These supports, and the infusion of funds from the School Improvement Grant, will likely result in removal of the schools from the PLA list.*

- **Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.**

The Buffalo City School District has entered into good faith discussions with the Buffalo Teachers Federation (BTF) and the Buffalo Council of Supervisors and Administrators (BCSA) through two separate Professional Councils.

- During the 2010-2011 school year, the Professional Council with the BCSA met five times prior to the grant submission. Consensus has been reached between the District and the BCSA on all issues and procedures for implementing the chosen models.
- During the 2010-2011 school year, the Professional Council with the BTF met 9 times prior to the grant submission. Consensus has not been reached on all issues and procedures for implementing the chosen models; however, regularly scheduled meetings will continue to maintain open communication. **The Professional Council (BCSD and Buffalo Teachers Federation) continues to meet two to three times per month for the purpose of meeting all requirements of 3012c. The agenda timeline is as follows:**  
**Appeals process – June, July**  
**60% - June, July, August, September, October**

**Local 20% - November, December**

The principal and assistant principals will attend nine training sessions on teacher observation, feedback, support and evaluation including content specific training. Part of the training will be delivered by staff who attend the Network Team Training in August and the ten day NYSED APPR training scheduled Sept 2011 – May 2012

Research for Better Teaching organization will provide seven all day classes and two on site coaching sessions through their Observation and Analysis of Teaching (OAT) course.

**Observation and Analysis of Teaching course dates:**

- 09/28/2011 1 of 7
- 10/19/2011 2 of 7
- 11/17/2011 3 of 7
- 12/08/2011 4 of 7
- 01/05/2012 5 of 7
- 01/06/2012 site coach visit
- 01/25/2012 6 of 7
- 01/06/2012 site coach visit
- 02/09/2012 7 of 7

Stakeholders will participate in a mediated session to discuss relevant topics. Meanwhile, the BCSD will work with the selected EPOs to negotiate Memorandums of Understanding with the Buffalo Teachers Federation (BTF) that will promote dramatic increases in student achievement. The performance contract with the district will also outline specific autonomies to be granted to the EPO.

- **Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.**

All Transformation PLA schools will participate in the National School Administration Manager Initiative. A School Administration Manager (SAM) is an assistant principal who assumes oversight of the non-instructional responsibilities in a school, allowing the principal to focus on building instructional leadership capacity by improving instruction. Cohort I schools MLK, International School, Bennett, Riverside, Burgard Lafayette High Schools are current participants in the SAM Project and each has a full-time SAM in place.

**SCOPE OF RESPONSIBILITIES**

- Helps principal focus on instructional rather than managerial tasks.
- Completes TimeTrack calendar daily with principal.
- Develops systems within the school to limit principal time spent on management work.
- Manages school activities, including supervision of classified support personnel.
- Selects and provides training for classified staff.

- *Manages and coordinates such activities as special events, transportation, and building maintenance.*
- *Helps principal focus on instructional rather than managerial tasks.*

### **PERFORMANCE RESPONSIBILITIES**

***Completes TimeTrack calendar daily—meets with principal to discuss daily.***

*May be assigned the following duties by the principal:*

1. *Assumes responsibility for administration of the school in the absence of the principal.*
2. *Supervises and evaluates all non-instructional classified staff at the site.*
3. *Manages all school scheduling, special events, field trips, cafeteria, transportation, maintenance, playgrounds and cleaning.*
4. *Plan, manage and supervision of the extra-curricular programs including managing community use of school site.*
5. *Manages school budget and maintains appropriate records for all local school fiscal affairs in accordance with state and system-wide accounting practices.*
6. *Responsible for disaster preparation, fire drills, student, staff and public safety, student health.*
7. *Maintains equipment, textbook and supply inventories.*
8. *Monitors student attendance and coordinates effort to improve student attendance.*
9. *Plans & coordinates to maintain a positive, safe learning environment for students by assisting with student behavior management.*
10. *Promotes the school and District through positive relations with community, business, parents, and students.*
11. *Plans for and provides orientation, transition, and school programs information to students, parents, and staff.*
12. *Administer and supervise the maintenance of the physical facilities.*
13. *Performs other duties as assigned by the Principal.*

- ***Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.***

Principals at each PLA school will complete comprehensive training focused on strategies for the implementation of the model chosen for their schools. District and non-District training opportunities will be differentiated for each administrative team, depending on need. *Two PLA school administrators and the central office administrators in the Department of High School Turnaround attended the SIG High School Conference in Chicago, IL during May.*

*A SIG High School Forum will be held for all staff at the four PLA transformation model and two restart model high schools, June 27-28 2011. The forum will serve to increase participants knowledge base about implementing research and evidence-based*

*practices for turning around low-performing high schools; build and strengthen supportive relationships among high school staff; gain a better understanding of challenges and solutions related to implementing, supporting, and sustaining high school turnaround initiatives, and explore and develop strategies for implementing and sustaining high school reform efforts aligned with their individual school JIT reports and SIG application.*

*During the 2011-2012 school year the associate superintendent for secondary will work with the secondary transformation principals to improve their ability to address the high school improvement issues. Principals will use one of two tools to monitor themselves on their school and/or district's implementation of indicators in the SIG. Results will allow users to see where they need to focus their improvement efforts and with coaching support from the associate a plan for next steps will be developed. The tools being considered to assist in the self monitoring process are: 1) Self-Assessment Tool: A Coherent Approach To High School Improvement from the National High School Center, 2) SIG Online Tool from the Center on Innovation and Improvement. A discussion will be held with NYSED staff in the School Turnaround Office to assist the District in choosing the best tool.*

In addition, first-year principals at Transformation schools will attend the First-Year Principals' Leadership Academy that will enable the principals to gain the knowledge and skills necessary to function at proficient levels by participating in experiences of intensive and experiential professional activities grounded in contemporary issues, protocols, and a belief system for a successful instructional leadership experience. The purpose of the Academy is to develop skills that will enable principals to transform and effectively lead in an urban environment by integrating knowledge and skills presented on the role of the instructional leader, explicit instruction, data analysis, Walkthrough observations, formal observations, conducting professional learning opportunities, teacher evaluation process, and culturally and linguistically responsive teaching.

Furthermore, second and third-year principals at Transformation schools will attend the Instructional Leadership Development Academy to build the capacity of principals to implement culturally responsive and distributed leadership within the school setting to ensure improved academic achievement for all students. In order to ensure academic success for all students, leadership in the District must exemplify the ability to address the intellectual, linguistic, cultural, and relational needs of the diverse teacher and student populations within the urban setting. The following competency areas will be addressed:

- Developing a shared vision supported by all stakeholders (Academic Achievement Plan)
- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment (Efficient and Effective School Operations)
- Acting in a fair and ethical manner (The Moral Imperative-Equity)

- Improving school cultures and professional growth (Professional Growth Systems)
- Understanding school politics and policies (School Law)
- Understanding research-based practices in mathematics and English language arts
- Analyzing and interpreting data to develop school improvement plans
- Improving leadership competencies in participants

In addition to Academy experiences, the Transformation PLA principals will be involved in two courses with Research for Better Teaching that address use of data in the school and observation and supervision of teachers. The principals and assistant principals will meet on a regular basis to continue to strengthen their skills as instructional leaders focused on supporting effective teaching and improved student learning. The collaborative work will involve identifying the problem of instructional practice, observing classroom instruction together, debriefing as a team and with individual teachers, and focusing on the next level of work to improve teacher effectiveness and provide students with rigorous coursework to improve graduation rates.

Finally, each Transformation principal and assistant principals will take part in the Principal Coaching Program that offers participants a menu of resources, including on-site, one-on-one coaching, leadership development workshops, and targeted technical assistance throughout the school year. Resources are provided by skilled coaches who share their strong instructional expertise and current system knowledge. The coaches base the design of all leadership sessions on their field observations in order to respond to the principals' specific leadership needs as they emerge in the contexts and life cycles of the schools. Through close collaboration, the principal coaches and the participants develop candid and trusting professional relationships, allowing for focused, in-depth explorations of leadership issues and concerns during both group and individual sessions. The principal coaches are trained by national trainers who will work closely with the District to ensure targeted support for the principals.

*In December, 2010, the Superintendent of Schools and the President of the Buffalo Council of Supervisors and Administrators entered into a Memorandum of Understanding for the hiring of principal coaches. Principal coaches were hired following the issuance of a Recruitment Bulletin and a rigorous four round interview process that ranked candidates as proficient or not proficient. The successful candidates were selected from among the candidates rated as proficient after four rounds.*

*The Principal Coaching Program plays an important role in ensuring that new principals are able to build a culture of excellence that fosters academic achievement by meeting adequate yearly progress for all students in their schools. The program offers participants a menu of resources, including on-site, one-on-one coaching, leadership development workshops, and targeted technical assistance throughout the school year. Resources are provided by skilled coaches who share their strong instructional expertise and current system knowledge. The coaches base the design of*

*all leadership sessions on their field observations in order to respond to the principals' specific leadership needs as they emerge in the contexts and life cycles of the schools. Through close collaboration, the principal coaches and the participants develop candid and trusting professional relationships, allowing for focused, in-depth explorations of leadership issues and concerns during both group and individual sessions. The principal coaches are trained by Academy faculty and national trainers and work closely with the BCSD to ensure that its support for new principals is aligned with District priorities and initiatives.*

- ***Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.***

In the fall 2010, BCSD created a Department of High School Turnaround under the leadership of the Associate Superintendent for Teaching and Learning, Secondary; the department hired a school improvement supervisor to work closely with the four PLA transformation high schools. The supervisor managed the grant, coordinating the work of the PLA coaches, facilitating monthly meetings with the coaches, and collecting data to monitor implementation and the impact of the change process at each school. The supervisor contributed to the building of the capacity of each school team to do their work, leading the PLA walkthrough team and facilitating the CEP peer review process.

An important component of the District plan for improving the PLA schools is reorganization of the central office structure, creating the Department of High School Turnaround (formerly the Office of High School Transformation), run by the Secondary Associate Superintendent for Teaching and Learning who will oversee the implementation of the turnaround models at the Transformation PLA schools.

*The Associate Superintendent for Secondary, who reports directly to the Superintendent, will work with the Transformation principals to review student achievement data in order to make instructional support decisions, monitor the principals for follow-through, and set explicit expectations for instructional leadership practices including, but not limited to, methods of practice for instructional rounds in all subjects, strategic planning for school improvement, and use of student performance data.* This entire process will assist in identifying gaps in the principals' leadership and for ongoing monitoring and discussion of school performance and improvement plans, informal advising, and coaching interventions. *The Associate and other central office instructional leaders will also provide regularly scheduled learning experiences in line with these expectations on site, in articulation meetings, and by attending conferences.*

In addition, a fundamental role of the Associate and the Department of High School Turnaround will be to increase operational supports to Transformation PLA schools so that building administrators can sharpen their focus on teaching and learning. Therefore, the Department of High School Turnaround will provide essential pressures and supports to other district offices so that personnel and resources can be fundamentally shifted as part of district-wide support for the turnaround process. The Associate will continually review multiple data sources to gauge the effectiveness of each central office department and its personnel in relationship to efforts in supporting

student achievement (refer to *Section B: Descriptive Information* in the overall SIG appendix B for additional details on the turnaround strategic plan).

The Office of Shared Accountability is creating a new Data Warehouse system (Appendix B) and increasing research aides and coaches to support teachers and principals in learning how to make data to inform decisions. *The Data Warehouse has been purchased and existing data is being loaded into it. Already loaded are student demographic information, student attendance and discipline, and students test scores. Additional information will include professional development, teacher attendance, and other district databases. The Data Warehouse is in use currently, though by principals, not yet by teachers. It will be available to teachers in PLA schools after training takes place in July and August. Teacher dashboards and other interfaces are being piloted. The information contained within the data warehouse is provided to the teachers through the staff in the Office of Shared Accountability via the data and content area coaches.*

The Offices of Human Resources and Finance will work with the Associate and Transformation PLA principals to allow for increased flexibility in creating the school budget and hiring staff. The Associate will work to triangulate the services of all central office divisions to support improvements in teaching and learning in the Transformation PLA schools by:

- identifying systemic problems of practice that impede student learning,
- jointly developing a course of action that may help to improve student learning,
- generating central office and school policies and practices consistent with the course of action,
- continually revisiting and reviewing data as evidence of correct course of action
- revisiting and refining policies and practices deemed as ineffective based on data,
- and holding everyone accountable for results.

In fall 2010, the Department of High School Turnaround hired a school improvement supervisor to work closely with the four PLA transformation high schools.

*An Associate Superintendent of Compliance will be hired to serve in a monitoring capacity to the Restart schools.*

- ***Adding at least one period of instructional time per day and/or extending school year for each PLA school.***

*The goal of the ELOP summer program is twofold: Research has shown that economically disadvantaged youth lose more ground than their middle and upper income peers over the summer months. BCSD wants to help students maintain their academic growth from the preceding school year. This is accomplished by giving students extra time on task during the summer months.*

*The University of Buffalo has worked with the district over the past 4 years to look at the efficacy of the ELOP/extended time program. Their data show that there is a positive impact on students' achievement as measured by the DIBELS and the NYS ELA, for those students who attend 15 or more days of the session. The Cohort I schools will have their first ELOP under the Transformation plan this summer.*

*The Extended Learning Opportunity Program for grades PK-6 runs at each Restart PLA elementary site from July 5 to August 1. Morning classes will run each day with offerings designed to bolster student skills in English language arts and mathematics. Depending on their individual needs, middle grade students will take classes in social studies, science, mathematics or English language arts at hub sites around the city.*

*During the summer of 2011, an Extended Learning Opportunity will be provided for both students and all teachers at Riverside and Burgard High Schools. Students will have increased learning time through the Extended Learning Opportunities morning program that runs from July 20 to August 18 with credit recovery course offerings, preparation for Regents examinations and a Freshman Academy. During the afternoon session teachers within and across grades and subjects will remain to engage in Professional Learning Opportunities (PLO) designed to study the knowledge base on teaching and apply it to their own work the next morning. They will further their own learning in support of putting together the pieces of sustainable school improvement through skillful teaching, skillful leadership, and skillful data use as designed by Research For Better Teaching. PLO offerings will require active engagement rather than passive learning by participants and include research of best practices and practical application of explicit instruction methodology. To ensure that learnings from the afternoon PLOs become part of embedded practice, consultants will also be on hand in the mornings at each site to observe classroom practice and provide side-by-side coaching for teachers as they practice the skills they learned during afternoon sessions. Principals are required to attend the PLOs with their staff in order to share in the learning and be better able to hold teachers accountable for implementing what they learned. Teachers will also have time during the ELOP program to plan for the coming school year.*

*This program did not take place with Cohort I high schools in the summer of 2010 because the School Improvement Grant application was not approved until November. As a result, data has not yet been collected on this program.*

This Freshman Academy will be held for three weeks in the summer for students transitioning into PLA transformation high schools. The school based Inquiry Team will examine Key Performance Indicators to identify areas of need to build a summer bridge program. For September, students entering furthest from meeting the standards in mathematics will be enrolled in a new double period course, *Intensive Algebra 1*, co-developed by the Universities of Texas and Chicago.

All Restart schools will offer extended learning opportunities as negotiated in the EPO's performance contracts.

- *Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.*

At least 90 minutes per month will be dedicated to meeting as a professional learning community at each school site. Elementary teachers at *restart schools* will meet a minimum of once per six (6) day cycle at grade level meetings, with additional opportunities for common planning time at least once per cycle and vertical planning time provided monthly. The high school teachers at *transformation and restart schools* will be scheduled to meet as a common core subject area team, including special education and ESL, for one class period daily.

*The EPO(s) at the Restart schools may choose to increase the amount of time that is dedicated to meeting as professional learning communities (PLC), but will be held accountable for offering at least 90 minutes per month. The EPO will be responsible for PLC training and implementation. The new Associate Superintendent for Compliance will monitor this activity.*

*The high school principals, assistant principals and instructional coaches attend Common Planning Time meetings where teachers are engaged one of the following activities:*

- *Figuring out the precise alignment between the curriculum materials, standards, and created tests*
- *Come to agreement about 8-10 learning expectations for the students in a given unit*
- *Come to agreement about criteria and exemplars of students work by using or developing rubrics*
- *Set SMART goals for the course or unit*
- *Make up a common diagnostic task for students to do; analyze how students performed and plan re-teaching lessons*
- *Do error analysis of student work for intervention and re-teaching*
- *Design together how to re-teach a certain concept or skill*
- *Plan lessons together where they did deeply into content for concepts, possible misconceptions, and evidence of learning they will look for*
- *Design final exams or products and common interim and formative assessments*

*Training in expectations and model activities for common planning time was held from December 2010 - May 2011 through a series of monthly secondary principal cluster meetings. One of the sessions included training on the use of a Common Planning Time Observation Instrument to facilitate observations of school-based Common Curriculum Planning Time (CCPT) meetings. Two domains are addressed in this protocol – (1) Overall team functioning and (2) teaching & student learning related issues. For each domain, there are several underlying concepts that are representative of each. For each concept area a rating with comments is provided. The Associate Superintendent and building principal will conduct joint CCPT observations followed by a debriefing session on a monthly basis.*

- *Providing at least 10 days of site-based training each school year for all teachers in PLA schools.*

At least ten (10) days of site-based training will be provided each school year:

- a. *During the week of June 27-30, training will be offered to all teachers of core area academic subjects and building administrators at Title I schools in the District. Elementary schools with high populations of English language learners will be trained in the Sheltered Instruction Observation Protocol. June training is not mandatory, but BCSD hopes to have strong attendance during the final week of June because of the timeframe and because teachers receive 1/200th of their pay to attend, which has been a motivator in the past.*
- b. At the secondary level, teachers and administrators at PLA transformation high schools will attend a SIG Institute before ELOP.
  - *June 27 and 28: all PLA staff will attend a two day high school SIG Forum from 8:00-3:00.*
  - *June 29 and 30: Transformation high school Inquiry Team members along with central office administrators, support teachers, and data coaches will attend days 3 & 4 of the "Unleashing the Power of Collaborative Inquiry" course by Research for Better Teaching. Other transformation high school teachers of core areas, including special education co-teachers, will be at their individual school sites conducting an analysis of student responses on the June Regents examination. Teachers will follow protocols established in a process called "Error Analysis" to design re-teach lessons for the ELOP program.*

In the afternoon ELOP session teachers within and across grades and subjects will be engage in PLO designed to study the knowledge base on teaching and apply it to their own work the next morning. They will further their own learning in support of putting together the pieces of sustainable school improvement through skillful teaching, skillful leadership, and skillful data use as designed by Research For Better Teaching. PLO offerings will require active engagement rather than passive learning by participants and include research of best practices and practical application of explicit instruction methodology. To ensure that learnings from the afternoon PLOs become part of embedded practice, consultants will also be on hand in the mornings at each site to observe classroom practice and provide side-by-side coaching for teachers as they practice the skills they learned during afternoon sessions. Principals are required to attend the PLOs with their staff in order to share in the learning and be better able to hold teachers accountable for implementing what they learned. Teachers will also have time during the ELOP program to plan for the coming school year. Principals and assistant principals will also attend the first three days of the Observation and Analysis of Teaching Course during this time.

Teachers of Algebra, Geometry, Living Environment and Earth Science also participate in the Math Science Partnership grant activities both during the summer and after hours during the school year.

Based on teacher surveys, the leadership teams at the Transformation schools will identify areas of need and interest and plan for future PLOs during the school year.

*All Restart schools will offer extended learning opportunities for staff as negotiated in the EPO's performance contracts. BCSD is not offering training to teachers at the Restart schools in the afternoons following ELOP during summer 2011, because the EPO will decide how to proceed.*

- c. Five monthly on site Early Release Days (Oct. 5, Dec. 7, 2011 and Jan. 11, Feb. 1, Mar. 14, 2012) afterschool faculty meetings, and superintendent conference days will be used to provide teachers with ongoing PLO. These sessions will be designed and led by the Race to the Top Network Teams and school based Inquiry Teams in strategies as identified as an area of need and aligned with RTTT goals of Common Core Learning Standards, instruction, and use of data (18 required hours).

*Early Release Day training is mandatory as is any professional development offered on the Superintendent's Conference Days. The district has made every effort to capitalize on this time. In addition, the Transformation schools have building based substitutes who can be used to cover teachers to attend training; training provided during the course of the instructional day is mandatory.*

*Last year the teachers and administrators used the early release day for professional learnings related to recommendations in their JIT report. Early Release Day PLO plans will be developed for the new PLA schools aligned with recommendations in their JIT reports.*

*Student attendance is down slightly on the Early Release Days. In the 2011-2012 school year plans are being developed, with school partners and community agencies, to have students engaged in non-traditional educational and enrichment activities on the ERD.*

In addition, BCSD provides multiple embedded learning opportunities through side-by-side coaching and model lessons from instructional coaches at the school level.

All Restart schools will offer embedded coaching opportunities as negotiated in the EPO's performance contracts.

- d. As part of Race to the Top, the BCSD Network Teams will build district capacity to support schools for continuous student improvement. Teams will work closely with school-based *Inquiry Teams* to make the instructional cycle dynamic and student-focused, analyzing student performance data (both quantitative and qualitative), making adjustments to instructional practices based on that data, and accessing instructional resources that will assist in instructional improvement. Network

Teams will likewise assist schools to implement the Common Core Learning Standards and to align instruction to the new standards and curricula, as well as supporting schools to implement the State’s comprehensive assessment program and adapt to more rigorous performance-based assessments. Network Teams will train Inquiry Teams to examine current state standards and analyze the similarities and differences between those and the Common Core Learning Standards. Likewise, Network Teams will work with schools to find practical ways to implement the Standards in classrooms, including strategies for English language learners and students with disabilities.

*The Network Teams proposal was submitted to NYSED for approval. BCSD proposes using outside vendors comprised of three experts in the fields of data, curriculum and instruction. One team will be designated for the PLA elementary schools and schools that require a greater level of intervention. Another team will be designated to work with the high schools. The third team will serve the remaining elementary schools.*

**PROJECT TIMELINE**

*The following is the proposed timeline for the Services to be provided. Cambium and BPS shall modify this timeline only as agreed upon by both parties and based on recommendations by NYSED. Cross-reference the Work Plan for detailed information regarding the frequency of school-level onsite technical support, Professional Learning Communities (“PLCs”), and Training of Trainer (“TOT”) level PLCs that will be provided by the Network Teams.*

Month/Year	Activity	Participants	Frequency
July 2011	Network Teams to be in district	Network Teams	Weekly beginning July 2011
July 2011 July 2012 July 2013	Kick-Off Meeting at Project Initiation	NTSC, Network Teams, School-Based Inquiry Teams, District Administrators, School Principals, School Teaching Staff	Start of Each Year
July 2011 July 2012 July 2013	Network Teams working with School-Based Inquiry Teams and district administration to frame out Year deliverables and timelines; establish partnership norms and processes	Network Teams, School-Based Inquiry Teams, District Administrators	Start of Each Year
August 2011	NYS required training	Network Team members and district staff	Each Year; As Required
August 2011 August 2012 August 2013	BPS Summer Leadership Conference	NTSC, Network Teams, BPS Staff as designated by BPS	Each Year
September 2011	Each Network Team will provide training to	Network Teams, School	TOT Level

Month/Year	Activity	Participants	Frequency
December 2011 June 2012 September 2012 December 2012 June 2013 September 2013 December 2013 June 2014	School-based Inquiry Teams and TOT level PLCs to support the development of individualized, data-based action plans for determining student proficiency in academic content areas, securing resources to address areas of need, and using performance-based progress monitoring tools to ensure the success of Buffalo's most challenged students	Based Inquiry Teams	PLCs Three Times Per Year;  Pre (September) Mid (December) Post (Early June)
August 2011 – July 2014  Weekly	Network Team Debriefings: Using a consistent report format, weekly progress tracking and measurement records from each Network Team member collected by the three designated Network Team leads. The Network Team leads collaborate and consolidate the reports into a single, combined summary report used as the basis of the Network Teams' weekly debriefing meetings, and routed to designated members of partner organizations and the designated District team members. <ul style="list-style-type: none"> <li>Content and focus of the weekly Network Team debriefing meetings includes, but is not be limited to: summary report reviews, ROCI, alignment to BPS questions, discussions of common training attended or conducted; data changes that should be driving instruction; success and challenges of taking the training to the School-based Inquiry Teams and successfully turning theory into classroom practice; upcoming events; and any other pressing issues.</li> </ul>	Network Teams; Network Team Leads  Network Team leads consolidate the weekly records into a bi-monthly report	Weekly
August 2011 – July 2014  Middle of Month and End of Month	Bi-monthly report reviewed and debriefed with School-based Inquiry Teams. Bi-monthly reports used to inform future Network Team focus areas and School-based Inquiry Team/teacher professional development plans	Network Teams, School-based Inquiry Teams, Partner Organizations, School Administrators	Middle of Month; End of Month
August 2011 – July 2014  Monthly	Monthly, a joint Network Team and School-based Inquiry Team report provided to District and all partner organizations. The monthly reports provide substantive progress measurements for implementation process activities and milestones, measurements for cultural change, and current implementation and performance outcomes	Network Teams, School-based Inquiry Teams, School Administrators, District Administrators	Monthly
December 2011	Consolidated quarterly progress and	NTSC, Network Teams,	End of each

Month/Year	Activity	Participants	Frequency
March 2012 June 2012 September 2012 December 2010 March 2013 June 2013 September 2013 December 2013	<i>measurement reports provided to District and School Board</i>	<i>School-based Inquiry Teams, School Principals, District Administrators, School Board</i>	<i>Quarter (Sept, Dec, Mar, Jun)</i>
February 2012 February 2013 February 2014	<i>Mid-year full progress report meetings</i>	<i>Network Teams, School-Based Inquiry Teams, District Administrators, School Principals, School Teaching Staff</i>	<i>Each year; Mid-Year in February</i>
Year One	<i>Complete Request to Certify Network Teams and provide to BPS for submission to NYS-DOE</i>	<i>NTSC</i>	<i>One time requirement</i>

- e. In addition to the embedded professional development provided by the coaches and consultants, individual PLO is available to teachers in Transformation schools as delineated in the District 2011-2012 PLO plan (see attached). Transformation teachers are strongly encouraged to attend and are compensated for attending district offered PLOs.
- f. Participation in weekly grade level meetings (GLM) or Common Curricular Planning time (CCPT) is mandated for all Transformation teachers. *The BCSD will work with the selected EPOs to negotiate Memorandums of Understanding with the Buffalo Teachers Federation (BTF) to mandate grade level meetings and common curricular planning time for all Restart teachers.*
- g. During GLMs, teachers will work with instructional coaches, building administrators, district content specialists, and consultants. Grade level meetings will be focused sessions when coaches and administrators train teachers to use data to plan, prepare, think and reflect on instructional practice in order to respond to the needs of all learners, including low performing students and students with disabilities.
- h. Four full-time, substitute teachers will be trained to provide quality instruction to students while teachers at Transformation schools participate in grade level meetings and in pre- and post-conferences with administrators.
  - o *Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.*

Contractually, all new teachers in BCSD must attend an orientation program. In addition, all teachers who join the staff of a Transformation PLA school after the implementation of the model has begun will receive training in all school initiatives and relevant instructional programs. Whenever possible, district support staff and instructional coaches will be

certified in the particular area of focus in order to be turnkey the training at a later date. Likewise, new staff will receive additional support and training from the instructional coaches at each school site. District support teachers also work with teachers on an as need basis, and consultants provide side-by-side coaching. An optional mentoring program is also run by the District.

Teachers at Restart schools will be afforded training as per the EPO's performance contract. *The performance contract must identify specific areas that require training as per the school's Joint Intervention Team (JIT) report, but the EPO must decide how best to implement that training. EPOs will also be obligated to deliver 10 days of site based training to teachers, the same as the Transformation schools. The district's Network Teams will also work with the Restart schools just as they will with the Transformation schools. The EPOs will be held accountable by BCSD for delivering training and monitoring its effectiveness at the school level.*

- ***Identifying partner organizations and the role that they will play in supporting implementation of a model.***

A Request for Proposal (RFP) was put out on April 29, 2011 requesting eligible Educational Partnership Organizations (EPO's) to send proposals to partner with Buffalo PLA schools. A rigorous review process will be conducted to ensure that the EPO/EMO has a meaningful plan for reforming the targeted school, evaluating fiscal, operational, instructional potential of the EPO/EMO. Each potential EPO/EMO will be required to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing. Successful EPO/EMO's will be identified by July 1, 2011.

**In addition, the LEA should indicate that it has the ability to get the basic elements of its selected models up and running by the beginning of the 2011-2012 school year. If the LEA asserts that it does not have the capacity to implement one of the four models in each Tier I and II school that has been identified, the LEA must submit in this section a detailed explanation of the specific reasons that it lacks capacity.**

#### **District Capacity:**

Buffalo City School District (BCSD) is confident in its ability to implement its chosen turnaround models at the following schools in school year 2011-12:

Buffalo City School District (BCSD) has the capacity to implement the Transformation model at Burgard Vocational High School #301 and Riverside Institute of Technology #205. The District has already begun successful implementation of several Transformation models at various Cohort I PLA schools – Dr. Martin Luther King, Jr. Multicultural Institute #39, International School #45, Bennett High School #200, and South Park High School #206.

BCSD has put out an RFP for an Educational Partnership Organization (EPO) to run Buffalo Elementary School of Technology (BEST) #6, Bilingual Center #33, #37 Futures

Academy, PS 59 Dr. Charles Drew Science Magnet, Waterfront Elementary #95, International Campus at Lafayette #204, and East High School #307.

The Department of High School Turnaround will provide sustained support for each of the Transformation high schools in the form of technical assistance and instructional support and will work in a monitoring capacity with the selected Restart EPOs. In addition, the Network Teams will assist the schools in the implementation of the new Common Core Learning Standards and APPR process. These supports, and the infusion of funds from the School Improvement Grant, will likely result in removal of the schools from the PLA list.

*Race to the Top will fund the Network Teams at all PLA schools. Title III funds will support the ELL activities at Buffalo Elementary School of Technology #6, Bilingual Center #33, Waterfront Elementary #95, Lafayette High School, and Riverside High School. Title I will fund reading teachers and math support teachers at all PLA schools. Title II Part A will pay for PLOs at all PLA schools.*

*The District may opt to continue contracts with the EPOs at the Restart schools after the grant period ends or the District may choose to maintain the successful strategies. Either option may necessitate additional funding.*

*The BCSD continues to build capacity by certifying staff members (coaches, staff developers, administrators) to deliver training in District initiatives such as LETRS and SIOP.*

### **Section B: Descriptive Information (cont.)**

- 2. Describe any obstacles (ex: collective bargaining, lack of professional staff, etc.) the LEA faces in implementing the four models in identified schools. Describe the LEA's plan for addressing these obstacles, including specific activities, responsible personnel and expected timeline for overcoming the obstacles.**

At this time, potential obstacles include a discussion regarding BCSD's contractual obligations to the Buffalo Federation of Teachers (BTF). The meetings of the Professional Council, comprised of BTF and District representatives, began in November 8, 2009 and continued throughout the 2009-2010 and 2010-2011 school years. *The BCSD is no longer implementing the turnaround model. The BTF and Buffalo Council of Supervisors and Administrators (BCSA) have agreed to implement the Restart and Transformation models.*

- 3. Describe any LEA level activities or services (including establishing operating conditions, planning, implementation, and monitoring) that will support the implementation of the four models in identified schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.**

### **LEA level Activities for Tier I and II Schools**

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties
<p>Created the Department of High School Turnaround (formerly the Office of High School Transformation) to more intentionally coordinate resources in support of transforming high schools.</p>	<p>October 2010 through Year 3</p>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Deputy Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Hire lead administrator for <i>Department of High School Turnaround</i></li> <li>• Hire support staff</li> <li>• Reassign subject area supervisors/directors to support high school reform</li> <li>• Redesign Cross Functional Team members and activities in support of PLA transformation schools</li> </ul>
<p>Targeted Data Strategic Plan for PLA Schools</p> <p><i>Data Warehouse training will take place in June for PLA principals and assistant principals. Training for counselors, SST, attendance teachers, and classroom teachers will take place in July and August. BPS staff training will be provided by BPS data coaches and secondary support teachers. BPS data coaches will receive training from Versifit staff. 12 training sessions will be scheduled for principals and assistant principals. Multiple sessions will occur in July and August for remaining staff. BCSD will evaluate the effectiveness of the</i></p>	<p>October 2010 through Year 3</p> <p><i>June 2011 Training for PLA principals and assistant principals</i></p> <p><i>July-August 2011 Training for teachers and staff</i></p>	<ul style="list-style-type: none"> <li>• <i>Executive Director of Shared Accountability</i></li> <li>• <i>Lead Community Superintendent</i></li> </ul>	<ul style="list-style-type: none"> <li>• Creation of new data warehouse system including customized dashboards for making instructional decisions</li> <li>• Training of school and central office administrators and teachers in PLA transformation schools on how to use data to make instructional decisions</li> </ul>

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties
<p><i>training through use of an online training assessment survey at the conclusion of each session.</i></p> <p><i>VersiFit is a Wisconsin company that provides advanced analytic tools to State Departments of Education and School Districts that measure analyze and display data in the form of Key Performance Indicators (KPI) producing easy-to-read graphical indicators that alert district staff to at-risk conditions and monitor the effects of corrective actions. VersiFit's core data warehouse product is called Edvantage.</i></p> <p><i>The BPS Data Warehouse (BPSDW) is a customized version of Edvantage that continues to be implemented by VersiFit and the BPS data warehouse team. The BPSDW provides a real-time and historical data repository for ALL district data sources.</i></p> <p><i>The BPSDW provides information to all BPS staff "To Identify Students with the Highest Needs and Move them to the Highest Level of Achievement."</i></p>			
Analyze PLA school data	October 2010	• Associate	• School

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties
<p>to monitor progress and intervene regarding:</p> <ul style="list-style-type: none"> <li>• Rigorous content standards for all students</li> <li>• Curricular and instructional alignment</li> <li>• Teaching and learning supported by high-quality professional and development</li> <li>• Common planning time/ professional community of learners</li> <li>• Climate of the school</li> <li>• Relationship of school with families and communities</li> <li>• Strong student support services</li> <li>• District allocation of resources to PLA schools</li> </ul> <p><i>Attendance, dropout rate, and graduation rate are not listed separately as part of the data review as they are regularly reviewed items. For the same reason, math and ELA scores are not identified in this section. The list includes those items relevant to school turnaround success, but less often monitored such as curriculum and instruction alignment and allocations of district resources.</i></p> <p><i>The sources for the academic/assessment data</i></p>	<p>Monthly through Year 3 and beyond</p>	<p><i>Superintendent for Secondary</i></p> <ul style="list-style-type: none"> <li>• <i>Supervisor for PLA schools</i></li> <li>• <i>Executive Director of Shared Accountability</i></li> </ul>	<p>Improvement Grant Manager to assure compliance with plans</p> <ul style="list-style-type: none"> <li>• Monitor school data and review with the principal and other staff to intervene and make sound instructional decisions</li> </ul>

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties
<p><i>for the Buffalo Data Warehouse are the WNYRIC Data Warehouse, NYStart, and Wireless Generation for the DIBELS, Idels, and Circle assessments.</i></p> <p><i>District staff monitors, reviews the data with school staff at each visit to the school</i></p>			
<p>Monitor and evaluate PLA School Leadership as related to improvements in student academic achievement and other key indicators for school improvements.</p>	<p>October 2010 Monthly through Year 3 and beyond</p>	<ul style="list-style-type: none"> <li>• Associate Superintendent for Secondary</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Grant Manager</li> <li>• Monitor school data to make instructional adjustments as warranted</li> <li>• Principal evaluations (APPR)</li> </ul>
<p>Frequent communication between the Associate Superintendent and the BTF leadership regarding teachers concerns and ideas related to the schools Transformation Plan.</p>	<p>October 1, 2010 and through Year 3</p>	<ul style="list-style-type: none"> <li>• Associate Superintendent of Secondary</li> <li>• BTF president</li> </ul>	<ul style="list-style-type: none"> <li>• Joint BTF/ District/ School teacher representative meetings each year</li> <li>• Assessment of progress, needs, and review of data to determine mid-year adjustments that should be made.</li> </ul>
<p>Frequent communication between the Associate Superintendents and the BTF/BCSA Professional Councils leadership regarding bargaining agreement that may need to be addressed/modified</p>	<p>October 28, 2010 and monthly thereafter through Year 3</p>	<ul style="list-style-type: none"> <li>• Deputy Superintendent</li> <li>• BCSA President</li> <li>• BTF President</li> <li>• Professional Council members</li> </ul>	<ul style="list-style-type: none"> <li>• To develop Memorandums of Agreement (MOA) where needed for implementation of the plans including the</li> </ul>

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties
as a result of Turnaround regulations.			addition of regulation 3012-c to the APPR.
Frequent communication between the Associate Superintendents, other Department of Secondary Turnaround staff and the teachers and other support staff at each school.	Quarterly on-site meetings with all staff: November 2011 January 2012 April 2012 July/August 2012 (Summer Institute week)  through year 3	<ul style="list-style-type: none"> <li>• Associate Superintendents</li> <li>• BTF delegate chairs</li> <li>• principal</li> </ul>	Provide an opportunity for reflective dialog - teachers can bring forth their concerns or ideas with the Associate or Community Superintendent who will share current data on meeting targeted goals, provide the staff with updates, and/or opportunities available to them.
Instructional focused walkthroughs will be conducted:	September 2011 <ul style="list-style-type: none"> <li>• daily basis by building administrators</li> <li>• weekly basis building leadership with subject area directors and associate/community superintendent</li> <li>• quarterly with principal coach</li> </ul>	Building principals and assistant principals  Subject area directors/supervisors	Each building administrator will develop a semester long walk through schedule including individual and team times. Debriefing on findings and next steps will occur at bi-weekly articulation meetings with Assoc. Superintendent. Principals will hold instructional conversations with teachers to discuss student learnings.
Extended Time for Students <ul style="list-style-type: none"> <li>• Extended school day – Riverside High School through 21<sup>st</sup> Century program who elect to participate. Teachers and counselors work</li> </ul>	September 2011 through Year 3  Jul-Aug 2011, 2012, 2013	<ul style="list-style-type: none"> <li>• Office of Federal and State Programs</li> <li>• Department of Teaching &amp; Learning,</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for program operations</li> <li>• Selection of research-based materials and training for ELOP</li> </ul>

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties
<p><i>to encourage students in need of intervention assistance to attend.</i></p> <ul style="list-style-type: none"> <li>• Extended school year will add 20 days of instruction during the summer in the Extended Learning Opportunity Program (ELOP) <i>for all students needing to</i> <ul style="list-style-type: none"> <li>○ Review for Regents examinations and Credit Recovery Program for grades 9-12 students</li> <li>○ <i>Freshman academy program is held for all incoming freshman</i></li> </ul> </li> <li>• Extended time on task <ul style="list-style-type: none"> <li>○ after school tutoring and credit recovery classes <i>are available for high school students at Burgard and Riverside high schools. The EPOs will be required to offer extended day.</i></li> </ul> </li> </ul>	<p>September 2011 through Year 3</p>	<ul style="list-style-type: none"> <li>• <i>Office of School Performance</i></li> <li>• Human Resources</li> <li>• Building principals</li> </ul>	<p>teachers focused on the programs used in ELOP.</p> <ul style="list-style-type: none"> <li>• Coordination of policies and procedures for implementation of programs</li> <li>• Staffing of teachers and administrators</li> <li>• daily</li> </ul>
<p>Leadership Coach for Principals will be hired</p> <ul style="list-style-type: none"> <li>• PLO</li> <li>• <i>Walkthroughs and joint Common Planning Time observations are conducted biweekly with written feedback for next steps.</i></li> </ul>	<p>October 2011 for three years</p> <p>October 2011 December 2010 through year 3</p>	<ul style="list-style-type: none"> <li>• Executive Director of Office of Shared Accountability</li> <li>• Lead Community Superintendent</li> <li>• Associate Superintendent of Secondary</li> </ul>	<p>Consultant contract will be executed with Research for Better Teaching group. Ongoing professional learning in instructional leadership and utilizing data to improve student learning will be</p>

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties
<ul style="list-style-type: none"> <li>• Coaching</li> <li>• Leadership Academy</li> </ul> <p><i>The principal and SAM are provided with monthly coaching sessions around evidence on time spend on instruction. The Time Tracker calendar is reviewed together and written feedback plan is developed between the SAM, principal, and coach.</i></p> <p>Data Coach for Principals</p> <ul style="list-style-type: none"> <li>• PLO – 2 sessions</li> <li>• Individualized on site data PLO</li> </ul>			<p>provided to the principals and assistant principals will take place during bi-weekly meetings after school and on Saturdays.</p> <p>Once a quarter all day walkthroughs will take place will consultant coach, central office administrators, and building principal followed by a debriefing session <i>and written plan for follow up. This will occur as both an individual school and as a cluster of schools.</i></p>
<p>Support Positions will be created: Each PLA transformation school will be provided with a School Administration Manager- (non instructional AP) and substitute administrators will be utilized on full building walkthough days and principal coaching days.</p> <p>Research aides (1.44 FTE) will be hired for collecting and presenting data. <i>Research aides work full time in responding to data requests from the data coaches under the guidance of supervisors in the Office of Shared</i></p>	<p>September 2011 For 3 years</p>	<p><i>Department of Secondary Turnaround</i></p>	<p>The addition of these positions will afford the other building administrators to focus on instruction. Principals and assistants with central office administrators will become skillful at observing teaching and learning. Together they will also gather other data beyond observational that will enable productive conversations with teachers regarding teaching and learning.</p>

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties
<p><i>Accountability. These aides have participated in coach and team meetings in order to give them a better idea of the use of the data reports they compile. It is not within the job description of a research aide that they present data themselves. Their role is to “mine” the data.</i></p>			
<p>Professional Learning for teachers will be content-specific and focused on instructional needs of students</p> <ul style="list-style-type: none"> <li>• Essential elements of reading and mathematics instruction</li> <li>• Implementing literacy and numeracy programs with fidelity</li> <li>• Accessing and using student achievement data to drive instruction</li> <li>• Safe and Civil Schools and PBS for the emotional/social aspects</li> </ul>	<p>June 2011</p> <p>Four full days in June and 19 half days in July for teachers in transformation schools</p> <p>Six early release days</p> <p>Two superintendent conference days</p> <p>2-3 hours after school or Saturday, 4-6 times a month</p>	<p><i>Department of Staff Development</i></p> <p><i>Subject Area Directors</i></p>	<p>Staff from the offices will be responsible for logistical set up and securing presenters for delivery of PLO for all teachers. This includes securing outside consultants when warranted.</p>
<p>Leadership Development for teachers</p>	<p>October 2011 through Year 3</p>	<p>Department of Staff Development</p> <p>Subject Area Directors</p> <p>Associate for Secondary</p>	<p>Staff from the offices will be responsible for logistical set up, delivery and securing outside consultants for developing teachers leadership and coaching skills.</p>
<p>Professional Development for teaching assistants focused on supporting instruction</p>	<p>September 2011 through Year 3</p>	<p>Subject area directors and supervisors</p>	<p>Directors and supervisors will be responsible for logistical set up and</p>

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties
			securing presenters for delivery of PLO for all teaching assistants.
Teachers and the data coach will analyze student data weekly during grade level/common planning time to make data informed instructional decisions including differentiation of instruction. <i>The coaches and building administration are completing day 4 of 6 of the RBT data inquiry course. Each school will keep data binders of their findings which will be reviewed with the Associate Superintendent as part of the ongoing monitoring process.</i>	November 2011 through Year 3	Research aides Instructional coaches Classroom teachers	Coaches will be trained in a structured collaboration “using data process” to improve learning for all students. They will work with classroom teachers.
District data repository is being created to enable a direct link between student achievement data and other relevant data having an impact on student success, including teacher attendance and professional development	September 2011 through Year 3	Office of Shared Accountability  Research aides  Data coach	Collection and distribution of all data points requested with a special emphasis on developing an early warning dropout intervention system for freshman.
School wide bonus incentives for improvements <i>will be for school wide plans not individual teachers.</i>	Spring 2012 through Year 3	Collective bargaining units  Building administrators  Teachers	This team will develop a rubric as to what constitutes improvement. Each school staff will then determine how to best utilizing the funding to support student academic achievement.
Parent involvement will	September 2011	Office of Family,	Staff will develop and

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties
be strengthened by allocation of more time and training for the parent liaison position at each school.	through Year 3	School and community relations. School coordinators	deliver a training plan for the parent facilitators. They will hold monthly meeting and monitor data related to parent involvement and web site usage.
Site Based Management Teams will receive training and increase the number of times they meet with a focus on instructional issues.	September 2011	Office of Family, School and community relations.	Staff will develop and deliver a training plan for SBMT.

**BCSD Offices**

*Office of Shared Accountability*

- Oversees the new data warehouse
- Collects and distributes all data points requested
- Provides professional development on how to extract data from data warehouse
- Supports teachers and school administrators in learning how to analyze data in order to make informed decisions about instruction

*Office of School Performance*

- Supports, monitors and supervises school administrators
- Provides staffing of teachers for Extended Learning Opportunity Program (ELOP)

*Office of Federal and State Programs*

- Manages Extended Learning Opportunity Program (ELOP)
- Oversees School Improvement Grants, Consolidated Application, etc.

*Department of Teaching and Learning*

- Content area administrators collaborate with Staff Development Department to plan Professional Learning Opportunities (PLO)
- Monitors and supervises all content area subjects

*Department of High School Turnaround*

- Oversees implementation of SIG grant in PLA high schools
- Serves in a monitoring capacity with Transformation and Restart schools
- Reviews data, helps to make instructional decisions, sets explicit expectations with the school administrators
- Increases operational supports to make it easier to navigate the system

*Office of Educational Services*

- Collaborate with Staff Development Office to plan PLOs, such as PBIS training
- Includes Educational Support Services, Special Education, Guidance/Counseling, Alternative Education and Adult Education

*Department of Staff Development*

- Collaborates with all departments to plan PLOs for the PLA schools as well as the District
- Includes Extended Learning Opportunities, Early Release days, new teacher orientation, Sheltered Instruction Observation Protocol (SIOP)

*Office of Family, School and Community Relations*

- Creates plan for PLOs for parent facilitators in each building
- Creates training plan for SBMTs in PLA schools
- Holds monthly meetings for parents in PLA schools
- Monitors parent involvement data

*\*\*The SSID Cluster and the Office of High School Transformation no longer exist.*

**Cross Functional Team**

*Cross Functional Team Mission Statement: The purpose of the Buffalo Public Schools Cross Functional Team (CFT) is to ensure equitable access to high-quality education for all students by providing knowledge, tools, and support that schools need to implement the district's academic achievement plan.*

*Team membership is comprised of Teaching and Learning administrators – Special education, Guidance, Mathematics, Multilingual, Social Studies, Science, ELA, Elementary Education, PE/Health, Art, Music, Instructional Technology – and administrators from the Office of Federal and State Programs, the Office of School Performance, the Office of Shared Accountability, and representatives from the following offices as needed: Budget, Finance, Plant, and Human Resources.*

*Team members support the Transformation PLA schools by facilitating walkthroughs at school sites to identify areas for further staff PLO, to hold schools accountable for implementing curricular initiatives, and to provide training for building level administrators through shared observations. Persistently lowest-achieving schools will be prioritized and will receive more frequent walkthroughs than other schools. In addition, Cross Functional Team members will support the Transformation schools by expediting managerial matters, including staffing, purchasing, and coordination of PLOs.*

**Literacy Initiative**

*The District provides ongoing professional learning opportunities (PLO) to content area teachers 4-12 in the area of strategic literacy.*

- *The Language Essentials for Teachers of Reading and Spelling (LETRS) has been a major District initiative for the past two years: BCSD provided full day training during the summer of 2010 and offered afterschool training during school year 2010-11 at elementary schools (PK-4, PK-8, 5-8). Much of the training has included content area teachers, both special ed and gen ed, including teachers of PE, art, music, CTE, math, social studies, science and ELA. BCSD has also been building capacity by certifying a cohort of literacy coaches, administrators and staff developers to turnkey this training. Training will continue during the 2011-12 school year and beyond. The LETRS Modules were developed by noted researcher Louisa C. Moats and inform teachers' practice regarding the process of learning to read and write. The various modules encompass*

multiple topics such as phonology and phonemic awareness, phonics, spelling, fluency, vocabulary, writing, comprehension and assessment.

- During summer 2010, BCSD offered full day vocabulary training designed and delivered by Susan Ebbers and District staff. Additional training was offered throughout the 2010-11 school year to content area teachers, including teachers of PE, art, music, CTE, math, social studies, science and ELA. Training will continue during the 2011-12 school year. The training focused on explicit word instruction at the primary level and morphemic analysis and contextual strategy instruction at the 4-12 level.
- BCSD also contracted with Cambium Learning to provide training in methods of writing instruction. This training was offered to high schools teachers of all content areas at Schools 200, 204, 205, 206, and 301 during the summer of 2010 and to the elementary Transformation schools during school year 2010-11. Additional training will be offered throughout the course of the next year.
- District level staff developers of content areas pair with ELA/Reading staff developers to offer PLOs for schools regarding effective literacy instruction in specific content areas such as social studies, math and science.
- The District has begun to train teachers regarding the new Common Core Learning Standards (CCLS); for example, all literacy coaches and mathematics coaches have received overviews of the CCLS which they have begun to roll out at the building level, and all ELA teachers received a full day of mandatory training this school year. Training in literacy across the curriculum will also be facilitated by the Network Teams as they help schools to understand the new CCLS.

Building administrators have been included in much of the training described above. In addition, principal Cluster meetings include training for administrators in literacy initiatives and data analysis. Building administrators will be required to hold teachers accountable for implementing what they learn in training.

The EPOs will be required to create strategic plans for addressing literacy across the curriculum as it relates to the new CCLS.

### AIS

BCSD is in the process of revising the current AIS policy to accommodate RTI. Focus groups will be held this month with teachers and principals to review proposed changes to program. Over the summer, entrance and exit protocols for interventions will be reviewed. Likewise, paperwork will be updated to reflect new policies. Training will be offered in August (optional) and September (mandatory) to literacy and mathematics coaches, support reading and support math teachers. Mandatory training will also be offered on a designated Early Release Day training at schools sites.

### Public Impact on Turnaround Leaders, including sections on Hiring and Competencies and on Turnaround Teachers

These documents served as a basis for the district in developing new tools to be used in a screening process for hiring, retaining, and/or removing turnaround teachers and administrators. A new principal for East High was hired using the administrator process. These instruments will be shared with the new EPOs.

4. For **each** Tier I and Tier II school that the LEA commits to serve, please complete the baseline data chart (Appendix A) and appropriate LEA Model Implementation Plan (Appendix B). When completing the LEA Model Implementation Plan, LEAs should refer to the Model Implementation Plan Rubric, to ensure quality responses.

Refer to Appendix A and Appendix B

5. Describe the annual goals the LEA has established for monitoring student achievement on the State’s assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier I and II schools that receive school improvement funds. Additionally, please include annual goals for the leading indicators listed on page 18. Describe the LEA’s plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models.

An LEA’s annual ELA, math and graduation goals should be designed so that a school that achieves them each year will no longer be persistently lowest achieving within three years. Please see NYSED guidance on setting goals for persistently lowest achieving schools at <http://www.p12.nysed.gov/accountability/memos.html> .

Note that the determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as required by section 1111(b)(2) of the ESEA. In other words, each LEA receiving SIG funds must monitor the Tier I and Tier II schools it is serving to determine whether they have met the LEA’s annual goals for student achievement and must also comply with its obligations for making accountability determinations under section 1111(b)(2) of the ESEA.

Buffalo has established a goal of 100% of students meeting NYSED standards in ELA and Math for these schools. That would be a PI of 200. An interim goal for each of the Tier I, Tier II and Tier III schools has been established for each year that expects annual yearly progress of 10% of the gap between current percent proficient and the goal, rounded up. *BCSD looked at the gap between the current PI of each school and the PI of 200, which would indicate 100% mastery of standards. Keeping in mind that each school would need to exceed the PLA threshold by year 3, a 10% yearly growth target was established, rounding up. The district believes this 10% growth is significant if it results in the school turning around its substandard performance. In Year 2, the goals will be revisited and adjusted as necessary.*

\*For graduation rate, more growth is necessary to avoid identification as Persistently Low Achieving for graduation rate in three years. With a district goal of 80% for the graduation rate, an interim goal has been established for each year that expects annual yearly progress of 20% of the gap between the current year’s graduation rate and the goal, rounded up.

School	09-10 All Students ELA PI	Target ELA PI Year 1	09-10 All Students Math PI	Target Math PI Year 1	Graduation Rate	Target Graduation Rate
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School	09-10 All Students ELA PI	Target ELA PI Year 1	09-10 All Students Math PI	Target Math PI Year 1	Graduation Rate	Target Graduation Rate
Buffalo Elementary School of Technology #6	122	<b>130</b>	130	<b>137</b>		
Bilingual Center #33	130	<b>137</b>	137	<b>144</b>		
Futures Academy #37	122	<b>130</b>	139	<b>146</b>		
Dr. Charles R. Drew Science Magnet #59	134	<b>141</b>	136	<b>143</b>		
Waterfront Elementary #95	135	<b>142</b>	135	<b>142</b>		
Lafayette High School #204	134	<b>141</b>	145	<b>151</b>	48%	<b>55%*</b>
Riverside Institute of Technology #205	129	<b>138</b>	129	<b>137</b>	48%	<b>55%*</b>
Burgard High School #301	137	<b>144</b>	144	<b>150</b>	44%	<b>52%*</b>
East High School #307	127	<b>135</b>	126	<b>134</b>	59%	<b>65%*</b>

**Leading Indicators** \_\_\_\_\_ (Buffalo does not currently collect data on the variations in teacher evaluation ratings, this will be collected once 3012c evaluations are in place)

School	Number of Minutes Within the School Year (2009-2010)	Target 60 hours (3600 minutes) additional Year 1	Dropout Rate Percentage (2009-2010)	Target 10%	Student Attendance Rate (2009-2010)	Target Minimum 85% With 95% target	% of Students Who Completed Advanced Course work (2009-2010)	Target 10% growth With minimum of 3%	Discipline Incidents (Suspensions) (2009-2010)	Target 10% reduction	Teacher Attendance Rate (% Present Daily Per FTE) (2009-2010)	Target 90%
Buffalo Elementary School of Technology #6	86,400	<b>90,000</b>	N/A		88.1%	<b>95%</b>	2.94%	<b>3.2%</b>	159	<b>143</b>	87.78%	<b>90%</b>
Bilingual Center	70,200	<b>73,800</b>	N/A		87.9%	<b>95%</b>	12.50%	<b>14%</b>	48	<b>43</b>	86.87%	<b>90%</b>

School	Number of Minutes Within the School Year (2009-2010)	Target 60 hours (3600 minutes) additional Year 1	Dropout Rate Percentage (2009-2010)	Target 10%	Student Attendance Rate (2009-2010)	Target Minimum 85% With 95% target	% of Students Who Completed Advanced Coursework (2009-2010)	Target 10% growth With minimum of 3%	Discipline Incidents (Suspensions) (2009-2010)	Target 10% reduction	Teacher Attendance Rate (% Present Daily Per FTE) (2009-2010)	Target 90%
#33												
Futures Academy #37	81,000	<b>84,600</b>	N/A		87.5%	<b>95%</b>	3.95%	<b>4.5%</b>	221	<b>199</b>	85.76%	<b>90%</b>
Dr. Charles R. Drew Science Magnet #59	70,200	<b>73,800</b>	N/A		90.7%	<b>95%</b>	5.30%	<b>6%</b>	168	<b>151</b>	90.12%	<b>90%</b>
Waterfront Elementary #95	70,200	<b>73,800</b>	N/A		89.6%	<b>95%</b>	0.00%	<b>3%</b>	273	<b>246</b>	88.63%	<b>90%</b>
Lafayette High School #204	70,200	<b>73,800</b>	16%	<b>10%</b>	73.5%	<b>85%</b>	4.02%	<b>4.5%</b>	158	<b>142</b>	87.68%	<b>90%</b>
Riverside Institute of Technology #205	70,200	<b>73,800</b>	19%	<b>10%</b>	72.6%	<b>85%</b>	2.64%	<b>3%</b>	286	<b>257</b>	88.33%	<b>90%</b>
Burgard High School #301	80,244	<b>83,844</b>	18%	<b>10%</b>	70.6%	<b>85%</b>	5.2%	<b>6%</b>	238	<b>214</b>	88.63%	<b>90%</b>
East High School #307	70,200	<b>73,800</b>	17%	<b>10%</b>	75.8%	<b>85%</b>	3.61%	<b>4%</b>	206	<b>185</b>	86.00%	<b>90%</b>

The targets for the Leading Indicators above are varied based on the difference in criteria. For certain indicators a minimum expectation is in place as well as percentage change. The student participation rates were high as indicated on the chart below, so no targets were set. Maintenance of this high standard of participation is expected and will be monitored.

<b>School # 0060</b>	<b>2009-10</b>	<b>New York State Testing Program Student</b>
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<b>Participation Rates</b>			
<b>Subgroup</b>	Elementary/Middle		
	ELA	Math	
All Students	99%	99%	No target necessary
<b>Ethnicity</b>			
American Indian or Alaskan Native			
Black or African American	99%	98%	No target necessary
Hispanic or Latino			
Asian or Native Hawaiian/Other Pacific Islander	98%	98%	No target necessary
White	100%	100%	
Multiracial			
<b>Other Groups</b>			
Students with Disabilities	100%	99%	No target necessary
Limited English Proficient	99%	98%	No target necessary
Economically Disadvantaged	99%	99%	No target necessary

**School # 0330      2009-10      New York State Testing Program Student Participation Rates**

<b>Subgroup</b>	Elementary/Middle		
	ELA	Math	
All Students	99%	98%	No target necessary
<b>Ethnicity</b>			
American Indian or Alaskan Native			
Black or African American			
Hispanic or Latino	99%	99%	No target necessary
Asian or Native Hawaiian/Other Pacific Islander			
White	99%	95%	No target necessary
Multiracial			
<b>Other Groups</b>			
Students with Disabilities	99%	97%	No target necessary
Limited English Proficient	99%	96%	No target necessary
Economically Disadvantaged	99%	98%	No target necessary

**School # 0370      2009-10      New York State Testing Program Student Participation Rates**

<b>Subgroup</b>	Elementary/Middle		
	ELA	Math	
All Students	99%	98%	No target necessary
<b>Ethnicity</b>			
American Indian or Alaskan Native			
Black or African American	98%	98%	No target necessary
Hispanic or Latino			
Asian or Native Hawaiian/Other Pacific Islander			
White			
Multiracial			
<b>Other Groups</b>			
Students with Disabilities	96%	96%	No target necessary
Limited English Proficient			
Economically Disadvantaged	98%	99%	No target necessary

<b>School # 0590      2009-10      New York State Testing Program Student Participation Rates</b>			
<b>Subgroup</b>	Elementary/Middle		
	ELA	Math	
All Students	99%	99%	No target necessary
<b>Ethnicity</b>			
American Indian or Alaskan Native			
Black or African American	100%	99%	No target necessary
Hispanic or Latino			
Asian or Native Hawaiian/Other Pacific Islander			
White			
Multiracial			
<b>Other Groups</b>			
Students with Disabilities	99%	99%	No target necessary
Limited English Proficient			
Economically Disadvantaged	99%	99%	No target necessary

<b>School # 0950      2009-10      New York State Testing Program Student Participation Rates</b>			
<b>Subgroup</b>	Elementary/Middle		
	ELA	Math	
All Students	99%	99%	No target necessary
<b>Ethnicity</b>			
American Indian or Alaskan Native			
Black or African American	99%	98%	No target necessary
Hispanic or Latino	100%	98%	No target necessary
Asian or Native Hawaiian/Other Pacific Islander	97%	100%	No target necessary
White	100%	100%	No target necessary
Multiracial			
<b>Other Groups</b>			
Students with Disabilities	99%	97%	No target necessary
Limited English Proficient	98%	100%	No target necessary
Economically Disadvantaged	99%	99%	No target necessary

<b>School # 2040      2009-10      New York State Testing Program Student Participation Rates</b>			
<b>Subgroup</b>			Secondary
			ELA      Math
All Students	No target necessary		99%      99%
<b>Ethnicity</b>			
American Indian or Alaskan Native			
Black or African American	No target necessary		98%      98%
Hispanic or Latino			
Asian or Native Hawaiian/Other Pacific Islander			
White			
Multiracial			
<b>Other Groups</b>			
Students with Disabilities			
Limited English Proficient			
Economically Disadvantaged	No target necessary		100%      100%

<b>School # 2050      2009-10      New York State Testing Program Student Participation Rates</b>				
<b>Subgroup</b>	Elementary/Middle		Secondary	
	ELA	Math	ELA	Math
All Students	No target necessary		99%	99%
<b>Ethnicity</b>				
American Indian or Alaskan Native				
Black or African American	No target necessary		100%	100%
Hispanic or Latino				
Asian or Native Hawaiian/Other Pacific Islander				
White				
Multiracial				
<b>Other Groups</b>				
Students with Disabilities				
Limited English Proficient				
Economically Disadvantaged	No target necessary		98%	98%

<b>School # 3010      2009-10      New York State Testing Program Student Participation Rates</b>				
<b>Subgroup</b>			Secondary	
			ELA	Math
All Students	No target necessary		100%	97%
<b>Ethnicity</b>				
American Indian or Alaskan Native				
Black or African American	No target necessary		100%	96%
Hispanic or Latino				
Asian or Native Hawaiian/Other Pacific Islander				
White				
Multiracial				
<b>Other Groups</b>				
Students with Disabilities				
Limited English Proficient				
Economically Disadvantaged	No target necessary		100%	98%

<b>School # 3070      2009-10      New York State Testing Program Student Participation Rates</b>				
<b>Subgroup</b>			Secondary	
			ELA	Math
All Students		No target necessary	100%	100%
<b>Ethnicity</b>				
American Indian or Alaskan Native				
Black or African American	No target necessary		100%	100%
Hispanic or Latino				
Asian or Native Hawaiian/Other Pacific Islander				
White				
Multiracial				
<b>Other Groups</b>				
Students with Disabilities				
Limited English Proficient				
Economically Disadvantaged	No target necessary		100%	100%


**Plan for assessing Tier I and II schools’ progress on meeting these goals:**

The District will collect data through the year and use this data regularly to monitor the schools’ progress towards their goals. Information gleaned from regular assessments, instructional walkthroughs, and grade level meetings will be used at the school and district level to adjust instruction and interventions as necessary to ensure the goals are met.

*The Office of Teaching and Learning is working to identify formative assessments for each content area, beginning with ELA and math, to be used to gauge student progress in those areas. Grade level teams and content area teams will work together at each school to create shared assessments and rubrics in order to collect students data and to measure the efficacy of instruction.*

Data teams will be created at each school and Race to the Top Network Teams are being created at the district level to work with Race to the Top Inquiry Teams at the schools. The District level team will meet for this purpose on a bi-monthly basis, school level data meetings will be held as determined by their Turnaround plan.

*The District believes that each EPO should report to the Board, on at least a quarterly basis, its academic data, financial data and any compliance issues. To ensure that the EPO is working to accomplish its stated goals, the District will reserve the right to audit the EPO’s financial, compliance, and academic data at any time. The District believes that such provisions should be included in a contract between the Board of Education and each EPO. It is the district’s intention that such contracts will include at least the following provisions:*

- *Clear articulation of the autonomies to be provided the EMO*
- *The delegation of responsibilities between the district and the EMO (transportation, suspension hearings, attendance, data reporting, food services, etc.)*
- *Delivery of required services to special education students and English language learners*
- *Compliance with federal Title I requirements*
- *Submission of a yearly budget*
- *Submission of required data for State and Federal compliance purposes such as information on attendance, staffing, students, number of highly qualified teachers, parent involvement, truancy, class size, time, and emergency drills conducted during the school year.*
- *Maintaining student enrollment of all subgroups previously enrolled at the school and at percentages relative to other demographically-like district schools*
- *The ability to terminate the contract with the EPO if the EPO fails to demonstrate adequate progress*

*Additionally, the District's Associate Superintendent for Compliance will monitor the implementation of the performance contracts at the Restart Model schools -- although the EPOs will report directly to the Board of Education. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.*

- 6. Describe how the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and II schools. Identify stakeholders, and describe any relevant outcomes from the consultations. Complete Appendix C: Collaboration and Consultation Form with signatures from consulted stakeholders. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy.**

The LEA consulted with the principals and teachers at each participating school. The LEA also consulted with Philip Rumore, President of the Buffalo Teachers Federation on November 4 and December 9, 2010, January 26, March 9, March 16, March 23, March 30, April 5, and April 11, 2011. The LEA consulted with Crystal Boling-Barton, President of the Buffalo Council of Supervisors and Administrators on November 18 and December 16, 2010, February 16 and March 31, 2011. Parent consultation meetings were held for schools. These meetings were attended by parents from the District Parent Coordinating Council and parents from the PTO/PTAs at each of the nine (9) participating schools.

*Meetings were conducted in each school site with all faculty. See attachment: PLA – Mandatory Meetings.*

Appendix C: Collaboration and Consultation Form with signatures from consulted stakeholders is included in this application.

- 7. Describe for each Tier III school that the LEA commits to serve, the services the school will receive or the activities the school will implement (including establishing operating conditions, planning, implementation, and monitoring) that will support an increase in student achievement in identified Tier III schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.\***

**LEA level Activities for Tier III Schools**

<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of duties</b>
Intervention Programs for Reading that focus on content and conceptual skills <i>Voyager Second Generation Passport</i>	September 2011	Principal, Building Literacy Coach, Technology Integration Specialist, Classroom teachers	The persons responsible will oversee the implementation of the programs in the schools. Training will be provided to building

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
<i>Ticket to Read</i> <i>SRA Language for Learning (K)</i> <i>Voyager Timewarp Plus</i> <i>Pearson Learning Quick Reads</i> <i>Harcourt Moving into English</i> <i>Sopris West LANGUAGE!</i>			reading teachers that will be used to provide information to teachers. Teachers will utilize these programs with students in efforts to improve student achievement in reading.
Intervention Programs for Mathematics that focus on content and conceptual skills  mClass Math VMath Live	September 2011	Supervisor of Mathematics, Supervisor of Title I Mathematics, Principal, Building Mathematics Teacher, Technology Integration Specialist, Classroom teachers	The persons responsible will oversee the implementation of said programs in the schools. Training will be provided to building mathematics teachers and technology integration specialists that will be used to provide information to teachers. Teachers will utilize these programs with students in efforts to improve student achievement in mathematics.
Class Size Reduction	September 2011	Finance Department	Staffing allocations for the schools will reflect reduced class size.
Extended Time for Students <ul style="list-style-type: none"> <li>• Extended school year will add 20 days of instruction during the summer</li> <li>• Extended time on task – 2.5 hour literacy block in grades PK – 3</li> <li>• 2 hour literacy block in grades 4 – 6</li> <li>• 90 minute math block in grades PK – 5</li> </ul>	September 2011  Jul-Aug 2011, 2012, 2013  September 2011	Office of Shared Accountability,  Department of Teaching & Learning,  Office of School Performance  Building principals	The persons responsible will oversee the implementation of the program in the schools. Training will be provided to ELOP teachers that will focus on the programs that will be used in ELOP. Teachers will utilize these programs with students in efforts to improve student achievement.

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
<ul style="list-style-type: none"> <li>60 minute math block in grade 6</li> </ul>			
<p>Instructional Coaches will model, observe, and coteach</p> <ul style="list-style-type: none"> <li>Literacy Coach</li> <li>Math Coach</li> </ul>	September 2011	<p>Office of School Performance</p> <p>Subject area directors and supervisors</p>	<p>District administrators will be responsible for planning the professional development for coaches, coordinate with principals on duties and developing teacher leadership skills</p>
<p>Professional Learning for teachers will be content-specific and focused on instructional needs of students</p> <ul style="list-style-type: none"> <li>Essential elements of reading and mathematics instruction</li> <li>Implementing literacy and numeracy programs with fidelity</li> <li>Accessing and using student achievement data to drive instruction</li> </ul>	July 2011	<p>Department of Staff Development</p> <p>Subject area directors and supervisors</p>	<p>Staff from the offices will be responsible for logistical set up and securing presenters for delivery of PLO for all teachers. This includes securing outside consultants when warranted.</p>
<p>Professional Development for teaching assistants focused on supporting instruction</p>	September 2011	Subject area directors and supervisors	<p>Directors and supervisors will be responsible for logistical set up and securing presenters for delivery of PLO for all teaching assistants.</p>
<p>Student data will be analyzed weekly and instruction will be adjusted as needed</p>	November 2011	Instructional coaches, Classroom teachers	<p>Coaches will be trained in a structured collaboration “using data process” to improve learning for all students. They will work with classroom teachers</p>
<p>Instructional focused walkthroughs will be</p>	September 2011	Building principals and assistant	<p>Each building administrator will</p>

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
conducted: <ul style="list-style-type: none"> <li>• daily basis by building administrators</li> <li>• weekly basis with subject area directors and central office administrators</li> <li>• quarterly with principal coach team and deputy superintendent</li> </ul>		principals Subject area directors and supervisors Department of Secondary Turnaround	develop a semester long walk through schedule including individual and team times. Debriefing on findings and next steps will occur at bi-weekly articulation meetings. Principals will hold instructional conversations with teachers to discuss student learnings.
District data repository is being created to enable a direct link between student achievement data and other relevant data having an impact on student success, including teacher attendance and professional development	October 2011	Office of Shared Accountability	Collection and distribution of all data points requested with a special emphasis on developing an early warning dropout intervention system for freshman.

**8. Describe the annual goals the LEA has established for monitoring student achievement on the State’s assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier III schools that receive school improvement funds.\***

**According to the USED Guidance on School Improvement Grants under Section 1003(g),** “An LEA must establish, and the SEA must approve, goals to hold accountable the Tier III schools it serves with SIG funds (see section II.C(a) of the final requirements), although the LEA has discretion in establishing those goals. For example, the LEA might establish for its Tier III schools the same student achievement goals that it establishes for its Tier I and Tier II schools, or it might establish for its Tier III schools goals that align with the already existing AYP requirements, such as meeting the State’s annual measurable objectives or making AYP through safe harbor. Note that the goals that the LEA establishes must be approved by the SEA.”

School	09-10 All Students ELA PI	Target ELA PI Year 1	09-10 All Students Math PI	Target Math PI Year 1
17	127	<b>135</b>	161	<b>165</b>
18	134	<b>141</b>	160	<b>164</b>
30	138	<b>145</b>	156	<b>161</b>

43	144	<b>150</b>	164	<b>168</b>
53	133	<b>140</b>	152	<b>157</b>
76	124	<b>132</b>	151	<b>156</b>
79	<i>Closing June 2011</i>			
84	166	<b>170</b>	164	<b>168</b>
94	132	<b>139</b>	165	<b>167</b>
96	<i>Closing June 2011</i>			
97	140	<b>146</b>	174	<b>177</b>
192-Elementary	165	<b>169</b>	177	<b>180</b>
192-Secondary	157	<b>162</b>	141	<b>147</b>

Buffalo has established a goal of 100% of students meeting NYSED standards in ELA and Math for these schools. That would be a PI of 200. An interim goal for each of the Tier I, II and Tier III schools has been established for each year that expects annual yearly progress of 10% of the gap between current percent proficient and the goal, rounded up.

**Plan for assessing Tier III schools’ progress on meeting these goals:**

The District will collect data through the year and use this data regularly to monitor the schools’ progress towards their goals. Information gleaned from regular assessments, instructional walkthroughs, and grade level meetings will be used at the school and district level to adjust instruction and interventions as necessary to ensure the goals are met.

Data teams will be created at each school, and Race to the Top Network Teams are being created at the district level to work with Race to the Top Inquiry Teams at the schools. The District level team will meet for this purpose on a bi-monthly basis, school level data meetings will be held as determined by their Turnaround plan.

\*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

***Appendix A:  
Baseline Data***

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

**Appendix A: BASELINE DATA**

**Directions:** Please complete the following form for each persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

<b>School:</b>	Buffalo Elementary School of Technology #6
<b>NCES#:</b>	360585000295
<b>Grades Served:</b>	PK-8
<b>Number of Students:</b>	589
<b>Model to be Implemented:</b>	Restart

1. Number of minutes within the school year 64,800
2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes # NA %
3. Teacher attendance rate 88% %

**4. Distribution of teachers by performance level on LEA's teacher evaluation system**

**Directions:** Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The Buffalo City School District, in conjunction with the teachers' collective bargaining unit, developed a new teacher evaluation instrument, Annual Professional Performance Review [APPR] which was effective starting with the 2010-2011 school year. Teachers' performance levels using the new APPR will be available in **July, 2011**. Using the previous evaluation, teachers were rated as Satisfactory or Unsatisfactory. The data from **2009-2010**, as of **June 30, 2010**, is below.

Satisfactory - 62  
Unsatisfactory - 3

School # 0060														
Subgroup	ELA 2009-10						Scale Score Average (avg)							
	Level 1		Level 2		Level 3		Level 4		Level 3		Level 4		All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	38	629	31	652	7	670	2	737	7	670	2	737	78	645
Female	16	632	12	651	4	670	2	737						
Male	22	627	19	652	3	670	2	737						
American Indian or Alaskan Native														
Asian	6	632											0	
Black or African American	25	628	16	651	5	668	1	694	5	668	1	694	6	632
Hispanic/Latino	1	636	4	655	2	674			2	674			47	641
White	6	630	11	652									7	658
Multiracial													18	652
Education Type														
General Education	26	631	27	653	4	672	2	737	4	672	2	737	58	647
Students with Disabilities	13	626	4	650	3	667			3	667			20	637
Economic Status														
Economically Disadvantaged	38	629	31	652	6	671	2	737	6	671	2	737	77	644
Not Economically Disadvantaged									1	683			1	683
English Proficient	30	629	26	651	7	670	2	737	7	670	2	737	65	646
Limited English Proficiency	8	627	5	654									13	638
School # 0060														
Subgroup	ELA 2009-10						Scale Score Average (avg)							
	Level 1		Level 2		Level 3		Level 4		Level 3		Level 4		All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	21	617	27	653	3	676			3	676			51	640
Female	6	614	11	653	1	671			1	671			18	641
Male	15	618	16	653	2	679			2	679			33	639
American Indian or Alaskan Native														
Asian	1	612												
Black or African American	2	630											1	612
Hispanic/Latino	12	614	23	652	2	675			2	675			2	630
White	2	616	2	655	1	678			1	678			37	641
Multiracial	4	621	1	667									5	644
Education Type														
General Education	14	620	25	654	3	676			3	676			5	630
Students with Disabilities	7	610	2	645									1	667
Economic Status														
Economically Disadvantaged	21	617	27	653	3	676			3	676			42	644
Not Economically Disadvantaged													9	618
English Proficient	18	615	23	652	2	675			2	675			51	640
Limited English Proficiency	3	631	4	660	1	679			1	679			43	637
													8	651

Subgroup		Scale Score Average (avg)									
		Level 1		Level 2		Level 3		Level 4		All Levels	
		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students		38	633	24	654	5	677			67	644
Gender											
Female		18	638	9	655	4	679			31	648
Male		20	629	15	653	1	668			36	640
American Indian or Alaskan Native											
Asian		3	573								
Black or African American		32	638	15	653	3	676			3	573
Hispanic/Latino		2	642	1	651	1	678			50	645
White		1	644	8	656	1	678			4	653
Multiracial										10	657
Education Type											
General Education		26	632	22	653	5	677			53	645
Students with Disabilities		12	637	2	658					14	640
Economic Status											
Economically Disadvantaged		38	633	23	654	5	677			66	644
Not Economically Disadvantaged				1	656					1	656
English Proficiency											
English Proficient		31	639	21	654	5	677			57	647
Limited English Proficiency		7	609	3	655					10	623

Subgroup		Scale Score Average (avg)									
		Level 1		Level 2		Level 3		Level 4		All Levels	
		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students		17	620	17	652	7	668	1	694	42	643
Gender											
Female		4	636	11	652	3	674	1	694	19	654
Male		13	615	6	653	4	663			23	633
American Indian or Alaskan Native											
Asian		1	621			1	684				
Black or African American		12	628	14	652	3	664	1	694	30	645
Hispanic/Latino		1	480	1	651	2	668			4	617
White		3	633	2	653					5	641
Multiracial										1	662
Education Type											
General Education		8	630	15	652	7	668	1	694	31	651
Students with Disabilities		9	611	2	649					11	618
Economic Status											
Economically Disadvantaged		17	620	16	652	7	668	1	694	41	642
Not Economically Disadvantaged				1	653					1	653
English Proficiency											
English Proficient		11	616	16	652	7	668	1	694	35	645
Limited English Proficiency		6	628	1	651					7	631

Subgroup	ELA 2009-10 Scale Score Average (avg)									
	Level 1		Level 2		Level 3		Level 4		All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	22	630	27	652	7	671				
Female	8	633	16	653	5	672			56	646
Male	14	628	11	650	2	669			28	651
American Indian or Alaskan Native	1	626							27	640
Asian	2	620							1	626
Black or African American	16	631	22	653	4	670			2	620
Hispanic/Latino	3	631	4	649	2	674			42	646
White			1	645	1	669			9	649
Multiracial									2	657
Education Type										
General Education	15	632	26	652	6	671				
Students with Disabilities	7	627	1	647					47	648
Economic Status									9	634
Economically Disadvantaged	21	630	26	651	6	671				
Not Economically Disadvantaged	1	633	1	660	1	669			53	645
English Proficiency									3	654
English Proficient	18	632	22	653	7	671				
Limited English Proficiency	4	620	5	646					47	648

Subgroup	ELA 2009-10 Scale Score Average (avg)									
	Level 1		Level 2		Level 3		Level 4		All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	18	607	22	641	10	663				
Female	7	607	6	640	2	671			50	633
Male	11	606	16	641	8	661			15	628
American Indian or Alaskan Native									35	635
Asian	2	550								
Black or African American	11	614	17	640	8	663			2	550
Hispanic/Latino	2	611	3	646					38	637
White			2	640	1	658			5	632
Multiracial	3	613	2	640	1	669			6	630
Education Type									1	669
General Education	15	606	17	641	10	663				
Students with Disabilities	3	609	5	639					42	634
Economic Status									8	628
Economically Disadvantaged	17	606	22	641	10	663				
Not Economically Disadvantaged	1	624							49	633
English Proficiency									1	624
English Proficient	13	616	22	641	10	663				
Limited English Proficiency	5	582							45	639
									5	582

Subgroup	Math 2009-10 Scale Score Average (avg)													
	Level 1			Level 2			Level 3			Level 4			All Levels	
	count	avg.	646	count	avg.	671	count	avg.	688	count	avg.	707		count
All Students	36	646	646	35	671	671	11	688	688	1	707	707	83	663
Female	11	646	646	20	672	672	3	688	688	1	707	707	35	666
Male	25	646	646	15	670	670	8	688	688				48	660
American Indian or Alaskan Native														
Asian	9	643	643	3	673	673								
Black or African American	21	646	646	19	671	671	5	692	692	1	707	707	12	650
Hispanic/Latino	2	657	657	2	675	675	3	685	685				46	663
White	4	650	650	11	670	670	3	685	685				7	674
Multiracial													18	668
Education Type														
General Education	26	645	645	28	672	672	9	689	689	1	707	707	64	664
Students with Disabilities	10	649	649	7	670	670	2	686	686				19	661
Economic Status														
Economically Disadvantaged	36	646	646	34	671	671	11	688	688	1	707	707	82	663
Not Economically Disadvantaged				1	681	681							1	681
English Proficiency														
English Proficient	23	649	649	29	671	671	10	689	689	1	707	707	63	666
Limited English Proficiency	13	641	641	6	670	670	1	684	684				20	652

Subgroup	Math 2009-10 Scale Score Average (avg)													
	Level 1			Level 2			Level 3			Level 4			All Levels	
	count	avg.	598	count	avg.	655	count	avg.	686	count	avg.	712		count
All Students	19	598	598	30	655	655	5	686	686	1	712	712	55	639
Female	7	588	588	12	656	656	1	692	692				20	634
Male	12	603	603	18	654	654	4	688	688	1	712	712	35	642
American Indian or Alaskan Native														
Asian	1	607	607											
Black or African American	2	522	522	2	654	654							1	607
Hispanic/Latino	12	602	602	24	654	654	2	694	694	1	712	712	4	588
White	1	625	625	2	657	657	2	685	685				39	642
Multiracial	3	619	619	2	661	661							5	662
Education Type														
General Education	13	587	587	27	654	654	5	688	688	1	712	712	46	640
Students with Disabilities	6	621	621	3	658	658							9	633
Economic Status														
Economically Disadvantaged	18	604	604	30	655	655	5	688	688	1	712	712	54	642
Not Economically Disadvantaged	1	485	485										1	485
English Proficiency														
English Proficient	14	618	618	24	656	656	4	691	691	1	712	712	43	648
Limited English Proficiency	5	540	540	6	652	652	1	678	678				12	607

Subgroup	Math 2009-10																								
	Level 1					Level 2					Level 3					Level 4					Level 5				
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.			
All Students	35	608	38	651	4	686																			
Female	16	611	17	647	3	684																			
Male	19	606	21	654	1	693																			
American Indian or Alaskan Native																									
Asian	9	592	2	644																					
Black or African American	23	613	26	652	2	685																			
Hispanic/Latino	1	633	2	642	1	683																			
White	2	606	8	651	1	693																			
Multiracial																									
Education Type																									
General Education	28	608	31	652	4	686																			
Students with Disabilities	7	611	7	647																					
Economic Status																									
Economically Disadvantaged	35	608	37	650	4	686																			
Not Economically Disadvantaged			1	673																					
English Proficiency																									
English Proficient	19	612	34	651	4	686																			
Limited English Proficiency	16	604	4	651																					

Subgroup	Math 2009-10																								
	Level 1					Level 2					Level 3					Level 4					Level 5				
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.			
All Students	27	597	14	654	6	686																			
Female	9	605	8	657	4	685																			
Male	18	592	6	650	2	687																			
American Indian or Alaskan Native																									
Asian	5	562																							
Black or African American	18	601	11	653	2	682																			
Hispanic/Latino	1	603	1	649	2	689																			
White	3	628	1	660	1	682																			
Multiracial																									
Education Type																									
General Education	17	594	13	653	6	686																			
Students with Disabilities	10	601	1	667																					
Economic Status																									
Economically Disadvantaged	27	597	14	654	5	686																			
Not Economically Disadvantaged			1	667	1	685																			
English Proficiency																									
English Proficient	16	610	13	653	6	686																			
Limited English Proficiency	11	578	1	660																					

Subgroup	Math 2009-10						Grade 7					
	Level 1		Level 2		Level 3		Level 4		All Levels		avg.	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.		
All Students	28	604	22	652	14	679	5	705	69	642		
Gender												
Female	13	618	10	653	8	681	4	707	35	652		
Male	15	591	12	651	6	677	1	701	34	631		
Ethnicity												
American Indian or Alaskan Native	1	633										
Asian	8	601	5	643					1	633		
Black or African American	16	608	13	655	12	679	3	700	13	617		
Hispanic/Latino	16	608	3	648	1	685	2	714	44	647		
White			1	656	1	677			9	644		
Multiracial									2	667		
Education Type												
General Education	21	610	21	652	13	679	5	705	60	648		
Students with Disabilities	7	585	1	639	1	677			9	601		
Economic Status												
Economically Disadvantaged	26	602	22	652	12	680	5	705	65	641		
Not Economically Disadvantaged	2	630			2	677			4	653		
English Proficiency												
English Proficient	17	606	13	655	13	680	5	705	48	650		
Limited English Proficiency	11	599	9	647	1	670			21	623		

Subgroup	Math 2009-10						Grade 8					
	Level 1		Level 2		Level 3		Level 4		All Levels		avg.	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.		
All Students	21	620	28	655	7	690	1	704	57	647		
Gender												
Female	9	622	6	653	3	687			18	643		
Male	12	618	22	655	4	693	1	704	39	649		
Ethnicity												
American Indian or Alaskan Native												
Asian	2	619	5	648								
Black or African American	14	620	20	656	4	694			7	640		
Hispanic/Latino	3	624			2	683			38	647		
White									5	648		
Multiracial	2	613	3	659			1	704	6	651		
Education Type												
General Education	16	621	26	655	7	690	1	704	50	650		
Students with Disabilities	5	617	2	653					7	627		
Economic Status												
Economically Disadvantaged	20	620	28	655	7	690	1	704	56	648		
Not Economically Disadvantaged	1	626							1	626		
English Proficiency												
English Proficient	15	624	21	656	7	690	1	704	44	652		
Limited English Proficiency	6	609	7	650					13	631		

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

**Appendix A: BASELINE DATA**

**Directions:** Please complete the following form for each persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

<b>School:</b>	Bilingual Center #33
<b>NCES#:</b>	360585000333
<b>Grades Served:</b>	PK-8
<b>Number of Students:</b>	512
<b>Model to be Implemented:</b>	Restart

1. Number of minutes within the school year  %
2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes #  %
3. Teacher attendance rate  %

**4. Distribution of teachers by performance level on LEA's teacher evaluation system**

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The Buffalo City School District, in conjunction with the teachers' collective bargaining unit, developed a new teacher evaluation instrument, Annual Professional Performance Review [APPR] which was effective starting with the 2010-2011 school year. Teachers' performance levels using the new APPR will be available in **July, 2011**. Using the previous evaluation, teachers were rated as Satisfactory or Unsatisfactory. The data from **2009-2010**, as of **June 30, 2010**, is below.

Satisfactory - 59  
Unsatisfactory - 0

Subgroup		Scale Score Average (avg)									
		Level 1		Level 2		Level 3		Level 4		All Levels	
count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
<b>School # 0330 ELA 2008-10 Grade 3</b>											
All Students	19	626	17	650	5	669	2	694	43	643	
Female	9	632	11	649							
Male	10	620	6	651	5	669	1	694	21	644	
<b>Ethnicity</b>											
American Indian or Alaskan Native											
Asian											
Black or African American	1	626	2	645							
Hispanic/Latino	14	622	9	650	3	668	1	694	27	639	
White	4	637	6	652	2	671	1	694	13	654	
Multiracial											
<b>Education Type</b>											
General Education	9	631	13	650	5	669	2	694	29	650	
Students with Disabilities	10	621	4	651					14	630	
Economic Status											
Economically Disadvantaged	19	626	15	649	3	668	2	694	39	641	
Not Economically Disadvantaged			2	655	2	671			4	663	
English Proficiency											
English Proficient	5	636	13	650	2	671	1	694	21	651	
Limited English Proficiency	14	622	4	649	3	668	1	694	22	636	

Subgroup		Scale Score Average (avg)									
		Level 1		Level 2		Level 3		Level 4		All Levels	
count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
<b>School # 0330 ELA 2008-10 Grade 4</b>											
All Students	22	609	17	654	14	687			53	644	
Female	8	613	10	654	4	701			22	647	
Male	14	608	7	654	10	681			31	642	
<b>Ethnicity</b>											
American Indian or Alaskan Native											
Asian											
Black or African American	1	619									
Hispanic/Latino	3	614	3	654	1	685			7	619	
White	17	609	8	652	8	685			33	638	
Multiracial	1	595	6	656	5	690			12	665	
<b>Education Type</b>											
General Education	18	610	14	653	14	687			46	646	
Students with Disabilities	4	607	3	660					7	630	
Economic Status											
Economically Disadvantaged	22	609	17	654	14	687			53	644	
Not Economically Disadvantaged											
English Proficiency											
English Proficient	4	613	10	656	13	688			27	665	
Limited English Proficiency	18	609	7	651	1	671			26	622	

Subgroup	ELA 2009-10										Grade 5									
	Level 1		Level 2		Level 3		Level 4		All Levels		Level 1		Level 2		Level 3		Level 4		All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	24	630	12	656	11	675	4	748	51	655										
Female	15	628	7	658	6	676	3	732	31	654										
Male	9	633	5	654	5	674	1	795	20	657										
American Indian or Alaskan Native																				
Asian																				
Black or African American	5	637	1	648	3	675			9	651										
Hispanic/Latino	16	625	5	658	5	678	2	700	28	646										
White	3	642	6	656	3	670	2	795	14	676										
Multiracial																				
Education Type																				
General Education	17	638	10	657	10	675	4	748	41	662										
Students with Disabilities	7	610	2	651	1	668			10	624										
Economic Status																				
Economically Disadvantaged	24	630	11	656	10	675	4	748	49	655										
Not Economically Disadvantaged			1	656	1	668			2	682										
English Proficiency																				
English Proficient	9	640	10	657	10	675	4	748	33	669										
Limited English Proficiency	15	624	2	652	1	668			18	629										

Subgroup	ELA 2009-10										Grade 6									
	Level 1		Level 2		Level 3		Level 4		All Levels		Level 1		Level 2		Level 3		Level 4		All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	21	628	29	652	12	672	2	740	64	651										
Female	9	626	14	652	4	672	1	694	28	648										
Male	12	629	15	653	8	672	1	785	36	653										
American Indian or Alaskan Native																				
Asian																				
Black or African American	2	637	3	654	1	673														
Hispanic/Latino	18	627	19	651	8	670	1	694	46	646										
White	1	623	7	655	3	677	1	785	12	669										
Multiracial																				
Education Type																				
General Education	7	634	23	653	11	672	2	740	43	659										
Students with Disabilities	14	625	6	652	1	673			21	635										
Economic Status																				
Economically Disadvantaged	21	628	26	652	12	672	2	740	61	651										
Not Economically Disadvantaged			3	655					3	655										
English Proficiency																				
English Proficient	2	637	15	655	11	672	2	740	30	666										
Limited English Proficiency	19	627	14	650	1	673			34	637										

Subgroup	ELA 2009-10 Scale Score Average (avg) Grade 7									
	Level 1		Level 2		Level 3		Level 4		All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	19	627	22	650	9	674	2	698	52	647
Female	10	625	12	655	5	673	2	698	29	651
Male	9	628	10	644	4	676			23	644
American Indian or Alaskan Native										
Asian										
Black or African American	1	635	1	662						
Hispanic/Latino	18	626	17	649	5	674	1	698	41	649
White			4	651	4	675	1	698	41	643
Multiracial									9	667
Education Type										
General Education	14	627	17	650	7	673	2	698	40	648
Students with Disabilities	5	627	5	649	2	678			12	645
Economic Status										
Economically Disadvantaged	18	626	20	650	6	673	1	698	45	645
Not Economically Disadvantaged	1	638	2	649	3	677	1	698	7	667
English Proficiency										
English Proficient	3	635	12	653	9	674	2	698	26	662
Limited English Proficiency	16	625	10	647					26	633

Subgroup	ELA 2009-10 Scale Score Average (avg) Grade 8									
	Level 1		Level 2		Level 3		Level 4		All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	10	612	23	640	13	666	1	699	47	642
Female	5	601	12	639	6	664			23	637
Male	5	622	11	642	7	668	1	699	24	648
American Indian or Alaskan Native										
Asian										
Black or African American	1	594								
Hispanic/Latino	1	626	2	630	1	665			1	594
White	8	612	16	641	7	664			4	638
Multiracial			5	641	5	669	1	699	31	639
Education Type										
General Education	9	611	20	641	13	666	1	699	43	643
Students with Disabilities	1	618	3	636					43	643
Economic Status										
Economically Disadvantaged	10	612	23	640	12	664	1	699	46	642
Not Economically Disadvantaged					1	686			1	686
English Proficiency										
English Proficient	1	626	14	643	13	666	1	699	29	655
Limited English Proficiency	9	610	9	636					18	623

Subgroup		Math 2009-10										Grade 3									
		Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8		Level 9			
		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.		
All Students	16	646	19	671	12	689															
Female	8	651	10	671	6	690															
Male	8	651	9	670	6	688															
American Indian or Alaskan Native																					
Asian																					
Black or African American	1	660	2	668																	
Hispanic/Latino	13	643	11	670	6	686															
White	2	660	6	673	6	692															
Multiracial																					
Education Type																					
General Education	7	649	15	671	10	688															
Students with Disabilities	9	644	4	670	2	692															
Economic Status																					
Economically Disadvantaged	16	646	17	670	10	688															
Not Economically Disadvantaged			2	674	2	694															
English Proficiency																					
English Proficient	2	660	10	670	9	690															
Limited English Proficiency	14	644	9	672	3	686															

Subgroup		Math 2009-10										Grade 4									
		Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8		Level 9			
		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.		
All Students	28	611	22	658	6	686															
Female	10	619	10	657	4	688															
Male	18	608	12	658	2	684															
American Indian or Alaskan Native																					
Asian	1	614																			
Black or African American	4	598	4	662																	
Hispanic/Latino	19	612	12	655	3	683															
White	4	621	6	661	3	683															
Multiracial																					
Education Type																					
General Education	24	611	20	658	5	688															
Students with Disabilities	4	613	2	658	1	678															
Economic Status																					
Economically Disadvantaged	28	611	22	658	6	686															
Not Economically Disadvantaged																					
English Proficiency																					
English Proficient	4	625	15	660	6	686															
Limited English Proficiency	24	609	7	653																	

Subgroup		Math 2009-10				Scale Score Average (avg)				Grade 5				
		Level 1	Level 2	Level 3	Level 4	All Levels	Level 1	Level 2	Level 3	Level 4	All Levels			
All Students		15	27	10	686	655	616	655	686	649	count	avg.	count	avg.
Female		11	15	6	686	654	617	654	686	647			32	647
Male		4	12	4	686	655	606	655	686	653			20	653
American Indian or Alaskan Native														
Asian														
Black or African American		4	4	1	683	646	606	646	683	632			9	632
Hispanic/Latino		9	14	6	682	654	618	654	682	649			29	649
White		2	9	3	684	659	627	659	684	662			14	662
Multiracial														
Education Type														
General Education		10	22	10	686	654	624	654	686	655			42	655
Students with Disabilities		5	5		686	657	599	657	686	628			10	628
Economic Status														
Economically Disadvantaged		15	26	9	687	655	616	655	687	649			50	649
Not Economically Disadvantaged			1	1	683	658		658	683	671			2	671
English Proficiency														
English Proficient		7	17	9	687	656	616	656	687	656			33	656
Limited English Proficiency		8	10	1	683	653	616	653	683	639			19	639

Subgroup		Math 2009-10				Scale Score Average (avg)				Grade 6				
		Level 1	Level 2	Level 3	Level 4	All Levels	Level 1	Level 2	Level 3	Level 4	All Levels			
All Students		31	28	4	679	654	613	654	679	700	638			
Female		12	14	1	676	654	614	654	676	637			27	637
Male		19	14	3	680	654	613	654	680	638			38	638
American Indian or Alaskan Native														
Asian		1												
Black or African American		4	1	1	676	660	631	660	676	583			1	583
Hispanic/Latino		24	19	2	678	652	613	652	678	643			6	643
White		2	8	1	685	659	593	659	685	633			45	633
Multiracial													13	657
Education Type														
General Education		15	23	4	679	655	621	655	679	700			44	647
Students with Disabilities		16	5		679	653	607	653	679	618			21	618
Economic Status														
Economically Disadvantaged		30	26	4	679	655	613	655	679	637			62	637
Not Economically Disadvantaged		1	2		649	649	635	649	649	644			3	644
English Proficiency														
English Proficient		6	19	3	680	656	632	656	680	656			30	656
Limited English Proficiency		25	9	1	676	652	609	652	676	622			35	622

Subgroup	Math 2009-10					Grade 7				
	Level 1		Level 2		Level 3		Level 4		All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	18	616	28	653	5	682	5	711	54	649
Female	9	616	16	653	3	686	3	707	31	651
Male	9	617	10	653	2	676	2	717	23	646
American Indian or Alaskan Native										
Asian										
Black or African American			2	653						
Hispanic/Latino	17	616	19	652	4	681	2	701	42	653
White	1	611	5	656	1	698	3	717	10	673
Multiracial										
Education Type										
General Education	14	616	20	653	5	682	3	712	42	648
Students with Disabilities	4	618	6	654			2	710	12	651
Economic Status										
Economically Disadvantaged	18	616	23	653	4	683	2	701	47	643
Not Economically Disadvantaged			3	653	1	680	3	717	7	684
English Proficient	1	617	15	656	5	682	5	711	26	670
Limited English Proficiency	17	616	11	649					28	629

Subgroup	Math 2009-10					Grade 8				
	Level 1		Level 2		Level 3		Level 4		All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	12	624	30	658	10	682	4	730	56	680
Female	7	625	13	657	4	680	1	775	25	656
Male	5	621	17	659	6	684	3	715	31	663
American Indian or Alaskan Native										
Asian										
Black or African American	2	621	2	663						
Hispanic/Latino	1	626	3	665						
White	3	628	20	656	8	681	1	716	4	642
Multiracial	6	622	5	658	2	688	3	735	5	667
Education Type										
General Education	11	622	28	658	9	683	4	730	16	663
Students with Disabilities	1	638	2	653	1	675			52	660
Economic Status										
Economically Disadvantaged	12	624	30	658	9	681	4	730	4	655
Not Economically Disadvantaged					1	694				
English Proficient	2	632	15	660	8	684	4	730	55	659
Limited English Proficiency	10	622	15	656	2	676	4	730	1	694
									29	674
									27	645

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

**Appendix A: BASELINE DATA**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

<b>School:</b>	Futures Academy # 37
<b>NCES#:</b>	360585000335
<b>Grades Served:</b>	PK-8
<b>Number of Students:</b>	570
<b>Model to be Implemented:</b>	Restart

1. Number of minutes within the school year 64,800
2. Number and percentage of students completing advanced coursework (e.g., AP/IB),  
early-college high schools, or dual enrollment classes # NA %
3. Teacher attendance rate % 86%

**4. Distribution of teachers by performance level on LEA's teacher evaluation system**

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The Buffalo City School District, in conjunction with the teachers' collective bargaining unit, developed a new teacher evaluation instrument, Annual Professional Performance Review [APPR] which was effective starting with the 2010-2011 school year. Teachers' performance levels using the new APPR will be available in **July, 2011**. Using the previous evaluation, teachers were rated as Satisfactory or Unsatisfactory. The data from **2009-2010**, as of **June 30, 2010**, is below.

Satisfactory - 72  
Unsatisfactory - 0

Subgroup		Level 1				Level 2				Level 3				Level 4				All Levels	
		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
<b>ELA 2009-10</b>		<b>Grade 3</b>																	
All Students		34	632	25	652	6	670										65	644	
Gender																			
Female		17	632	10	651	3	675										30	643	
Male		17	633	15	653	3	665										35	644	
Ethnicity																			
American Indian or Alaskan Native				1	659												1	659	
Asian		1	634														1	634	
Black or African American		27	632	21	651	6	670										54	644	
Hispanic/Latino		3	636	1	652												4	640	
White		3	629	1	655												4	636	
Multiracial				1	659												1	659	
Education Type																			
General Education		30	633	20	651	5	671										55	643	
Students with Disabilities		4	630	5	655	1	663										10	646	
Economic Status																			
Economically Disadvantaged		33	632	25	652	6	670										64	644	
Not Economically Disadvantaged		1	639														1	639	
English Proficiency																			
English Proficient		34	632	25	652	6	670										65	644	
Limited English Proficiency																			

Subgroup		Level 1				Level 2				Level 3				Level 4				All Levels	
		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
<b>ELA 2009-10</b>		<b>Grade 4</b>																	
All Students		22	615	37	650	10	675										69	643	
Gender																			
Female		11	621	18	650	4	676										33	643	
Male		11	609	19	650	6	675										36	642	
Ethnicity																			
American Indian or Alaskan Native				1	640												1	640	
Asian				1	640												1	640	
Black or African American		20	617	34	650	6	675										60	642	
Hispanic/Latino		1	604			1	675										2	640	
White				1	663	3	676										4	673	
Multiracial		1	583														1	583	
Education Type																			
General Education		9	623	27	652	9	676										45	651	
Students with Disabilities		13	610	10	645	1	671										24	627	
Economic Status																			
Economically Disadvantaged		22	615	36	650	10	675										68	642	
Not Economically Disadvantaged				1	656												1	656	
English Proficiency																			
English Proficient		22	615	37	650	10	675										69	643	
Limited English Proficiency																			

School # 0370	ELA 2009-10										Scale Score Average (avg)										Grade 5														
	Level 1		Level 2		Level 3		Level 4		All Levels		Level 1		Level 2		Level 3		Level 4		All Levels		Level 1		Level 2		Level 3		Level 4		All Levels						
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.					
All Students	30	631	23	655	5	673																													
Gender																																			
Female	12	632	11	655	3	673																													
Male	18	631	12	655	2	673																													
Ethnicity																																			
American Indian or Alaskan Native																																			
Asian																																			
Black or African American	28	631	20	655	5	673																													
Hispanic/Latino	1	632	2	655																															
White	1	644																																	
Multiracial																																			
Education Type																																			
General Education	17	638	18	656	5	673																													
Students with Disabilities	13	623	5	650																															
Economic Status																																			
Economically Disadvantaged	27	631	23	655	5	673																													
Not Economically Disadvantaged	3	631																																	
English Proficiency																																			
English Proficient	30	631	23	655	5	673																													
Limited English Proficiency																																			

School # 0370	ELA 2009-10										Scale Score Average (avg)										Grade 6														
	Level 1		Level 2		Level 3		Level 4		All Levels		Level 1		Level 2		Level 3		Level 4		All Levels		Level 1		Level 2		Level 3		Level 4		All Levels						
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.					
All Students	21	631	28	650	3	662																													
Gender																																			
Female	4	636	12	648	1	662																													
Male	17	630	16	651	2	662																													
Ethnicity																																			
American Indian or Alaskan Native																																			
Asian																																			
Black or African American	17	631	25	649	2	662																													
Hispanic/Latino	2	632	1	647																															
White	2	630	2	659																															
Multiracial																																			
Education Type																																			
General Education	10	638	25	650	2	662																													
Students with Disabilities	11	625	3	649	1	662																													
Economic Status																																			
Economically Disadvantaged	21	631	28	650	3	662																													
Not Economically Disadvantaged																																			
English Proficiency																																			
English Proficient	21	631	27	650	3	662																													
Limited English Proficiency																																			

School # 0370		ELA 2009-10				Scale Score Average (avg)				Grade 7			
Subgroup	Level 1		Level 2		Level 3		Level 4		All Levels				
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.			
All Students	22	627	27	652	4	627	2	698	55	645			
Gender													
Female	8	626	13	654	3	675			24	647			
Male	14	629	14	649	1	665	2	698	31	643			
Ethnicity													
American Indian or Alaskan Native													
Asian													
Black or African American	20	627	25	652	4	672	2	698	51	648			
Hispanic/Latino	1	640	2	648					3	645			
White	1	616							1	616			
Multiracial													
Education Type													
General Education	10	632	23	652	4	672	2	698	39	651			
Students with Disabilities	12	624	4	649					16	630			
Economic Status													
Economically Disadvantaged	20	627	25	651	4	672	2	698	51	645			
Not Economically Disadvantaged	2	630	2	660					4	645			
English Proficiency													
English Proficient	22	627	27	652	4	627	2	698	55	645			
Limited English Proficiency													

School # 0370		ELA 2009-10				Scale Score Average (avg)				Grade 8			
Subgroup	Level 1		Level 2		Level 3		Level 4		All Levels				
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.			
All Students	16	615	41	641	6	667			63	637			
Gender													
Female	5	618	19	641	5	666			29	642			
Male	11	614	22	640	1	673			34	633			
Ethnicity													
American Indian or Alaskan Native													
Asian													
Black or African American	12	617	34	641	6	667			52	639			
Hispanic/Latino	2	609	4	639					6	629			
White	2	613	2	636					4	624			
Multiracial													
Education Type													
General Education	8	619	33	642	6	667			47	641			
Students with Disabilities	8	612	8	634					16	623			
Economic Status													
Economically Disadvantaged	16	615	40	641	6	667			62	637			
Not Economically Disadvantaged			1	630					1	630			
English Proficiency													
English Proficient	16	615	41	641	6	667			63	637			
Limited English Proficiency													

Subgroup		Math 2009-10				Scale Score Average (avg)				Grade 3			
		Level 1 count	Level 1 avg.	Level 2 count	Level 2 avg.	Level 3 count	Level 3 avg.	Level 4 count	Level 4 avg.	All Levels count	All Levels avg.		
All Students	Gender	18	649	39	671	6	686	3	707	66	668		
Female		12	650	16	671	2	684	1	707	31	665		
Male		6	648	23	671	4	687	2	707	35	671		
American Indian or Alaskan Native	Ethnicity												
Asian		1	660	1	676					1	676		
Black or African American		13	650	35	671	5	686	2	707	1	660		
Hispanic/Latino		1	643	2	670	1	687			55	669		
White		3	644	1	666					4	668		
Multiracial										4	650		
Education Type										1	707		
General Education		15	650	35	671	4	686	3	707	57	668		
Students with Disabilities		3	648	4	669	2	687			9	666		
Economic Status													
Economically Disadvantaged		18	649	38	671	6	686	3	707	65	668		
Not Economically Disadvantaged				1	662					1	662		
English Proficiency													
English Proficient		18	649	39	671	6	686	3	707	66	668		
Limited English Proficiency													

Subgroup		Math 2009-10				Scale Score Average (avg)				Grade 4			
		Level 1 count	Level 1 avg.	Level 2 count	Level 2 avg.	Level 3 count	Level 3 avg.	Level 4 count	Level 4 avg.	All Levels count	All Levels avg.		
All Students	Gender	12	623	42	653	15	684			69	655		
Female		5	623	23	652	6	683			34	653		
Male		7	623	19	655	9	686			35	656		
American Indian or Alaskan Native	Ethnicity												
Asian		1	665	1	665					1	665		
Black or African American		11	622	36	652	13	684			1	654		
Hispanic/Latino		1	628	1	683					60	654		
White				3	661	1	690			2	656		
Multiracial				1	653					4	669		
Education Type										1	653		
General Education		5	627	29	653	12	684			46	658		
Students with Disabilities		7	620	13	655	3	687			23	648		
Economic Status													
Economically Disadvantaged		12	623	41	654	15	684			68	655		
Not Economically Disadvantaged				1	638					1	638		
English Proficiency													
English Proficient		12	623	42	653	15	684			69	655		
Limited English Proficiency													

Subgroup	Math 2009-10				Scale Score Average (avg)				Grade 5					
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	26	611	24	658	7	683	1	707	58	641				
Gender														
Female	11	613	12	658	2	678	1	707	26	643				
Male	15	610	12	658	5	685			32	640				
Ethnicity														
American Indian or Alaskan Native														
Asian														
Black or African American	25	611	22	659	5	685	1	707	53	640				
Hispanic/Latino	1	625			2	679			3	661				
White			1	640					1	640				
Multiracial			1	645					1	645				
Education Type														
General Education	14	623	18	657	7	683	1	707	40	651				
Students with Disabilities	12	598	6	659					18	618				
Economic Status														
Economically Disadvantaged	24	610	24	658	7	683	1	707	56	641				
Not Economically Disadvantaged	2	627							2	627				
English Proficiency														
English Proficient	26	611	24	658	7	683	1	707	58	641				
Limited English Proficiency														

Subgroup	Math 2009-10				Scale Score Average (avg)				Grade 6					
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	18	611	28	653	7	682			53	643				
Gender														
Female	6	624	12	653					18	644				
Male	12	604	16	653	7	682			35	642				
Ethnicity														
American Indian or Alaskan Native														
Asian					1	695			1	695				
Black or African American	13	613	27	652	5	681			45	644				
Hispanic/Latino	3	606							3	606				
White	2	603	1	671	1	674			4	638				
Multiracial														
Education Type														
General Education	9	624	23	655	6	680			38	652				
Students with Disabilities	9	597	5	645	1	695			15	619				
Economic Status														
Economically Disadvantaged	18	611	28	653	7	682			53	643				
Not Economically Disadvantaged														
English Proficiency														
English Proficient	17	611	28	653	7	682			52	643				
Limited English Proficiency	1	609							1	609				

Subgroup		Math 2009-10				Scale Score Average (avg)				Grade 7			
		Level 1		Level 2		Level 3		Level 4		All Levels			
count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.		
All Students	20	593	33	652	3	684				58	633		
Female	10	574	14	654	1	680				25	623		
Male	10	612	19	652	2	688				31	641		
American Indian or Alaskan Native													
Asian													
Black or African American	18	589	31	653	3	684				52	633		
Hispanic/Latino	1	630	2	646						3	640		
White	1	622								1	622		
Multiracial													
Education Type													
General Education	9	605	28	652	3	684				40	644		
Students with Disabilities	11	583	5	654						16	605		
Economic Status													
Economically Disadvantaged	18	590	31	652	2	686				51	631		
Not Economically Disadvantaged	2	624	2	660	1	680				5	649		
English Proficiency													
English Proficient	20	593	33	652	3	684				56	633		
Limited English Proficiency													

Subgroup		Math 2009-10				Scale Score Average (avg)				Grade 8			
		Level 1		Level 2		Level 3		Level 4		All Levels			
count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.		
All Students	14	622	40	653	8	682	1	704		63	651		
Female	2	617	21	653	5	682	1	704		29	658		
Male	12	623	19	653	3	683				34	645		
American Indian or Alaskan Native													
Asian													
Black or African American	12	625	33	653	6	682	1	704		52	651		
Hispanic/Latino													
White	2	604	2	660	1	677				6	856		
Multiracial										4	632		
Education Type													
General Education	6	622	32	653	8	682	1	704		47	655		
Students with Disabilities	8	622	8	653						16	638		
Economic Status													
Economically Disadvantaged	14	622	39	653	8	682	1	704		62	651		
Not Economically Disadvantaged										1	652		
English Proficiency													
English Proficient	14	622	40	653	8	682	1	704		63	651		
Limited English Proficiency													

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

**Appendix A: BASELINE DATA**

**Directions:** Please complete the following form for each persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

<b>School:</b>	Dr. Charles R. Drew Science Magnet # 59
<b>NCES#:</b>	360585000350
<b>Grades Served:</b>	Grades 3 - 8
<b>Number of Students:</b>	470
<b>Model to be Implemented:</b>	Restart

1. Number of minutes within the school year 64,800
2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes #  %
3. Teacher attendance rate  %

**4. Distribution of teachers by performance level on LEA's teacher evaluation system**

**Directions:** Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The Buffalo City School District, in conjunction with the teachers' collective bargaining unit, developed a new teacher evaluation instrument, Annual Professional Performance Review [APPR] which was effective starting with the 2010-2011 school year. Teachers' performance levels using the new APPR will be available in **July, 2011**. Using the previous evaluation, teachers were rated as Satisfactory or Unsatisfactory. The data from **2009-2010**, as of **June 30, 2010**, is below.

Satisfactory - 71  
Unsatisfactory - 0

Subgroup		Level 1				Level 2				Level 3				Level 4				All Levels	
		count	avg.	count	avg.	count	avg.												
All Students		23	631	33	651	16	668	16	668	16	668	16	668	72	648				
Gender																			
Female		15	629	16	651	8	665	8	665	8	665	8	665	39	646				
Male		8	633	17	650	8	671	8	671	8	671	8	671	33	651				
Ethnicity																			
American Indian or Alaskan Native																			
Asian				1	659									1	659				
Black or African American		23	631	28	650	11	669	11	669	11	669	11	669	62	646				
Hispanic/Latino				1	652	1	663	1	663	1	663	1	663	2	658				
White				3	654	3	665	3	665	3	665	3	665	6	660				
Multiracial				1	663	1	663	1	663	1	663	1	663	1	663				
Education Type																			
General Education		17	631	31	651	15	667	15	667	15	667	15	667	63	649				
Students with Disabilities		6	631	2	648	1	669	1	669	1	669	1	669	9	639				
Economic Status																			
Economically Disadvantaged		22	630	30	650	16	668	16	668	16	668	16	668	68	648				
Not Economically Disadvantaged		1	639	3	658	3	668	3	668	3	668	3	668	4	653				
English Proficiency																			
English Proficient		23	631	33	651	16	668	16	668	16	668	16	668	72	648				
Limited English Proficiency																			

Subgroup		Level 1				Level 2				Level 3				Level 4				All Levels	
		count	avg.	count	avg.	count	avg.												
All Students		27	622	44	649	20	681	20	681	20	681	20	681	92	649				
Gender																			
Female		15	617	26	649	13	679	13	679	13	679	13	679	54	647				
Male		12	628	18	650	7	686	7	686	7	686	7	686	38	651				
Ethnicity																			
American Indian or Alaskan Native																			
Asian				1	643									1	643				
Black or African American		26	622	40	649	18	681	18	681	18	681	18	681	85	648				
Hispanic/Latino				2	658	1	671	1	671	1	671	1	671	3	662				
White		1	619	1	643	1	704	1	704	1	704	1	704	3	655				
Multiracial														3	655				
Education Type																			
General Education		23	624	37	650	20	681	20	681	20	681	20	681	81	651				
Students with Disabilities		4	613	7	647									11	634				
Economic Status																			
Economically Disadvantaged		27	622	43	649	18	682	18	682	18	682	18	682	89	648				
Not Economically Disadvantaged				1	646	2	680	2	680	2	680	2	680	3	669				
English Proficiency																			
English Proficient		27	622	44	649	20	681	20	681	20	681	20	681	92	649				
Limited English Proficiency																			

School # 0590		ELA 2009-10										Scale Score Average (avg)			Grade 5		
Subgroup	Level 1		Level 2		Level 3		Level 4		Level 4		All Levels						
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.					
All Students	29	639	34	657	9	672	2	748	74	654							
Gender																	
Female	15	638	16	655	5	672	1	700	37	652							
Male	14	639	18	659	4	672	1	795	37	656							
Ethnicity																	
American Indian or Alaskan Native			1	656					1	656							
Asian																	
Black or African American	28	638	29	657	8	672			65	651							
Hispanic/Latino			1	665					2	683							
White	1	646	3	656					5	682							
Multiracial					1	668			1	668							
Education Type																	
General Education	20	641	32	657	9	672	2	748	63	657							
Students with Disabilities	9	633	2	656					11	637							
Economic Status																	
Economically Disadvantaged	28	638	32	657	9	672			70	652							
Not Economically Disadvantaged	1	644	2	660					4	690							
English Proficiency																	
English Proficient	29	639	34	657	9	672	2	748	74	654							
Limited English Proficiency																	

School # 0590		ELA 2009-10										Scale Score Average (avg)			Grade 6		
Subgroup	Level 1		Level 2		Level 3		Level 4		Level 4		All Levels						
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.					
All Students	19	635	34	651	12	671			65	650							
Gender																	
Female	9	637	22	652	6	670			37	651							
Male	10	633	12	650	6	672			28	649							
Ethnicity																	
American Indian or Alaskan Native																	
Asian																	
Black or African American	19	635	29	651	10	671			58	649							
Hispanic/Latino			1	659					2	669							
White			4	649	1	668			5	653							
Multiracial																	
Education Type																	
General Education	12	636	25	652	12	671			49	653							
Students with Disabilities	7	632	9	650					16	642							
Economic Status																	
Economically Disadvantaged	19	635	34	651	12	671			65	650							
Not Economically Disadvantaged																	
English Proficiency																	
English Proficient	19	635	34	651	12	671			65	650							
Limited English Proficiency																	

School # 0590 ELA 2009-10 Scale Score Average (avg) Grade 7											
Subgroup	Level 1		Level 2		Level 3		Level 4		All Levels		avg.
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	
All Students	22	635	55	651	12	670	670	89	650		
Gender											
Female	12	635	23	651	5	670	670	40	648		
Male	10	635	32	652	7	670	670	49	651		
Ethnicity											
American Indian or Alaskan Native			1	647				1	647		
Asian											
Black or African American	22	635	52	651	11	670	670	85	649		
Hispanic/Latino											
White			2	654	1	665	665	3	657		
Multiracial											
Education Type											
General Education	16	635	50	652	12	670	670	78	651		
Students with Disabilities	6	637	5	648				11	642		
Economic Status											
Economically Disadvantaged	22	635	52	651	11	670	670	85	650		
Not Economically Disadvantaged			3	650	1	665	665	4	654		
English Proficiency											
English Proficient	22	635	55	651	12	670	670	89	650		
Limited English Proficiency											

School # 0590 ELA 2009-10 Scale Score Average (avg) Grade 8											
Subgroup	Level 1		Level 2		Level 3		Level 4		All Levels		avg.
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	
All Students	9	619	55	641	9	665	699	74	642		
Gender											
Female	3	621	32	641	5	667	699	41	644		
Male	6	619	23	641	4	662	699	33	639		
Ethnicity											
American Indian or Alaskan Native			1	637	2	670		3	659		
Asian											
Black or African American	8	618	50	641	4	662	699	63	640		
Hispanic/Latino			2	643				2	643		
White	1	626	1	646	3	664		5	653		
Multiracial			1	641				1	641		
Education Type											
General Education	4	618	48	642	9	665	699	62	644		
Students with Disabilities	5	620	7	636				12	630		
Economic Status											
Economically Disadvantaged	9	619	53	641	6	666	699	69	641		
Not Economically Disadvantaged			2	643	3	663		5	655		
English Proficiency											
English Proficient	9	619	55	641	9	665	699	74	642		
Limited English Proficiency											

Subgroup		Math 2009-10 Scale Score Average (avg) Grade 3													
		Level 1			Level 2			Level 3			Level 4			All Levels	
		count	avg.	645	count	avg.	672	count	avg.	687	count	avg.	count	avg.	
All Students		30		32		10		687		72		663			
Female		19	643	16	670	4	685					658			
Male		11	650	16	673	6	688					668			
American Indian or Alaskan Native															
Asian				1	681										
Black or African American		28	644	26	671	8	687					681			
Hispanic/Latino				2	665							661			
White		2	658	3	677	1	687					685			
Multiracial						1	684					672			
Education Type						1						684			
General Education		24	653	29	672	10	687					63	667		
Students with Disabilities		6	616	3	667							9	633		
Economic Status															
Economically Disadvantaged		29	645	29	671	10	687					68	662		
Not Economically Disadvantaged		1	680	3	676							4	672		
English Proficiency															
English Proficient		30	645	32	672	10	687					72	663		
Limited English Proficiency															

Subgroup		Math 2009-10 Scale Score Average (avg) Grade 4													
		Level 1			Level 2			Level 3			Level 4			All Levels	
		count	avg.	616	count	avg.	652	count	avg.	685	count	avg.	741	count	avg.
All Students		21		50		17		685		3		741		653	
Female		14	613	30	651	9	682					53		64	
Male		7	622	20	653	8	689			3		741		662	
American Indian or Alaskan Native															
Asian				1	650									650	
Black or African American		20	617	46	652	15	685			3		741		653	
Hispanic/Latino				2	658	1	676							664	
White		1	599	1	657	1	700							652	
Multiracial															
Education Type															
General Education		15	615	46	651	16	685			3		741		654	
Students with Disabilities		6	620	4	662	1	697							642	
Economic Status															
Economically Disadvantaged		20	616	50	652	15	685			3		741		653	
Not Economically Disadvantaged		1	617			2	689							665	
English Proficiency															
English Proficient		21	616	50	652	17	685			3		741		853	
Limited English Proficiency															

Subgroup		Level 1				Level 2				Level 3				Level 4				All Levels	
		count	avg.	count	avg.	count	avg.												
All Students		20	621	38	656	14	687	1	707	73	653								
Gender																			
Female		13	618	19	655	3	683	1	707										
Male		7	635	19	656	11	688												
Ethnicity																			
American Indian or Alaskan Native		1	625																
Asian																			
Black or African American		19	620	34	656	12	687												
Hispanic/Latino				1	658			1	707										
White				3	652	2	688												
Multiracial																			
Education Type																			
General Education		14	619	33	656	14	687	1	707										
Students with Disabilities		6	624	5	652														
Economic Status																			
Economically Disadvantaged		19	620	38	656	11	686	1	707										
Not Economically Disadvantaged		1	636		690	3	690												
English Proficiency																			
English Proficient		20	621	38	656	14	687	1	707										
Limited English Proficiency																			

Subgroup		Level 1				Level 2				Level 3				Level 4				All Levels	
		count	avg.	count	avg.	count	avg.												
All Students		24	616	35	658	4	681	2	708	65	646								
Gender																			
Female		15	616	19	659	3	682												
Male		9	617	16	657	1	676	2	708										
Ethnicity																			
American Indian or Alaskan Native																			
Asian																			
Black or African American		22	618	31	657	3	682	2	708										
Hispanic/Latino				1	667	1	676												
White		2	601	3	662														
Multiracial																			
Education Type																			
General Education		14	618	29	659	4	681	2	708										
Students with Disabilities		10	614	6	652														
Economic Status																			
Economically Disadvantaged		24	616	35	658	4	681	2	708										
Not Economically Disadvantaged																			
English Proficiency																			
English Proficient		24	616	35	658	4	681	2	708										
Limited English Proficiency																			

Subgroup		Level 1				Level 2				Level 3				Level 4				All Levels	
		count	avg.	count	avg.														
All Students		35	606	35	650	18	676	1	701	89	638								
Gender																			
Female		17	612	16	649	7	677												
Male		18	600	19	651	11	675	1	701	40	638								
Ethnicity																			
American Indian or Alaskan Native																			
Asian				1	644					1	644								
Black or African American		35	606	32	650	17	676	1	701	85	638								
Hispanic/Latino																			
White				2	646	1	680			3	657								
Multiracial																			
Education Type																			
General Education		28	611	31	650	18	676	1	701	78	643								
Students with Disabilities		7	587	4	649					11	610								
Economic Status																			
Economically Disadvantaged		34	609	34	650	16	676	1	701	65	639								
Not Economically Disadvantaged		1	500	1	644	2	675			4	623								
English Proficiency																			
English Proficient		35	606	35	650	18	676	1	701	89	638								
Limited English Proficiency																			

Subgroup		Level 1				Level 2				Level 3				Level 4				All Levels	
		count	avg.	count	avg.														
All Students		23	620	39	654	9	679	2	710	73	648								
Gender																			
Female		16	622	21	655	3	684												
Male		7	617	18	653	6	676	1	704	41	645								
Ethnicity																			
American Indian or Alaskan Native																			
Asian				3	662					3	662								
Black or African American		21	621	33	654	8	679			62	646								
Hispanic/Latino		1	626	1	642					2	634								
White		1	596	1	648	1	678	2	710	5	668								
Multiracial																			
Education Type																			
General Education		16	624	34	654	9	679	2	710	61	652								
Students with Disabilities		7	610	5	653					12	628								
Economic Status																			
Economically Disadvantaged		23	620	37	654	7	680	1	704	68	646								
Not Economically Disadvantaged				2	651	2	677	1	716	5	674								
English Proficiency																			
English Proficient		23	620	39	654	9	679	2	710	73	648								
Limited English Proficiency																			

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

**Appendix A: BASELINE DATA**

**Directions:** Please complete the following form for each persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

<b>School:</b>	Waterfront Elementary #95
<b>NCES#:</b>	360565000381
<b>Grades Served:</b>	PK-8
<b>Number of Students:</b>	915
<b>Model to be Implemented:</b>	Restart

1. Number of minutes within the school year 64,800
2. Number and percentage of students completing advanced coursework (e.g., AP/IB),  
early-college high schools, or dual enrollment classes # NA %
3. Teacher attendance rate 89% %
4. Distribution of teachers by performance level on LEA's teacher evaluation system

**Directions:** Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The Buffalo City School District, in conjunction with the teachers' collective bargaining unit, developed a new teacher evaluation instrument, Annual Professional Performance Review [APPR] which was effective starting with the 2010-2011 school year. Teachers' performance levels using the new APPR will be available in **July, 2011**. Using the previous evaluation, teachers were rated as Satisfactory or Unsatisfactory. The data from **2009-2010**, as of **June 30, 2010**, is below.

Satisfactory - 75  
Unsatisfactory - 0

School # 0950		ELA 2009-10										Grade 3									
		Level 1		Level 2		Level 3		Level 4		All Levels		Level 1		Level 2		Level 3		Level 4		All Levels	
		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
Subgroup		48	629	35	653	11	667	1	780	96	644	Gender		27	625	19	653	6	669	52	640
Female		22	635	16	653	5	665	1	780	44	648	Male		5	632	3	653	2	666	3	646
American Indian or Alaskan Native		7	625	3	653	2	666	1	780	13	649	Asian		25	628	16	653	2	666	43	639
Black or African American		9	634	7	655	3	672	1	780	18	647	Hispanic/Latino		7	632	7	653	4	665	18	648
White		7	632	7	653	4	665					Multiracial									
Education Type												General Education		41	629	28	654	9	667	79	644
Students with Disabilities		8	629	7	649	2	666	1	780	17	641	Economic Status		46	629	33	653	10	667	90	643
Economically Disadvantaged		3	636	2	659	1	669	1	780	6	649	Not Economically Disadvantaged		35	633	33	654	10	668	79	648
English Proficiency		14	620	2	644	1	663	1	780	17	625	English Proficient		16	619	33	651	17	681	58	649
Limited English Proficiency		13	626	24	651	12	679	2	730	49	651	Limited English Proficiency		1	603	1	649	2	730	58	649

School # 0950		ELA 2009-10										Grade 4									
		Level 1		Level 2		Level 3		Level 4		All Levels		Level 1		Level 2		Level 3		Level 4		All Levels	
		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
Subgroup		29	622	57	651	19	679	2	730	107	660	Gender		16	619	33	651	17	681	58	649
Female		13	626	24	651	12	679	2	730	49	651	Male		3	603	1	649	3	688	1	649
American Indian or Alaskan Native		20	625	34	651	9	676	2	730	8	667	Asian		6	624	14	650	6	682	63	646
Black or African American		6	624	8	655	1	671			26	651	Hispanic/Latino		8	622	55	652	19	679	105	650
Hispanic/Latino										2	637	White		20	625	55	651	16	681	93	652
White										9	616	Multiracial		9	616	2	648	3	672	14	633
Education Type												General Education		26	622	42	651	16	680	86	649
General Education		3	627	15	651	3	677	2	730	21	562	Students with Disabilities		29	622	55	652	19	679	105	650
Students with Disabilities										2	637	Economic Status		20	625	55	651	16	681	93	652
Economically Disadvantaged		9	616	2	648	3	672	2	730	14	633	Not Economically Disadvantaged		3	627	15	651	3	677	21	562
Not Economically Disadvantaged												English Proficiency		29	622	55	652	19	679	105	650
English Proficiency		20	625	55	651	16	681	2	730	93	652	Limited English Proficiency		9	616	2	648	3	672	14	633
Limited English Proficiency												Limited English Proficiency									

Subgroup		Grade 5					Grade 6				
		Level 1	Level 2	Level 3	Level 4	All Levels	Level 1	Level 2	Level 3	Level 4	All Levels
count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	39	634	656	16	674	732	107	653			
Gender											
Female	12	633	656	9	672	795	51	656			
Male	27	634	656	7	676	700	56	649			
Ethnicity											
American Indian or Alaskan Native			653				1	653			
Asian	2	621	660	2	671	700	8	658			
Black or African American	29	636	656	7	673	748	68	651			
Hispanic/Latino	5	628	653	2	673		18	648			
White	3	644	659	4	677		12	663			
Multiracial											
Education Type											
General Education	25	635	656	14	674	732	82	655			
Students with Disabilities	14	631	657	2	671		25	643			
Economic Status											
Economically Disadvantaged	38	634	656	16	674	732	106	653			
Not Economically Disadvantaged	1	632	655				2	649			
English Proficiency											
English Proficient	30	638	656	14	675	732	91	655			
Limited English Proficiency	9	620	654	2	668		16	637			

Subgroup		Grade 5					Grade 6				
		Level 1	Level 2	Level 3	Level 4	All Levels	Level 1	Level 2	Level 3	Level 4	All Levels
count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	35	634	652	24	666	732	105	650			
Gender											
Female	20	636	653	13	666		57	650			
Male	15	632	651	11	666		48	649			
Ethnicity											
American Indian or Alaskan Native											
Asian	1	641	648	1	684		4	655			
Black or African American	27	633	652	13	668		67	648			
Hispanic/Latino	5	639	654	5	664		19	653			
White	2	625	651	5	668		15	653			
Multiracial											
Education Type											
General Education	24	636	653	23	668		87	652			
Students with Disabilities	11	629	647	1	669		18	637			
Economic Status											
Economically Disadvantaged	32	633	652	23	668		97	649			
Not Economically Disadvantaged	3	642	654	1	678		8	652			
English Proficiency											
English Proficient	32	634	652	24	668		97	650			
Limited English Proficiency	3	630	651				8	643			

School # 0650	Subgroup	ELA 2009-10										Grade 7									
		Level 1		Level 2		Level 3		Level 4		All Levels		Level 1		Level 2		Level 3		Level 4		All Levels	
		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
	All Students	13	626	47	651	17	671														
	Gender																				
	Female	8	622	25	652	11	671														
	Male	5	632	22	650	6	671														
	Ethnicity																				
	American Indian or Alaskan Native																				
	Asian	2	616																		
	Black or African American	8	627	33	651	7	669														
	Hispanic/Latino	3	631	7	646	4	674														
	White																				
	Multiracial																				
	Education Type																				
	General Education	10	627	38	652	17	671														
	Students with Disabilities	3	623	9	647																
	Economic Status																				
	Economically Disadvantaged	13	626	42	650	17	671														
	Not Economically Disadvantaged			5	657																
	English Proficiency																				
	English Proficient	9	628	47	651	15	670														
	Limited English Proficiency	4	621			2	677														

School # 0650	Subgroup	ELA 2009-10										Grade 8									
		Level 1		Level 2		Level 3		Level 4		All Levels		Level 1		Level 2		Level 3		Level 4		All Levels	
		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
	All Students	14	607	43	644	14	663														
	Gender																				
	Female	6	620	17	644	4	666														
	Male	8	596	26	644	10	663														
	Ethnicity																				
	American Indian or Alaskan Native	1	624																		
	Asian			1	639	1	665														
	Black or African American	9	599	21	643	8	663														
	Hispanic/Latino			11	644	3	661														
	White	4	618	10	646	2	669														
	Multiracial																				
	Education Type																				
	General Education	10	600	37	644	13	663														
	Students with Disabilities	4	623	6	641	1	665														
	Economic Status																				
	Economically Disadvantaged	14	607	42	644	12	662														
	Not Economically Disadvantaged			1	662	2	672														
	English Proficiency																				
	English Proficient	10	621	41	644	14	663														
	Limited English Proficiency	4	569	2	631																

School # 0950		Math 2009-10										Scale Score Average (avg)										Grade 3									
Subgroup	All Students	Level 1		Level 2		Level 3		Level 4		All Levels		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.								
		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.													count	avg.						
Gender		62	633	30	668	9	692	2	770	103	651																				
Female		28	629	20	669	5	693	1	770	54	652																				
Male		34	637	10	667	4	690	1	770	49	650																				
Ethnicity																															
American Indian or Alaskan Native		2	648			1	691			3	662																				
Asian		12	613	5	668	1	697	1	770	19	640																				
Black or African American		28	632	14	668	2	688			44	648																				
Hispanic/Latino		12	645	3	665	3	695	1	770	19	663																				
White		8	649	8	671	2	689			18	683																				
Multiracial																															
Education Type																															
General Education		50	631	26	669	8	692	2	770	86	651																				
Students with Disabilities		12	644	4	667	1	687			17	652																				
Economic Status																															
Economically Disadvantaged		59	633	27	668	9	692	2	770	97	651																				
Not Economically Disadvantaged		3	646	3	667					6	657																				
English Proficiency																															
English Proficient		43	643	26	669	8	693	1	770	79	660																				
Limited English Proficiency		19	61	4	663	1	684			24	623																				

School # 0950		Math 2009-10										Scale Score Average (avg)										Grade 4									
Subgroup	All Students	Level 1		Level 2		Level 3		Level 4		All Levels		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.								
		count	avg.	count	avg.	count	avg.	count	avg.	count	avg.													count	avg.						
Gender		32	607	62	654	15	686	3	724	112	647																				
Female		17	607	36	655	5	686	2	724	60	648																				
Male		15	606	26	654	10	686	1	724	52	648																				
Ethnicity																															
American Indian or Alaskan Native				1	668					1	666																				
Asian		8	580	2	662	2	692	2	724	14	628																				
Black or African American		15	614	37	653	9	685			61	648																				
Hispanic/Latino		7	622	15	654	3	687	1	724	26	652																				
White		2	605	7	659	1	680			10	650																				
Multiracial																															
Education Type																															
General Education		26	603	52	654	11	685	3	724	92	646																				
Students with Disabilities		6	622	10	656	4	688			20	652																				
Economic Status																															
Economically Disadvantaged		32	607	60	655	15	686	3	724	110	647																				
Not Economically Disadvantaged				2	637					2	637																				
English Proficiency																															
English Proficient		17	619	56	654	15	686	3	724	91	655																				
Limited English Proficiency		15	592	6	654					21	610																				

Subgroup	Math 2009-10						Scale Score Average (avg)						Grade 5					
	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8			
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.		
All Students	38	611	46	656	23	685	5	719	112	648								
Gender																		
Female	15	607	21	656	13	684	3	719	52	659								
Male	23	614	25	655	10	696	2	720	60	648								
Ethnicity																		
American Indian or Alaskan Native																		
Asian	5	563	5	651	2	690	1	707	13	627								
Black or African American	28	617	25	654	12	686	3	722	68	647								
Hispanic/Latino	5	629	9	658	4	679			18	655								
White									12	677								
Multiracial									1	677								
Education Type																		
General Education	25	609	35	656	22	685	5	719	87	653								
Students with Disabilities	13	615	11	655	1	683			25	636								
Economic Status																		
Economically Disadvantaged	37	611	45	656	23	685	5	719	110	650								
Not Economically Disadvantaged	1	629	1	653					25	636								
English Proficiency																		
English Proficient	24	617	41	656	20	686	5	719	90	656								
Limited English Proficiency	14	600	5	650	3	680			22	623								

Subgroup	Math 2009-10						Scale Score Average (avg)						Grade 6					
	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8			
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.		
All Students	19	595	50	654	31	683	6	711	106	665								
Gender																		
Female	9	595	33	653	12	683	3	716	57	653								
Male	10	595	17	657	19	684	3	705	49	658								
Ethnicity																		
American Indian or Alaskan Native																		
Asian	2	624			3	683	1	711	6	688								
Black or African American	14	590	35	655	15	683	3	714	67	650								
Hispanic/Latino	1	637	8	654	8	688			17	668								
White									16	659								
Multiracial	2	593	7	651	5	681	2	706										
Education Type																		
General Education	9	615	45	654	29	683	5	710	88	663								
Students with Disabilities	10	578	5	652	2	687	1	711	18	618								
Economic Status																		
Economically Disadvantaged	18	593	46	654	29	683	5	713	98	654								
Not Economically Disadvantaged	1	637	4	654	2	687	1	700	8	666								
English Proficiency																		
English Proficient	14	589	46	654	29	684	6	711	95	657								
Limited English Proficiency	5	613	4	659	2	674			11	641								

Subgroup	Math 2009-10				Scale Score Average (avg)				Grade 7					
	Level 1		Level 2		Level 3		Level 4		Level 3		Level 4		All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	33	608	41	651	6	676	2	700					82	637
Female	21	610	18	649	5	677	1	694					45	635
Male	12	606	23	652	1	672	1	705					37	639
American Indian or Alaskan Native														
Asian	5	582												
Black or African American	19	616	27	650	1	672	1	684					5	582
Hispanic/Latino	4	615	9	650	1	672	1	642					48	638
White	5	599	5	655	4	678	1	705					14	642
Multiracial													15	646
Education Type														
General Education	27	606	36	650	5	676	2	700					70	636
Students with Disabilities	6	618	5	655	1	677							12	638
Economic Status														
Economically Disadvantaged	32	608	39	650	4	677	2	700					77	635
Not Economically Disadvantaged	1	626	2	659	2	675							5	658
English Proficiency														
English Proficient	24	618	39	651	6	676	2	700					71	643
Limited English Proficiency	9	582	2	649									11	584

Subgroup	Math 2009-10				Scale Score Average (avg)				Grade 8					
	Level 1		Level 2		Level 3		Level 4		Level 3		Level 4		All Levels	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	24	607	48	652	10	682	1	704					83	644
Female	10	611	17	649	3	678							30	639
Male	14	605	31	654	7	684	1	704					53	646
American Indian or Alaskan Native														
Asian	1	647												
Black or African American	10	603	2	658	1	687							1	647
Hispanic/Latino	10	613	24	651	4	679							13	618
White	2	578	10	654	1	700	1	704					38	644
Multiracial	2	629	11	653	4	679							14	650
Education Type														
General Education	20	613	44	653	8	681	1	704					73	646
Students with Disabilities	4	579	4	648	2	689							10	629
Economic Status														
Economically Disadvantaged	24	607	47	652	8	683	1	704					80	642
Not Economically Disadvantaged			1	667	2	679							3	675
English Proficiency														
English Proficient	9	619	45	653	9	682	1	704					64	653
Limited English Proficiency	15	600	3	645	1	690							19	611

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

**Appendix A: BASELINE DATA**

**Directions:** Please complete the following form for each persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

<b>School:</b>	Lafayette High School #204
<b>NCES#:</b>	360585000314
<b>Grades Served:</b>	Grades 9-12
<b>Number of Students:</b>	678
<b>Model to be implemented:</b>	Restart

1. Number of minutes within the school year 64,800
2. Number and percentage of students completing advanced coursework (e.g., AP/IB),  
early-college high schools, or dual enrollment classes # 35    4%    %
3. Teacher attendance rate 88%    %

**4. Distribution of teachers by performance level on LEA's teacher evaluation system**

**Directions:** Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The Buffalo City School District, in conjunction with the teachers' collective bargaining unit, developed a new teacher evaluation instrument, Annual Professional Performance Review [APPR] which was effective starting with the 2010-2011 school year. Teachers' performance levels using the new APPR will be available in **July, 2011**. Using the previous evaluation, teachers were rated as Satisfactory or Unsatisfactory. The data from **2009-2010**, as of **June 30, 2010**, is below.

Satisfactory - 102  
Unsatisfactory - 0

School # 204												
ELA - AUG 2009												
Subgroup	Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		All Levels		avg.	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.		
All Students	3	32.33	5	58.60	6	67.33	2	92.00	16	61.12		
Gender												
Female	2	38.50	2	59.00	3	68.00			7	57.00		
Male	1	20.00	3	58.33	3	66.67	2	92.00	9	64.33		
Ethnicity												
American Indian or Alaskan Native												
Asian												
Black or African American	3	32.33	4	58.50	3	67.33			10	53.30		
Hispanic/Latino					3	67.33			3	67.33		
White			1	59.00			2	92.00	3	81.00		
Multiracial												
Education Type												
General Education	2	38.50	3	59.67	5	67.80	2	92.00	12	64.92		
Students with Disabilities	1	20.00	2	57.00	1	65.00			4	49.75		
Economic Status												
Economically Disadvantaged	2	22.50	3	57.67	5	66.80			10	55.20		
Not Economically Disadvantaged	1	52.00	2	60.00	1	70.00	2	92.00	6	71.00		
English Proficiency												
English Proficient	3	32.33	5	58.60	4	66.25	2	92.00	14	59.93		
Limited English Proficiency					2	69.50			2	69.50		
School # 204												
ELA - JAN 2010												
Subgroup	Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		All Levels		avg.	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.		
All Students	8	49.63	5	61.20	9	70.67			22	60.86		
Gender												
Female	5	49.00	1	63.00	3	74.33			9	59.00		
Male	3	50.67	4	60.75	6	68.83			13	62.15		
Ethnicity												
American Indian or Alaskan Native												
Asian	1	48.00			2	67.00			3	60.67		
Black or African American	5	48.60	3	61.33	6	71.50			14	61.14		
Hispanic/Latino	2	53.00	2	61.00	1	73.00			5	60.20		
White												
Multiracial												
Education Type												
General Education	7	50.57	5	61.20	9	70.67			21	61.71		
Students with Disabilities	1	43.00							1	43.00		
Economic Status												
Economically Disadvantaged	8	49.63	3	63.00	9	70.67			20	61.10		
Not Economically Disadvantaged			2	58.50					2	58.50		
English Proficiency												
English Proficient	7	49.86	3	60.00	6	71.50			16	59.88		
Limited English Proficiency	1	48.00	2	63.00	3	69.00			6	63.50		



School # 204		ELA - JUN 2010						Average Score (avg)						All Levels	
Subgroup	Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		Scored 85%-100%		Scored 85%-100%		count	avg.	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.			
All Students	47	25.66	16	59.31	32	70.94	3	88.67	3	88.67	3	88.67	98	47.87	
Female	26	30.12	9	59.67	20	71.80	2	90.50	2	90.50	2	90.50	57	51.53	
Male	21	20.14	7	58.86	12	69.50	1	85.00	1	85.00	1	85.00	41	42.78	
Ethnicity															
American Indian or Alaskan Native	1	42.00			1	65.00							2	53.50	
Asian	4	47.25			1	65.00							5	50.80	
Black or African American	23	26.13	8	59.50	17	72.41	2	86.50	2	86.50	2	86.50	50	49.62	
Hispanic/Latino	13	15.62	8	59.13	7	69.14	1	93.00	1	93.00	1	93.00	29	43.21	
White	6	28.50			5	71.60							11	48.08	
Multiracial					1	67.00							1	67.00	
Education Type															
General Education	34	22.09	11	59.36	29	70.97	3	88.67	3	88.67	3	88.67	77	48.42	
Students with Disabilities	13	35.00	5	59.20	3	70.67							21	45.66	
Economic Status															
Economically Disadvantaged	43	26.98	14	59.29	30	71.17	3	88.67	3	88.67	3	88.67	90	48.79	
Not Economically Disadvantaged	4	11.50	2	59.50	2	67.50							8	37.50	
English Proficiency															
English Proficient	38	24.39	11	59.73	30	71.33	3	88.67	3	88.67	3	88.67	82	48.66	
Limited English Proficiency	9	31.00	5	58.40	2	65.00							16	43.81	
School # 204		Algebra2/Trigonometry - JUN 2010						Average Score (avg)						All Levels	
Subgroup	Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		Scored 85%-100%		Scored 85%-100%		count	avg.	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.			
All Students	43	33.37	2	61.50	3	71.00	1	90.00	1	90.00	1	90.00	49	37.98	
Female	22	31.68	2	61.50									24	34.17	
Male	21	35.14			3	71.00	1	90.00	1	90.00	1	90.00	25	41.64	
Ethnicity															
American Indian or Alaskan Native															
Asian	4	42.25			2	74.00	1	90.00	1	90.00	1	90.00	7	58.14	
Black or African American	28	31.00	2	61.50	1	65.00							31	34.06	
Hispanic/Latino	6	35.83											6	35.83	
White	5	36.60											5	36.60	
Multiracial															
Education Type															
General Education	36	32.39	2	61.50	3	71.00	1	90.00	1	90.00	1	90.00	42	37.90	
Students with Disabilities	7	38.43											7	38.43	
Economic Status															
Economically Disadvantaged	40	33.00	2	61.50	3	71.00	1	90.00	1	90.00	1	90.00	46	37.96	
Not Economically Disadvantaged	3	38.33											3	38.33	
English Proficiency															
English Proficient	39	32.31	2	61.50	1	65.00	1	90.00	1	90.00	1	90.00	43	35.77	
Limited English Proficiency	4	43.75			2	74.00							6	53.83	

School # 204											
Geometry - AUG 2009											
Subgroup	Scored below 55%			Scored 55%-64%			Scored 65%-84%			Scored 85%-100%	
	count	avg.		count	avg.		count	avg.		count	avg.
All Students	26	39.92		5	58.00		3	66.67		34	44.94
Female	13	38.69		3	57.00		2	66.00		18	44.78
Male	13	41.15		2	59.50		1	68.00		16	45.12
Ethnicity											
American Indian or Alaskan Native	1	48.00					1	65.00		2	56.50
Asian	1	43.00					1	67.00		2	55.00
Black or African American	12	41.00		2	59.50					14	43.64
Hispanic/Latino	9	39.89		1	55.00					10	41.40
White	3	32.00		2	58.00		1	68.00		6	48.67
Multiracial											
Education Type											
General Education	18	40.78		4	58.00		3	66.67		25	46.64
Students with Disabilities	8	38.00		1	58.00					9	40.22
Economic Status											
Economically Disadvantaged	20	39.75		2	56.50		2	66.00		24	43.33
Not Economically Disadvantaged	6	40.50		3	59.00		1	68.00		10	48.80
English Proficiency											
English Proficient	21	42.10		5	58.00		2	66.50		28	46.68
Limited English Proficiency	5	30.80					1	67.00		6	36.83

School # 204											
Geometry - JAN 2010											
Subgroup	Scored below 55%			Scored 55%-64%			Scored 65%-84%			Scored 85%-100%	
	count	avg.		count	avg.		count	avg.		count	avg.
All Students	40	43.85		8	58.63		1	67.00		49	46.73
Female	24	42.79		6	58.17		1	67.00		31	46.55
Male	16	45.44		2	60.00					18	47.06
Ethnicity											
American Indian or Alaskan Native	2	41.50								2	41.50
Asian	1	49.00		1	57.00					2	53.00
Black or African American	16	44.75		3	57.67					19	46.79
Hispanic/Latino	17	44.00		3	59.00		1	67.00		21	47.24
White	4	39.50		1	62.00					5	44.00
Multiracial											
Education Type											
General Education	31	44.58		8	58.63		1	67.00		40	47.95
Students with Disabilities	9	41.33								9	41.33
Economic Status											
Economically Disadvantaged	35	44.09		8	58.63		1	67.00		44	47.25
Not Economically Disadvantaged	5	42.20								5	42.20
English Proficiency											
English Proficient	34	43.24		7	58.86		1	67.00		42	46.40

Limited English Proficiency		6	47.33	1	57.00		7	48.71
<b>School # 204</b>								
<b>Geometry - JUN 2010</b>								
Subgroup	Average Score (avg)							
	Scored below 55% count	avg.	Scored 55%-64% count	avg.	Scored 65%-84% count	avg.	Scored 85%-100% count	avg.
All Students	120	25.98	14	59.00	12	71.92	146	32.92
Gender								
Female	57	24.21	10	59.00	8	71.25	75	33.87
Male	63	27.59	4	59.00	4	73.25	71	31.93
Ethnicity								
American Indian or Alaskan Native	2	43.50					2	43.50
Asian	3	40.33	1	63.00	4	71.75	8	58.87
Black or African American	58	25.84	9	59.11	5	72.40	72	33.24
Hispanic/Latino	47	22.66	3	58.00	1	73.00	51	25.73
White	9	33.56	1	57.00	2	70.50	12	41.67
Multiracial	1	44.00					1	44.00
Education Type								
General Education	96	25.56	13	58.92	12	71.92	121	33.74
Students with Disabilities	24	27.67	1	60.00			25	28.96
Economic Status								
Economically Disadvantaged	113	25.73	11	58.55	11	71.00	135	32.10
Not Economically Disadvantaged	7	30.00	3	60.67	1	82.00	11	43.09
English Proficiency								
English Proficient	93	25.35	11	59.00	7	70.57	111	31.54
Limited English Proficiency	27	28.15	3	59.00	5	73.80	35	37.31
<b>School # 204</b>								
<b>Integrated Algebra - AUG 2009</b>								
Subgroup	Average Score (avg)							
	Scored below 55% count	avg.	Scored 55%-64% count	avg.	Scored 65%-84% count	avg.	Scored 85%-100% count	avg.
All Students	76	43.05	25	60.08	18	69.94	119	50.70
Gender								
Female	41	44.63	16	60.75	10	71.40	67	52.48
Male	35	41.20	9	58.89	8	68.13	52	48.40
Ethnicity								
American Indian or Alaskan Native								
Asian	1	29.00	1	62.00	1	68.00	3	53.00
Black or African American	51	42.80	16	60.00	11	69.09	78	50.04
Hispanic/Latino	15	45.80	7	59.71	3	72.33	25	52.88
White	9	41.44	1	62.00	3	71.33	13	49.92
Multiracial								
Education Type								
General Education	59	42.75	23	60.13	16	69.44	98	51.18
Students with Disabilities	17	44.12	2	59.50	2	74.00	21	48.43
Economic Status								
Economically Disadvantaged	64	43.72	23	60.13	11	69.27	98	50.44
Not Economically Disadvantaged	12	39.50	2	59.50	7	71.00	21	51.90
English Proficiency								

Integrated Algebra - JAN 2010											
Subgroup	Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		All Levels		avg.
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	
English Proficient	58	42.83	20	59.70	17	70.00			95	51.24	
Limited English Proficiency	181	43.78	5	61.60	1	69.00			24	48.54	
<b>School # 204</b>											
All Students	102	26.95	23	58.26	23	67.48			148	38.11	
Gender											
Female	44	29.93	16	57.94	9	67.00			69	41.28	
Male	58	24.69	7	59.00	14	67.79			79	35.37	
Ethnicity											
American Indian or Alaskan Native	1	0.00									
Asian	1	46.00							1	0.00	
Black or African American	49	29.90	12	59.00	9	68.89			1	46.00	
Hispanic/Latino	36	22.56	8	57.88	12	66.83			70	39.90	
White	15	28.40	3	56.33	2	65.00			56	37.09	
Multiracial									20	36.25	
Education Type											
General Education	81	25.65	17	58.00	20	67.45					
Students with Disabilities	21	31.95	6	59.00	3	67.67			118	37.40	
Economic Status											
Economically Disadvantaged	83	26.96	23	58.26	22	67.50			128	39.55	
Not Economically Disadvantaged	19	26.89			1	67.00			20	28.90	
English Proficiency											
English Proficient	31	26.39	7	58.29	6	65.67			44	36.82	
Limited English Proficiency	71	27.20	16	58.25	17	68.12			104	38.66	
<b>School # 204</b>											
Integrated Algebra - JUN 2010											
Subgroup	Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		All Levels		avg.
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	
All Students	225	28.99	79	58.89	55	70.89			359	41.99	
Gender											
Female	106	32.35	48	58.42	36	70.50			190	46.16	
Male	119	25.99	31	59.61	19	71.63			169	37.29	
Ethnicity											
American Indian or Alaskan Native	1	31.00									
Asian	32	39.13	15	57.87	28	70.64			1	31.00	
Black or African American	87	28.06	34	59.15	14	68.50			75	54.64	
Hispanic/Latino	91	26.80	23	59.17	8	70.25			135	40.08	
White	14	25.64	7	58.86	4	79.75			122	35.75	
Multiracial									25	43.60	
Education Type											
General Education	171	31.10	74	58.96	53	70.94					
Students with Disabilities	54	22.30	5	58.00	2	69.50			298	45.10	
Economic Status											
Economically Disadvantaged	194	30.44	73	58.92	51	71.24			318	43.52	
Not Economically Disadvantaged	31	19.90	6	58.50	4	66.50			41	30.10	

English Proficiency		118	25.19	44	59.50	20	70.60	182	38.48
Limited English Proficiency		107	33.17	35	58.11	35	71.06	177	45.59
<b>School # 204</b>									
<b>Math B - JAN 2010</b>									
Subgroup		Scored below 55% avg.		Scored 55%-64% avg.		Scored 65%-84% avg.		Scored 85%-100% avg.	
		count	avg.	count	avg.	count	avg.	count	avg.
All Students									
Gender									
Female						1	65.00		65.00
Male									
Ethnicity						1	65.00		65.00
American Indian or Alaskan Native									
Asian									
Black or African American									
Hispanic/Latino						1	65.00		65.00
White									
Multiracial									
Education Type									
General Education									
Students with Disabilities						1	65.00		65.00
Economically Disadvantaged									
Not Economically Disadvantaged						1	65.00		65.00
English Proficiency									
Limited English Proficiency						1	65.00		65.00
<b>School # 204</b>									
<b>Math B - JUN 2010</b>									
Subgroup		Scored below 55% avg.		Scored 55%-64% avg.		Scored 65%-84% avg.		Scored 85%-100% avg.	
		count	avg.	count	avg.	count	avg.	count	avg.
All Students		1	41.00						
Gender									
Female									
Male		1	41.00					1	41.00
Ethnicity									
American Indian or Alaskan Native									
Asian									41.00
Black or African American									
Hispanic/Latino		1	41.00						
White									
Multiracial									41.00
Education Type									
General Education		1	41.00						
Students with Disabilities									
Economically Disadvantaged									41.00
Not Economically Disadvantaged		1	41.00						41.00



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

**Appendix A: BASELINE DATA**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

<b>School:</b>	Riverside Institute of Technology #205
<b>NCES#:</b>	360585000375
<b>Grades Served:</b>	Grades 9-12
<b>Number of Students:</b>	762
<b>Model to be Implemented:</b>	Transformation

1. Number of minutes within the school year 64,800
2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes 21 # 3%
3. Teacher attendance rate 88%

**4. Distribution of teachers by performance level on LEA's teacher evaluation system**

**Directions:** Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The Buffalo City School District, in conjunction with the teachers' collective bargaining unit, developed a new teacher evaluation instrument, Annual Professional Performance Review [APPR] which was effective starting with the 2010-2011 school year. Teachers' performance levels using the new APPR will be available in **July, 2011**. Using the previous evaluation, teachers were rated as Satisfactory or Unsatisfactory. The data from **2009-2010**, as of **June 30, 2010**, is below.

Satisfactory - 80  
Unsatisfactory - 0

*APPRs for Teachers (temporary, probationary, and tenured) are due June 24, 2011. An analysis will be conducted of all APPRs which will provide the rating breakdown. Narratives will be read and follow-up professional learning opportunities will begin in August, 2011 to continue advancing the improvements being made in the school administrators writing quality evaluations that positively influence teacher practices and improve student outcomes. A comprehensive training plan for norming the APPR is a key ingredient to teachers being rated accurately based on evidence.*

*Principals and assistant principals will attend ten to twelve training sessions on teacher observation, feedback, support and evaluation including content specific training. Part of the training will be delivered by staff who attend the Network Team Training in August, 2011 and the ten-day NYSED APPR training scheduled for September through May, 2012.*

*Research for Better Teaching organization will provide seven all day classes and two on-site coaching sessions through their Observation and Analysis of Teaching (OAT) course.*

*Observation and Analysis of Teaching course dates:*

- 09/28/2011 1 of 7*
- 10/19/2011 2 of 7*
- 11/17/2011 3 of 7*
- 12/08/2011 4 of 7*
- 01/05/2012 5 of 7*
- 01/06/2012 site coach visit*
- 01/25/2012 6 of 7*
- 01/06/2012 site coach visit*
- 02/09/2012 7 of 7*

School # 205												
ELA - AUG 2009												
Subgroup	Scored below 55%			Average Score (avg)			Scored 65%-84%			Scored 85%-100%		
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	All Levels	
All Students	1	46.00			6	72.17			7	68.43		
Female	1	46.00										
Male					4	71.75			5	66.60		
American Indian or Alaskan Native					2	73.00			2	73.00		
Asian												
Black or African American												
Hispanic/Latino	1	46.00										
White					3	71.33			4	65.00		
Multiracial					3	73.00			3	73.00		
Education Type												
General Education												
Students with Disabilities	1	46.00			6	72.17			6	72.17		
Economic Status												
Economically Disadvantaged	1	46.00			5	71.40			1	46.00		
Not Economically Disadvantaged					1	76.00			6	67.17		
English Proficiency												
English Proficient	1	46.00			6	72.17			6	72.17		
Limited English Proficiency									1	46.00		

School #205												
ELA - JAN 2010												
Subgroup	Scored below 55%			Average Score (avg)			Scored 65%-84%			Scored 85%-100%		
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	All Levels	
All Students	17	43.29	17	59.12	57	72.70	3	92.33	94	65.55		
Female	5	47.40	5	59.00	28	72.61	3	92.33	41	69.32		
Male	12	41.58	12	59.17	29	72.79			53	62.64		
American Indian or Alaskan Native					2	79.50			2	79.50		
Asian												
Black or African American	11	42.91	7	59.29	19	71.53			37	60.70		
Hispanic/Latino	4	46.00	4	59.50	19	72.37	1	93.00	28	67.50		
White	2	40.00	6	58.67	17	73.59	2	92.00	27	69.15		
Multiracial												
Education Type												
General Education	5	51.60	8	60.38	54	72.98			70	70.84		
Students with Disabilities	12	39.83	9	58.00	3	67.67			24	50.12		
Economic Status												
Economically Disadvantaged	15	42.40	14	59.21	49	73.16	2	89.00	80	65.35		
Not Economically Disadvantaged	2	50.00	3	58.67	8	69.88	1	99.00	14	66.71		
English Proficiency												
English Proficient	15	42.40	14	59.50	52	72.98	3	92.33	84	65.96		
Limited English Proficiency	2	50.00	3	57.33	5	69.80			10	62.10		

School # 205		ELA - JUN 2010									
Subgroup	Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		All Levels		
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	
All Students	56	28.80	22	59.00	24	70.50			102	45.13	
Gender											
Female	23	27.78	8	59.13	12	71.92			43	45.93	
Male	33	29.52	14	58.93	12	69.08			59	44.54	
Ethnicity											
American Indian or Alaskan Native	1	44.00									
Asian					2	69.50			3	61.00	
Black or African American	33	26.12	17	58.88	8	71.25			1	59.00	
Hispanic/Latino	9	35.89	4	59.50	3	66.33			58	41.95	
White	13	29.54			11	71.27			16	47.50	
Multiracial									24	48.67	
Education Type											
General Education	34	30.00	15	58.73	20	71.10					
Students with Disabilities	22	26.95	7	59.57	4	67.50			69	48.16	
Economic Status									33	38.79	
Economically Disadvantaged	49	29.94	19	59.11	20	70.20			88	45.39	
Not Economically Disadvantaged	7	20.86	3	58.33	4	72.00			14	43.50	
English Proficiency											
English Proficient	48	28.81	18	59.17	23	70.65			89	45.76	
Limited English Proficiency	8	28.75	4	58.25	1	67.00			13	40.77	

School # 205		Geometry - JAN 2010									
Subgroup	Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		All Levels		
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	
All Students	46	42.70	14	57.79	2	66.50			62	46.87	
Gender											
Female	21	43.24	7	58.57	1	65.00			29	47.69	
Male	25	42.24	7	57.00	1	68.00			33	46.15	
Ethnicity											
American Indian or Alaskan Native					1	68.00			1	68.00	
Asian											
Black or African American	18	43.28	5	56.80					23	46.22	
Hispanic/Latino	15	42.87	2	61.00	1	65.00			18	46.11	
White	13	41.69	7	57.57					20	47.25	
Multiracial											
Education Type											
General Education	38	43.13	14	57.79	2	66.50					
Students with Disabilities	8	40.63							54	47.80	
Economic Status									8	40.63	
Economically Disadvantaged	42	43.07	13	58.00	2	66.50			57	47.30	
Not Economically Disadvantaged	4	38.75	1	55.00					5	42.00	
English Proficiency											
English Proficient	42	43.02	13	58.00	2	66.50			57	47.26	
Limited English Proficiency	4	39.25	1	55.00					5	42.40	

School # 205											
Geometry - JUN 2010											
Subgroup	Scored below 55%			Scored 55%-64%			Average Score (avg)			Scored 85%-100%	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	
All Students	44	42.34	20	58.90	8	68.88	1	86.00	73	50.38	
Female	21	45.05	8	59.50	4	66.00			33	51.09	
Male	23	39.87	12	58.50	4	71.75	1	86.00	40	49.80	
American Indian or Alaskan Native	1	43.00									
Asian	2	47.00	1	64.00	1	72.00			1	43.00	
Black or African American	21	39.71	10	58.10	4	68.25			4	57.50	
Hispanic/Latino	9	44.89	5	60.00	2	70.50			35	48.23	
White	11	44.36	4	58.25	1	65.00			16	52.81	
Multiracial									17	51.29	
Education Type											
General Education	31	44.19	19	59.11	8	68.88					
Students with Disabilities	13	37.92	1	55.00			1	86.00	58	52.48	
Economic Status									15	42.27	
Economically Disadvantaged	38	42.63	19	58.95	6	69.00					
Not Economically Disadvantaged	6	40.50	1	58.00	2	68.50			63	50.06	
English Proficiency									10	52.40	
English Proficient	39	42.77	17	58.41	7	68.43			64	50.41	
Limited English Proficiency	5	39.00	3	61.67	1	72.00			9	50.22	

School # 205											
Integrated Algebra - JAN 2010											
Subgroup	Scored below 55%			Scored 55%-64%			Average Score (avg)			Scored 85%-100%	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	
All Students	86	41.65	35	58.09	25	68.80			146	50.24	
Female	32	42.63	14	58.14	6	70.50			52	50.02	
Male	54	41.07	21	58.05	19	68.26			94	50.36	
American Indian or Alaskan Native											
Asian	2	47.50	3	57.67	1	72.00					
Black or African American			1	59.00	1	69.00			6	56.67	
Hispanic/Latino	52	42.00	18	58.06	14	68.50			2	64.00	
White	17	43.88	8	58.88	4	68.00			84	49.86	
Multiracial	15	37.13	5	57.00	5	69.60			29	51.34	
Education Type									25	47.60	
General Education	54	43.94	26	58.19	22	69.09					
Students with Disabilities	32	37.78	9	57.78	3	66.67			102	53.00	
Economic Status									44	43.84	
Economically Disadvantaged	73	41.71	32	58.09	23	68.39					
Not Economically Disadvantaged	13	41.31	3	58.00	2	73.50			128	50.60	
English Proficiency									18	47.67	
English Proficient	74	41.91	30	58.17	22	69.14			126	50.53	
Limited English Proficiency	12	40.08	5	57.60	3	66.33			20	48.40	

School # 205 Integrated Algebra - JUN 2010											
Subgroup	Scored below 55%			Scored 55%-64%			Scored 65%-84%			Scored 85%-100%	
	count	avg.	avg.	count	avg.	avg.	count	avg.	avg.	count	avg.
All Students	158	43.54	53	58.92	56	70.50	267				
Gender											
Female	63	44.41	26	59.31	20	72.20	109				52.25
Male	95	42.97	27	58.56	36	69.56	158				51.69
Ethnicity											
American Indian or Alaskan Native	5	46.60	2	60.00	5	66.20	12				57.00
Asian	7	41.14	3	58.00	8	74.25	18				58.67
Black or African American	94	43.77	26	58.77	23	69.70	143				50.66
Hispanic/Latino	31	42.97	12	59.08	13	70.85	56				52.89
White	21	43.48	9	58.89	7	71.29	37				52.49
Multiracial			1	62.00			1				62.00
Education Type											
General Education	93	45.23	43	58.86	50	70.68	186				55.22
Students with Disabilities	65	41.14	10	59.20	6	69.00	81				45.43
Economic Status											
Economically Disadvantaged	140	43.41	46	59.09	53	70.49	239				52.44
Not Economically Disadvantaged	18	44.56	7	57.86	3	70.67	28				50.68
English Proficiency											
English Proficient	128	43.95	44	59.07	44	70.00	216				52.34
Limited English Proficiency	30	41.80	9	58.22	12	72.33	51				51.88

School # 205 Math B - JUN 2010											
Subgroup	Scored below 55%			Scored 55%-64%			Scored 65%-84%			Scored 85%-100%	
	count	avg.	avg.	count	avg.	avg.	count	avg.	avg.	count	avg.
All Students	1	25.00									
Gender											
Female	1	25.00									25.00
Male											
Ethnicity											
American Indian or Alaskan Native											
Asian											
Black or African American											
Hispanic/Latino	1	25.00									25.00
White											
Multiracial											
Education Type											
General Education	1	25.00									25.00
Students with Disabilities											
Economic Status											
Economically Disadvantaged	1	25.00									25.00
Not Economically Disadvantaged											
English Proficiency											
English Proficient	1	25.00									25.00
Limited English Proficiency											

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

**Appendix A: BASELINE DATA**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

<b>School:</b>	Burgard High School #301
<b>NCES#:</b>	360585000301
<b>Grades Served:</b>	Grades 9-12
<b>Number of Students:</b>	602
<b>Model to be Implemented:</b>	Transformation

1. Number of minutes within the school year 64,800
  
2. Number and percentage of students completing advanced coursework (e.g., AP/IB),  
early-college high schools, or dual enrollment classes 34 5% %
  
3. Teacher attendance rate 89% %

**4. Distribution of teachers by performance level on LEA's teacher evaluation system**

**Directions:** Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The Buffalo City School District, in conjunction with the teachers' collective bargaining unit, developed a new teacher evaluation instrument, Annual Professional Performance Review [APPR] which was effective starting with the 2010-2011 school year. Teachers' performance levels using the new APPR will be available in **July, 2011**. Using the previous evaluation, teachers were rated as Satisfactory or Unsatisfactory. The data from **2009-2010**, as of **June 30, 2010**, is below.

Satisfactory - 72  
Unsatisfactory - 1

APPRs for Teachers (temporary, probationary, and tenured) are due June 24, 2011. An analysis will be conducted of all APPRs which will provide the rating breakdown. Narratives will be read and follow-up professional learning opportunities will begin in August, 2011 to continue advancing the improvements being made in the school administrators writing quality evaluations that positively influence teacher practices and improve student outcomes. A comprehensive training plan for norming the APPR is a key ingredient to teachers being rated accurately based on evidence.

Principals and assistant principals will attend ten to twelve training sessions on teacher observation, feedback, support and evaluation including content specific training. Part of the training will be delivered by staff who attend the Network Team Training in August, 2011 and the ten-day NYSED APPR training scheduled for September through May, 2012.

Research for Better Teaching organization will provide seven all day classes and two on-site coaching sessions through their Observation and Analysis of Teaching (OAT) course.

Observation and Analysis of Teaching course dates:

09/28/2011	1 of 7
10/19/2011	2 of 7
11/17/2011	3 of 7
12/08/2011	4 of 7
01/05/2012	5 of 7
01/06/2012	site coach visit
01/25/2012	6 of 7
01/06/2012	site coach visit
02/09/2012	7 of 7

School # 0301											
ELA - AUG 2009						Average Score (avg)					
Subgroup	Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		All Levels		
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	
All Students	4	38.75			3	70.33			7	52.29	
Female	2	34.50			1	69.00			3	46.00	
Male	2	43.00			2	71.00			4	57.00	
American Indian or Alaskan Native											
Asian											
Black or African American	4	38.75			1	72.00			5	45.40	
Hispanic/Latino											
White					2	69.50			2	69.50	
Multiracial											
Education Type											
General Education	4	38.75			3	70.33			7	52.29	
Students with Disabilities											
Economic Status											
Economically Disadvantaged	4	38.75			3	70.33			7	52.29	
Not Economically Disadvantaged											
English Proficiency											
English Proficient	4	38.75			3	70.33			7	52.29	
Limited English Proficiency											

School # 0301											
ELA - JAN 2010						Average Score (avg)					
Subgroup	Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		All Levels		
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	
All Students	11	39.82	9	58.33	20	73.15	1	85.00	41	61.24	
Female	5	49.20	3	59.67	6	74.00			14	62.07	
Male	6	32.00	6	57.67	14	72.79	1	85.00	27	60.81	
American Indian or Alaskan Native											
Asian	2	50.00			1	76.00			1	76.00	
Black or African American	6	50.00	8	58.63	14	72.21	1	85.00	3	57.00	
Hispanic/Latino	3	12.67			2	73.00			29	64.31	
White			1	56.00	1	76.00			5	36.80	
Multiracial					1	83.00			2	66.00	
Education Type											
General Education	8	48.00	9	58.33	20	73.15	1	85.00	38	64.66	
Students with Disabilities	3	18.00							3	18.00	
Economic Status											
Economically Disadvantaged	9	40.00	7	58.71	17	72.06	1	85.00	34	61.21	
Not Economically Disadvantaged	2	39.00	2	57.00	3	79.33			7	25.05	
English Proficiency											
English Proficient	9	37.56	8	58.63	19	73.26	1	85.00	37	61.73	
Limited English Proficiency	2	50.00	1	56.00	1	71.00			4	56.75	



Subgroup		ELA - JUN 2010				Average Score (avg)					
		Scored below 55% count	Scored below 55% avg.	Scored 55%-64% count	Scored 55%-64% avg.	Scored 65%-84% count	Scored 65%-84% avg.	Scored 85%-100% count	Scored 85%-100% avg.	All Levels count	All Levels avg.
All Students		37	22.22	10	59.30	8	71.63			55	36.15
Female		11	23.36	2	59.00					15	34.80
Male		26	21.73	8	59.38	6	71.00			40	36.65
Ethnicity											
American Indian or Alaskan Native											
Asian		2	35.00	1	59.00	1	65.00			1	65.00
Black or African American		29	23.28	7	59.29	7	72.57			3	43.00
Hispanic/Latino		4	19.25	1	61.00					43	37.16
White		2	0.00	1	58.00					5	27.60
Multiracial										3	19.33
Education Type											
General Education		22	27.14	8	59.50	8	71.63			38	43.32
Students with Disabilities		15	15.00	2	58.50					17	20.12
Economic Status											
Economically Disadvantaged		30	24.90	8	59.50	6	71.83			44	37.59
Not Economically Disadvantaged		7	10.71	2	58.50	2	71.00			11	30.36
English Proficiency											
English Proficient		35	21.49	9	59.33	8	71.63			55	33.80
Limited English Proficiency		2	35.00	1	59.00					3	43.00

Subgroup		Math - AUG 2009 Regents Geometry				Average Score (avg)					
		Scored below 55% count	Scored below 55% avg.	Scored 55%-64% count	Scored 55%-64% avg.	Scored 65%-84% count	Scored 65%-84% avg.	Scored 85%-100% count	Scored 85%-100% avg.	All Levels count	All Levels avg.
All Students		16	37.31	2	58.00	3	65.33			21	43.29
Female		4	43.75	2	58.00					6	48.50
Male		12	35.17			3	65.33			15	41.20
Ethnicity											
American Indian or Alaskan Native											
Asian											
Black or African American		12	36.17	2	58.00	2	65.50			16	42.56
Hispanic/Latino		1	48.00			1	65.00			2	56.50
White		3	38.33							3	38.33
Multiracial											
Education Type											
General Education		13	41.46	2	58.00	3	65.33			18	47.28
Students with Disabilities		3	19.33							3	19.33
Economic Status											
Economically Disadvantaged		12	39.00	2	58.00	2	65.50			16	44.69
Not Economically Disadvantaged		4	32.25			1	65.00			5	38.80
English Proficiency											
English Proficient		16	37.31	2	58.00	3	65.33			21	43.29
Limited English Proficiency											



School # 0301 Math - AUG 2009 Regents Integrated Algebra													
Subgroup	Scored below 55%			Scored 55%-64%			Scored 65%-84%			Average Score (avg)			
	count	avg.		count	avg.		count	avg.		count	avg.	All Levels	
All Students	16	45.44		11	58.27		27	70.37				54	60.52
Gender													
Female	2	40.50		1	62.00		11	69.55				14	64.86
Male	14	46.14		10	57.90		16	70.94				40	59.00
Ethnicity													
American Indian or Alaskan Native													
Asian													
Black or African American	12	44.00		9	58.11		24	70.42				45	60.91
Hispanic/Latino	1	51.00					1	69.00				2	60.00
White	3	49.33		2	59.00		2	70.50				7	58.14
Multiracial													
Education Type													
General Education	8	47.50		9	58.44		23	71.17				40	63.57
Students with Disabilities	8	43.38		2	57.50		4	65.75				14	51.79
Economic Status													
Economically Disadvantaged	11	44.64		10	58.40		24	70.71				45	61.60
Not Economically Disadvantaged	5	47.20		1	57.00		3	67.67				9	55.11
English Proficiency													
English Proficient	16	45.44		11	58.27		27	70.37				54	60.52
Limited English Proficiency													

School # 0301 Math - JAN 2010 Regents Geometry													
Subgroup	Scored below 55%			Scored 55%-64%			Scored 65%-84%			Average Score (avg)			
	count	avg.		count	avg.		count	avg.		count	avg.	All Levels	
All Students	52	45.37		9	58.22		3	69.67				64	48.31
Gender													
Female	13	45.62		3	56.67							16	47.69
Male	39	45.28		6	59.00		3	69.67				48	48.52
Ethnicity													
American Indian or Alaskan Native	1	47.00										1	47.00
Asian													
Black or African American	45	45.04		6	56.83		3	69.67				54	47.72
Hispanic/Latino	3	46.67		2	60.50							5	52.20
White	3	48.33		1	62.00							4	51.75
Multiracial													
Education Type													
General Education	42	45.74		8	58.63		2	71.50				52	48.71
Students with Disabilities	10	43.80		1	55.00		1	66.00				12	46.58
Economic Status													
Economically Disadvantaged	43	45.77		9	58.22		2	71.50				54	48.80
Not Economically Disadvantaged	9	43.44					1	66.00				10	45.70
English Proficiency													
English Proficient	51	45.29		9	58.22		3	69.67				63	48.30
Limited English Proficiency	1	49.00										1	49.00



School # 0301											
Math - JAN 2010 Regents Integrated Algebra											
Subgroup	Scored below 55%			Scored 55%-64%			Scored 65%-84%			Average Score (avg)	
	count	avg.		count	avg.		count	avg.		count	avg.
All Students	61	22.97		31	58.45		37	69.70		1	86.00
Gender											
Female	16	18.63		9	58.78		9	69.33			
Male	45	24.51		22	58.32		28	69.82		1	86.00
Ethnicity											
American Indian or Alaskan Native											
Asian							4	73.00			
Black or African American	48	26.25		28	58.54		28	68.96			
Hispanic/Latino	6	8.83		2	58.50		1	83.00		1	86.00
White	7	12.57		1	56.00		4	68.25			
Multiracial											
Education Type											
General Education	46	21.70		25	58.88		35	69.91		1	86.00
Students with Disabilities	15	26.87		6	56.67		2	66.00			
Economic Status											
Economically Disadvantaged	49	25.84		26	58.54		31	69.42		1	86.00
Not Economically Disadvantaged	12	11.25		5	58.00		6	71.17			
English Proficiency											
English Proficient	56	23.28		31	58.45		33	69.30		1	86.00
Limited English Proficiency	3	17.00					4	73.00			

School # 0301											
Math - JUN 2010 Regents Geometry											
Subgroup	Scored below 55%			Scored 55%-64%			Scored 65%-84%			Average Score (avg)	
	count	avg.		count	avg.		count	avg.		count	avg.
All Students	135	28.03		19	58.53		8	70.88		2	90.50
Gender											
Female	39	28.51		4	58.00		3	66.67		1	88.00
Male	96	27.83		15	58.67		5	73.40		1	93.00
Ethnicity											
American Indian or Alaskan Native	1	47.00									
Asian	2	47.50		1	60.00		1	65.00		2	90.50
Black or African American	119	28.31		16	58.25		6	72.50			
Hispanic/Latino	5	0.00									
White	8	34.13		2	60.00						
Multiracial											
Education Type											
General Education	103	27.25		19	58.53		8	70.88		2	90.50
Students with Disabilities	32	30.53									
Economic Status											
Economically Disadvantaged	113	29.08		16	58.25		7	71.43		2	90.50
Not Economically Disadvantaged	22	22.64		3	60.00		1	67.00			
English Proficiency											
English Proficient	132	27.95		18	58.44		7	69.71		2	90.50
Limited English Proficiency	3	31.67		1	60.00		1	79.00			



School # 0301		Math - JUN 2010 Regents Integrated Algebra						Average Score (avg)		
		Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		All Levels
Subgroup	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	166	27.46	37	58.76	44	71.41			247	39.98
Gender										
Female	45	30.24	11	58.55	11	71.09			67	41.60
Male	121	26.42	26	58.85	33	71.52			180	39.37
Ethnicity										
American Indian or Alaskan Native	2	41.00			1	74.00			3	52.00
Asian	5	39.80	1	56.00	5	76.20			11	57.82
Black or African American	136	28.22	30	58.93	33	71.27			199	39.99
Hispanic/Latino	12	20.92	5	57.80	2	68.00			19	35.58
White	11	17.09	1	61.00	3	66.33			15	29.87
Multiracial										
Education Type										
General Education	107	24.65	27	58.89	38	71.74			172	40.43
Students with Disabilities	59	32.54	10	58.40	6	69.33			75	38.93
Economic Status										
Economically Disadvantaged	139	28.73	33	58.79	39	71.46			211	41.33
Not Economically Disadvantaged	27	20.89	4	58.50	5	71.00			36	32.03
English Proficiency										
English Proficient	157	27.22	34	58.82	38	70.55			229	39.10
Limited English Proficiency	9	31.67	3	58.00	6	76.83			18	51.11

School # 0301		Math - JUN 2010 Regents Algebra 2/Trig						Average Score (avg)		
		Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		All Levels
Subgroup	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.
All Students	9	21.67							9	21.67
Gender										
Female	2	23.00							2	23.00
Male	7	21.29							7	21.29
Ethnicity										
American Indian or Alaskan Native										
Asian	1	21.00							1	21.00
Black or African American	8	21.75							8	21.75
Hispanic/Latino										
White										
Multiracial										
Education Type										
General Education	9	21.67							9	21.67
Students with Disabilities										
Economic Status										
Economically Disadvantaged	7	19.57							7	19.57
Not Economically Disadvantaged	2	29.00							2	29.00
English Proficiency										
English Proficient	7	22.71							7	22.71
Limited English Proficiency	2	18.00							2	18.00



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

**Appendix A: BASELINE DATA**

**Directions:** Please complete the following form for each persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

<b>School:</b>	East High School #307
<b>NCES#:</b>	360585005601
<b>Grades Served:</b>	Grades 9-12
<b>Number of Students:</b>	610
<b>Model to be Implemented:</b>	Restart

1. Number of minutes within the school year 64,800
  
2. Number and percentage of students completing advanced coursework (e.g., AP/IB),  
early-college high schools, or dual enrollment classes 26 # 4% %
  
3. Teacher attendance rate 86% %

**4. Distribution of teachers by performance level on LEA's teacher evaluation system**

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The Buffalo City School District, in conjunction with the teachers' collective bargaining unit, developed a new teacher evaluation instrument, Annual Professional Performance Review [APPR] which was effective starting with the 2010-2011 school year. Teachers' performance levels using the new APPR will be available in **July, 2011**. Using the previous evaluation, teachers were rated as Satisfactory or Unsatisfactory. The data from **2009-2010**, as of **June 30, 2010**, is below.

Satisfactory - 87  
Unsatisfactory - 2

School # 307	ELA - JAN 2010										Average Score (avg)									
	Subgroup		Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		All Levels									
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.								
All Students	59	27.58	29	59.34	32	71.19	5	87.20	125	48.50										
Female	19	25.47	18	59.33	21	71.71	1	87.00	59	53.31										
Male	40	28.58	11	59.96	11	70.18	4	87.25	66	44.20										
American Indian or Alaskan Native																				
Asian	1	46.00			1	75.00														
Black or African American	55	28.16	28	59.39	28	70.93	4	87.75	115	48.25										
Hispanic/Latino	2	10.50			1	76.00			3	32.33										
White	1	11.00	1	58.00	2	70.50	1	85.00	5	59.00										
Multiracial																				
Education Type																				
General Education	33	22.21	24	59.63	31	71.39	5	87.20	93	51.75										
Students with Disabilities	26	34.38	5	58.00	1	65.00			32	39.03										
Economic Status																				
Economically Disadvantaged	48	28.00	26	59.31	27	70.93	5	87.20	106	49.41										
Not Economically Disadvantaged	11	25.73	3	59.67	5	72.60			19	43.42										
English Proficiency																				
English Proficient	59	27.58	29	59.34	32	71.19	5	87.20	125	48.50										
Limited English Proficiency																				

School # 307	ELA - JUN 2010										Average Score (avg)									
	Subgroup		Scored below 55%		Scored 55%-64%		Scored 65%-84%		Scored 85%-100%		All Levels									
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.								
All Students	44	34.84	21	58.76	39	71.95	3	88.00	107	54.55										
Female	10	40.40	15	58.60	28	72.82			53	62.68										
Male	34	33.21	6	59.17	11	69.73	3	88.00	54	46.57										
American Indian or Alaskan Native																				
Asian	1	44.00			1	75.00														
Black or African American	40	35.20	21	58.76	36	71.94	2	89.50	99	54.66										
Hispanic/Latino	2	30.50							2	30.50										
White	1	20.00			2	70.50	1	85.00	4	61.50										
Multiracial																				
Education Type																				
General Education	20	37.60	15	59.20	38	72.13	3	88.00	78	61.12										
Students with Disabilities	24	32.54	6	57.07	1	65.00			31	38.45										
Economic Status																				
Economically Disadvantaged	39	36.41	16	58.63	32	71.63	3	88.00	90	54.60										
Not Economically Disadvantaged	5	22.60	5	59.20	7	73.43			17	54.29										
English Proficiency																				
English Proficient	44	34.84	21	58.76	39	71.95	3	88.00	107	54.55										
Limited English Proficiency																				

Algebra2/Trigonometry - JUN 2010											
Subgroup	Scored below 55%			Scored 55%-64%			Scored 65%-84%			Average Score (avg)	
	count	avg.		count	avg.		count	avg.		count	avg.
All Students	44	28.95		1	55.00						
Gender											
Female	27	29.93									
Male	17	27.41		1	55.00						29.53
Ethnicity											
American Indian or Alaskan Native	1	42.00									
Asian	1	30.00									
Black or African American	35	28.09		1	55.00						42.00
Hispanic/Latino											30.00
White	7	31.29									28.83
Multiracial											31.29
Education Type											
General Education	36	28.92		1	55.00						
Students with Disabilities	8	29.13									29.62
Economic Status											
Economically Disadvantaged	37	28.62		1	55.00						29.13
Not Economically Disadvantaged	7	30.71									29.32
English Proficiency											
English Proficient	44	28.95		1	55.00						30.71
Limited English Proficiency											29.53

Geometry - JAN 2010											
Subgroup	Scored below 55%			Scored 55%-64%			Scored 65%-84%			Average Score (avg)	
	count	avg.		count	avg.		count	avg.		count	avg.
All Students	64	37.30		17	58.76		4	68.75			
Gender											
Female	31	38.94		9	58.44		2	66.50			43.07
Male	33	35.76		8	59.13		2	71.00			44.43
Ethnicity											
American Indian or Alaskan Native				1	59.00						41.74
Asian											
Black or African American	60	36.77		16	58.75		4	68.75			59.00
Hispanic/Latino	2	44.50									42.76
White	2	46.00									44.50
Multiracial											46.00
Education Type											
General Education	51	36.69		17	58.76		4	68.75			
Students with Disabilities	13	39.69									43.68
Economic Status											39.69
Economically Disadvantaged	54	35.63		15	58.73		2	70.00			41.48
Not Economically Disadvantaged	10	46.30		2	59.00		2	67.50			51.14
English Proficiency											
English Proficient	64	37.30		17	58.76		4	68.75			43.07
Limited English Proficiency											

School # 307		Geometry - JUN 2010						Average Score (avg)					
		Scored below 55% count	avg.	Scored 55%-64% count	avg.	Scored 65%-84% count	avg.	Scored 85%-100% count	avg.	All Levels count	avg.		
All Students		133	32.57	35	57.94	30	68.30			196	42.47		
Gender													
Female		78	34.64	17	58.18	14	67.14			109	42.49		
Male		55	29.64	18	57.72	16	69.31			89	42.45		
Ethnicity													
American Indian or Alaskan Native						1	65.00			1	65.00		
Asian						1	74.00			1	74.00		
Black or African American		126	33.58	35	57.94	25	68.44			186	42.85		
Hispanic/Latino		4	17.00			2	67.00			6	33.67		
White		3	11.00			1	65.00			4	24.50		
Multiracial													
Education Type													
General Education		101	32.84	34	58.03	30	68.30			165	44.48		
Students with Disabilities		32	31.72	1	55.00					33	32.42		
Economic Status													
Economically Disadvantaged		113	32.42	25	57.72	26	68.08			164	41.93		
Not Economically Disadvantaged		20	33.40	10	58.50	4	69.75			34	45.06		
English Proficiency													
English Proficient		1	0.00							1	0.00		
Limited English Proficiency		132	32.82	35	57.94	30	68.30			197	42.89		

School # 307		Integrated Algebra - JAN 2010						Average Score (avg)					
		Scored below 55% count	avg.	Scored 55%-64% count	avg.	Scored 65%-84% count	avg.	Scored 85%-100% count	avg.	All Levels count	avg.		
All Students		91	35.68	36	58.61	28	68.18			155	47.06		
Gender													
Female		44	35.93	21	58.43	16	68.56			81	48.21		
Male		47	35.45	15	58.87	12	70.00			74	45.90		
Ethnicity													
American Indian or Alaskan Native				1	56.00					1	56.00		
Asian													
Black or African American		87	35.76	34	58.68	28	69.18			149	47.27		
Hispanic/Latino		1	33.00	1	59.00					2	46.00		
White		3	34.33							3	34.33		
Multiracial													
Education Type													
General Education		60	35.35	31	58.48	26	69.50			117	49.07		
Students with Disabilities		31	36.32	5	59.40	2	65.00			38	40.87		
Economic Status													
Economically Disadvantaged		83	35.31	31	58.52	24	69.42			138	46.46		
Not Economically Disadvantaged		8	39.50	5	59.20	4	67.75			17	51.94		
English Proficiency													
English Proficient		91	35.68	36	58.61	28	69.18			155	47.06		
Limited English Proficiency													

School # 307 Integrated Algebra - JUN 2010											
Subgroup	Scored below 55%			Scored 55%-64%			Scored 65%-84%			Scored 85%-100%	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	
All Students	136	30.38	41	58.61	59	70.49	1	85.00	237	45.48	
Gender											
Female	62	32.08	30	58.63	37	71.16	1	85.00	130	49.74	
Male	74	28.95	11	58.55	22	69.36			107	40.30	
Ethnicity											
American Indian or Alaskan Native											
Asian											
Black or African American	132	30.12	38	58.79	50	70.38	1	85.00	221	44.41	
Hispanic/Latino	2	40.00	2	56.50	2	74.00			6	58.83	
White	2	37.50	1	56.00	4	70.75			7	59.14	
Multiracial					1	67.00			1	67.00	
Education Type											
General Education	84	31.54	33	58.88	56	70.75	1	85.00	174	49.65	
Students with Disabilities	52	28.50	8	57.50	3	65.67			63	33.96	
Economic Status											
Economically Disadvantaged	121	30.98	35	58.43	49	70.90	1	85.00	206	45.40	
Not Economically Disadvantaged	15	25.53	6	59.67	10	68.50			31	46.00	
English Proficiency											
English Proficient	136	30.38	41	58.61	59	70.49	1	85.00	237	45.48	
Limited English Proficiency											

School # 307 Math B - JUN 2010											
Subgroup	Scored below 55%			Scored 55%-64%			Scored 65%-84%			Scored 85%-100%	
	count	avg.	count	avg.	count	avg.	count	avg.	count	avg.	
All Students	10	36.00	2	59.50	1	67.00			13	42.00	
Gender											
Female	8	35.13	2	59.50	1	67.00			11	42.45	
Male	2	39.50							2	39.50	
Ethnicity											
American Indian or Alaskan Native											
Asian											
Black or African American	8	34.50	2	59.50	1	67.00					
Hispanic/Latino											
White	2	42.00							11	42.00	
Multiracial											
Education Type											
General Education	10	36.00	2	59.50	1	67.00			2	42.00	
Students with Disabilities											
Economic Status											
Economically Disadvantaged	9	34.44	2	59.50	1	67.00			13	42.00	
Not Economically Disadvantaged	1	50.00									
English Proficiency											
English Proficient	10	36.00	2	59.50	1	67.00			12	41.33	
Limited English Proficiency									1	50.00	
									13	42.00	

Appendix B  
Transformation Model  
Burgard High School #301

## APPENDIX B: TRANSFORMATION MODEL

### LEA Implementation Plan for the Transformation Model

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Transformation Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** Buffalo City School District **NCES#:** 3605850

**School:** Burgard High School #301 **NCES#:** 00301

**Grades Served:** 9-12

**Number of students:** 603

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above.** Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with additional information from local assessment tools.

Needs Assessment Process	List Data Analyzed	Major Findings
<i>Joint Intervention Team Report</i>  June 2010	<b>I. Curriculum Documents</b>	<b>I. Curriculum Documents</b> <ul style="list-style-type: none"> <li>• In most classes, lesson objectives were not routinely introduced or discussed with students in order to orient them to the day’s instruction.</li> <li>• Students report that the curriculum is often “too easy” and the required work minimal.</li> <li>• Although there is written curriculum, there is little evidence that it is being followed consistently by all teachers. From observations, teachers have created their own curricula based upon worksheets, textbooks and preferred topical outlines. Completion of worksheets in large group setting appeared to be the primary mode of instruction.</li> <li>• Awareness of objectives by teachers and their connection to NYS standards does not appear to be a priority, nor is it</li> </ul>

Needs Assessment Process	List Data Analyzed	Major Findings
		<p>undertaken with consistency. Materials, including supporting textbooks purchased by the District for the benefit of the students, are not being used in many classrooms. In fact, only the English classrooms demonstrated the use of core texts that are standards based.</p>
	<p><b>II. Teaching and Learning</b></p> <p>Graduation rate – 44%</p> <p>Regents ELA – 43% from 67% the year before</p> <p>Regents Mathematics – 2007-08, 45% of the students received a score of 65% or higher on Math A, while in 2008-09, only 15% of students scored 65% or higher.</p> <p>Integrated Algebra -32% of students scored 65% or higher in 2007-08, while only 27% scored a 65 or higher in 2008-09.</p> <p>Overall, the passing rate on all Regents exams, except Earth Science, declined between 2007-08 and 2008-09. This is indicative of the school failing the students.</p> <p>Success rate of SWDs with the RCTs has declined in all areas</p>	<p><b>II. Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Effectiveness of the consultant teacher (CT) model has been inconsistent. The gap between the success on the Regents exam of general education and students with disabilities (SWD) either continues to widen or remains at the same level.</li> <li>• In general, creativity, innovation and enthusiasm for teaching/learning are lacking.</li> <li>• There was inconsistent and ineffective delivery of instruction. Direct instruction was not observed. Even in classrooms where there was visual evidence of compliance to the district’s expectations, instruction was not illustrative, direct or engaging.</li> <li>• There was little evidence that teachers understand the importance of asking content rich questions and engaging all students in providing responses. As a result, students were often observed with their heads down, off task and inattentive to “worksheets”, note sheets etc. Teachers do not engage students in the teaching and learning process.</li> <li>• Students reported in the interviews that the work was often too easy and that they are not “challenged” enough by the work.</li> <li>• This building has an extended day program. Yet, the majority of students are not involved in instruction for 10 periods. Many students, who could benefit from the extended time, have early release.</li> </ul>
	<p><b>III. School Leadership</b></p>	<p><b>III. School Leadership</b></p> <ul style="list-style-type: none"> <li>• There appears to be a commitment on the part of the leadership to</li> </ul>

Needs Assessment Process	List Data Analyzed	Major Findings
		<p>provide a safe and nurturing environment for teachers and students.</p> <ul style="list-style-type: none"> <li>• The leadership in the school has not improved the school’s academic standing in the last four years.</li> <li>• There was no comprehensive master schedule for the school.</li> <li>• Administration and teachers both report that the “<i>hall sweeps</i>” initiative has been helpful in moving the building towards a more orderly, better managed learning environment.</li> <li>• What began as a policy of “uniforms” in Burgard was recast as a “dress code” policy. The implementation of the former was ineffective. Now, there is inconsistency in the enforcement of the “dress code.” Nothing is being done to address this by the building leadership.</li> <li>• The “eligibility requirements” for student participation in athletics is problematic. The district has established the standard of 70%, whereas Burgard has set 80%.</li> <li>• According to the teachers, the students and the parents interviewed, the school organization is too punitive and there is a lack of respect by the principal for all groups.</li> <li>• Leadership lacks sufficient time to monitor teaching/learning or is often choosing to spend their time on compliance issues.</li> <li>• Teachers report inconsistent monitoring of instruction and little to no feedback is provided.</li> <li>• Leadership is not linking individual teachers, nor providing essential follow-up, to specific professional development that would improve the quality of teaching and learning that is occurring in the building.</li> <li>• There is a lack of understanding on the part of the administrative team on how to implement a continuous cycle of student assessment that drives instructional practice. There is lots of data but no one seems really clear on how it translates into the instructional practices that should be occurring in the classroom.</li> <li>• Leadership is “out of strategies” to assist teachers with improving instructional practices.</li> <li>• The building principal does not exemplify a real understanding of the building issues nor does she seem prepared to deal with those issues. Parents report that the principal “talks a goodgame,” but can’t deliver on improving</li> </ul>

Needs Assessment Process	List Data Analyzed	Major Findings
		<p>academics or the school.</p> <ul style="list-style-type: none"> <li>The climate at Burgard does not seem to be conducive to promote/increase student achievement. Goals may be established, but the leadership necessary to unify the school community to achieve the goals is not present.</li> </ul>
	<p><b>IV. Infrastructure for Student Success</b>  Attendance rate –The annual attendance rate for the building was 73% in 2008-09 and the district reports the current attendance rate for the 09-10 school years as 71.82%.</p> <p>Suspension rate – 31%</p>	<p><b>IV. Infrastructure for Student Success</b></p> <ul style="list-style-type: none"> <li>There is a commitment by the administrative team to improving the graduation rate and the number of students who enroll in post-secondary schools. In addition, the students interviewed echoed the focus.</li> <li>Student attendance and engagement are significant issues. Students reported that, if they could, they would transfer out of Burgard High School. Many parents echoed this as well.</li> <li>There was a significant decline in the number of students who dropped out between 2007-08 and 2008-09. However, students and parents report that this was due to the vocational programs in the building. Students are attracted to stay to complete those programs.</li> <li>Students are in classrooms and the overall management of the building is conducive to learning.</li> <li>Students also reported inconsistency by teachers to upholding the rules. In addition, students reported that once suspended they are often not allowed to return to the same building, and as a result, many students “drop-out” because they don’t want to go to a new school.</li> <li>There is a staff attendance issue, as well, which impacts the students.</li> <li>Principals were told that they could use the Student Support Teams for whatever they needed. Members of the team are covering lunch periods, assemblies and doing hall sweeps. This is time that they could be working with teachers and students directly.</li> <li>There needs to be a strong recognition and commitment that all students must be prepared for college and careers. Students must have access to viable pathways for success after graduation.</li> <li>Effective home-school partnerships are non-existent and must be forged in order for the students to succeed and their parents/guardians to feel that they are a meaningful partner in</li> </ul>

Needs Assessment Process	List Data Analyzed	Major Findings
		making this happen.
	<p><b>V. Collection, Analysis, and Utilization of Data</b></p>	<p><b>V. Collection, Analysis, and Utilization of Data</b></p> <ul style="list-style-type: none"> <li>• While there is much data available at the district level, interviews and observations yield little evidence of on-going formative assessments by teachers and little evidence of the use of data to make instructional decisions at the department or classroom level.</li> <li>• Department meetings are rare and seldom focused on instructional improvements.</li> <li>• There is little evidence of benchmark assessment item analysis.</li> <li>• There appears to be a significant disconnect between assessment and instruction.</li> </ul>
	<p><b>VI. Professional Development</b>  For teachers  For school leaders</p>	<p><b>VI. Professional Development</b></p> <ul style="list-style-type: none"> <li>• Attendance at professional development directly related to instructional strategies/techniques is lacking.</li> <li>• Teachers and administrators need professional development that focuses on assessment/data analysis and how to translate findings into effective instruction.</li> <li>• School leadership requires PD related to classroom observations and ‘what-next’ steps for teachers in need of improvement.</li> <li>• There do not appear to be communities of quality collaborative practice or a culture of shared internal professional accountability at Burgard.</li> <li>• The district does offer ample staff development opportunities, but teachers are not mandated to attend.</li> </ul>
	<p><b>VII. District Support</b></p>	<p><b>VII. District Support</b></p> <ul style="list-style-type: none"> <li>• There is an insufficient textbook supply.</li> <li>• Benchmark assessments and the resulting data analysis are lacking.</li> <li>• Subject specialists are not adequately monitoring/supporting teachers and often don’t have the expertise in teaching and learning strategies to assist with successful implementation.</li> <li>• The view of the district by teachers and administrators is often articulated as “I gotcha” attitude more than a</li> </ul>

Needs Assessment Process	List Data Analyzed	Major Findings
		<p>collaborative/supportive role.</p> <ul style="list-style-type: none"> <li>• Administration and staff (not only in Burgard) are in agreement that district policies related to the assignment of students contributes to the low performance of rating of certain schools and may well be a systemic issue that will lead to inclusion of many more schools.</li> <li>• The district priorities have not been clearly articulated according to the school staff. The multiple initiatives coming from the district office have caused significant confusion.</li> </ul>

<p><b>State Education SIG (1003g) implementation monitoring visit</b></p> <p><b>March 30, 2011</b></p>	<ul style="list-style-type: none"> <li>• During their focus group sessions, teachers and leaders indicated their concern and frustration regarding the high percentage of students with disabilities (SWD) currently enrolled at the school (over 30 percent, as compared to the district average of 18 percent).</li> <li>• Teachers indicated the new leadership team is seen as positive, respectful, accessible, and highly visible throughout the school. They have helped to foster an atmosphere of collaboration throughout the building.</li> <li>• Teachers and school leaders indicated common planning time has ‘restarted’ with expectations outlined by weekly agendas and minutes. Teachers stated common planning time is used for professional development opportunities, student data analysis, and improved instructional planning.</li> <li>• Teachers, school leaders, students, and parents stated safety remains an issue, both within the building and in neighboring areas adjacent to school grounds. Police have an established presence, but this influence needs to be consistently maintained. Students stated they are impressed with the ability of the school staff to address on-campus altercations quickly and effectively.</li> <li>• Teachers, leaders, and parents indicated attendance is a major concern. Teachers and school leaders stated that a full-time attendance teacher is needed to address the needs of the school community. The attendance teacher is currently part time (0.5 FTE) at the high school.</li> <li>• The attendance teacher indicated the school is currently using student data to address</li> </ul>
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	<p>chronic absenteeism and to proactively deal with potential issues. Teachers stated the need for additional elective courses, enrichment activities, and extra-curricular opportunities to engage students.</p> <ul style="list-style-type: none"> <li>• During their focus group session, parents indicated a parent facilitator has been hired and that the PTO is active. Additionally, parents stated the issue of violence needs to be addressed, and community-based partnerships must be developed to provide mentoring opportunities and after school activities.</li> <li>• Teachers, school leaders, students, and parents indicated the extended school day currently in effect is adversely affecting student achievement, attendance and school-wide behavior. It was stated students lose their mental focus, act out negatively, and/or skip classes.</li> <li>• Teachers and leaders indicated staff cohesiveness is negatively impacted as a result of the extended day due to early and late shifts, and duplicative staff meetings.</li> <li>• During their focus group session, students indicated the need for more enrichment opportunities. They stated the need for advanced placement and college level courses, as well as electives.</li> </ul>
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**Describe how the Transformation Model addresses the major findings of the needs assessment.**

<p>Description of Actions for Model Implementation</p>	<p><b><u>Burgard High School</u></b> reopened after reconstruction in September 2009 with three revamped and modernized Career &amp; Technical Education (CTE) programs; all programs were certified through NYSED and include strong industry and post-secondary partnerships as well as a school to work component. The CTE programs are part of a comprehensive strategy to meet the educational needs of the students in bridging the high school to college/career gap. The theme for the different CTE programs include; Automotive Technology, Welding, and Computer Aided Drafting/Computer Aided Machining (CAD/CAM). Planning for a fourth program will occur during the 2011-2012 school year for a September 2012 implementation. These programs will provide multiple career pathways for students including entry level industry positions immediately following high school graduation, advanced technician placement with two-year or equivalent degrees and research and design careers for students who choose to continue on for advance degrees.</p>
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*Burgard High School has adopted standards common to a well-designed career academy:*

- *Having a central goal of fully preparing students for higher education and solid careers in the workplace, and emphasizing academic instruction to deliver a challenging, standards-based college preparatory curriculum in the context of a broad occupational or career strand;*
- *Basing voluntary recruitment and enrollment of students on their interest in a career theme;*
- *Establishing a multi-grade curriculum in which Academy sequences span at least 2 (and sometimes up to 4) years of the high school experience;*
- *Using cohort scheduling—a hallmark of small learning communities—to keep groups of students together over several years and ideally assign teachers to stay with those students over that period; and*
- *Involving private sector partners extensively, who may provide input into curriculum and standards, teach and interact with students, and provide opportunities for internships and jobs. (National Career Academy Coalition)*

School partnerships include but are not limited to: Niagara Frontier Automobile Dealers Association (NFADA), U.A. Plumbers' & Steamfitters Local, GM Powertrain, Erie Community College and Alfred State - SUNY College of Technology. The NFADA represents new car franchise dealers in Western New York and will assign a Business & Education Partnership Manager to work with the school to ensure that the facility and curriculum meet industry standards. The industry, union and college partners will work with the principal of Burgard High School to ensure that students fulfill all requirements for apprenticeship and/or college entrance, ensure that enrollment is available in college classes and/or apprenticeship programs, inform the Principal of Burgard of any problems and advise instructional partners of suggested changes to strengthen the programs.

### **Principal Selection**

The current principal was hired November 22, 2010 to implement the Transformation model. He was new to the district and had served successfully as an assistant superintendent, middle school principal, and high school assistant principal in his previous district. Two new assistant principals were hired in September, 2010 and in November, 2010 one was identified and trained to take on the role of a School Administration Manager (SAM) to implement the Transformation model. Both assistant principals were new to the district.

The addition of 1.0 CTE and Academic Coordinator will strengthen program design and curriculum, and engage the Career and Technical Education (CTE) Advisory Council for the school. Members of this council include business owners and leaders in the fields of welding, automotive, and CAD/CAM (*SUNY at Buffalo, Alfred State, ECC, Genesee Valley BOCES, Niagara-Frontier Auto Dealers, Comet Flasher, Cobey Inc., S&H machine, General Motors Powertrain, Buerk Tool LLC, Wellworth Products, NFTA, City Fence, LUVATA, Savior Machine, Glen Campbell Motors, O & K Truck Repairs, Plumbers Local 22*).

Partnerships with Niagara Frontier Auto Dealers, Buffalo Employment and Training Center, local/regional/national industry partners and colleges will be expanded to support students in internships and senior projects and to participate in mentoring and summer programming.

### **I. Curriculum**

#### *Recommendations:*

- *The district must continue to focus on the development of curriculum in all core areas, and ensure that it is clearly aligned with the current New York State Standards and the new Common Core State Standards for English language arts & mathematics. This curriculum must be developed by knowledgeable and trained individuals (national, state, or local) who understand the key elements of curriculum development.*
- *Teachers need training in how to plan with and implement the curriculum. The curriculum must be relied upon as the basis for assessing individual student mastery and progress. Walk- throughs and formal evaluations must include how well the teacher knows the curriculum for the subjects being taught.*

### **I. Curriculum(Actions)**

The District's overarching Curriculum Framework is outlined in BCSD's four Cornerstone Documents, the Academic Achievement Plan and Addendum, the Literacy across the Curriculum paper, and the Building a 21<sup>st</sup> Century School District paper. Departmental Curriculum Plans specify what students are to know and be able to do in each subject area at each grade level and are delineated in the subject area curriculum documents, which are aligned with New York State Learning Standards. In addition, the District is currently revisiting curricula to ensure that there is a complete alignment to the new Common Core Standards.

One of the instructional tasks of the principal, walkthrough team, and instructional coaches is to bring the taught curriculum in line with the current written curriculum to maximize student learning. This alignment will occur through a collaborative inquiry process during daily common planning time meetings where teachers and administrators work together in data teams to make sense of student learning and other data and embrace an test out solutions together through rigorous use of data and ongoing reflective dialogue. Development of common subject area assignments and assessments takes place. Teachers will utilize the five steps of the Standards In Practice (SIP) process learned in the Education Trust Professional Learning Opportunities (PLO) and Backwards Planning to bridge the gap between standards and practice. The building administration will visit classrooms daily, attend common planning time meetings, and review weekly lesson plans for observation of curriculum alignment. Part of the formal observation process will include pre and post-conference with teachers to discuss alignment of the taught curriculum with the written curriculum.

Curriculum for the academies, including new science lab activities and materials, will be developed with university partners and BCSD staff during the 2011-2013 school years. Specific attention will be given to the incorporation of the ELA Common Core State Standards into all subject areas. As the program grows, student internships and college visits will be coordinated with the partners in alignment with academy themes.

*“Theme focused academies focus on students’ individual needs and provide them with a balanced mix of core academic preparation and opportunities to develop practical, work-based skills. The academy models are helping high schools successfully engage students and keep them on track for graduation” (National High School Center, 2010).*

All teachers at Burgard High School will work together to establish an understanding of the use of career strands as an organizing framework for learning and instruction as well as engaging the interests of students.

In September 2010, all first time freshmen are enrolled in a year long course which will combine Career and Financial Management, study, reading, and writing skills; while exposing students to core curriculum and career ready skills associated with each CTE academy. In sophomore through senior years, double periods of their chosen CTE academy along with elective course work and senior internship are provided.

A full day of Backwards Planning training was held for the mathematics teachers, core area curriculum lead teachers and special education and ESL teachers during the 2010-2011 school year. The principal will be trained in this process to monitor and support teachers. The purpose is to provide teachers with a template and process for planning and implementing rigorous instructional units and lessons aligned with the state standards. This process incorporates and builds on the SIP process teachers learned in 2009-2010. In common planning time, teachers work together to develop aligned units, lessons, and assessments for the year. The monitoring of this process will take place during the bi-weekly district walkthroughs where the documents created will be reviewed by the walkthrough team.

Curriculum lead teachers attend monthly meetings to compare Burgard High School’s unit lessons and assessments with other schools documents, state standards and the Common Core State Standards in ELA and mathematics.

## **II. Teaching and Learning**

### *Recommendations:*

- *Professional development must continue to be offered that focuses on direct and explicit instruction. This training must include opportunities for teachers to demonstrate competence in the elements of direct and explicit instruction. Teachers must leave the training*

with lesson plans and strategies for improving classroom instruction.

- Evaluating student work and discussing direct and explicit instruction must take a more prominent role in the building. The continuation of the School Improvement Plan work will assist with this but will not replace the need for a return to the elements of good planning, delivery and monitoring of high quality classroom instruction.
- Cognitive coaching of teachers is imperative to the improvement of teaching and learning. Outside coaches must be used to ensure fidelity to understanding the core elements of what is meant by direct and explicit instruction and creating a culture of focus on high quality teaching and learning.

#### **Professional Development For Teachers**

*“To produce large effects, at scale, improvement has to be managed at three levels simultaneously:*

- a. Individual - units of instruction*
- b. Organizational – across classrooms within a school*
- c. System – across schools within a network of schools.”*

*(Richard Elmore, MSP Conference, 2006)*

#### **Teaching and Learning(Actions)**

Teachers at Burgard High School will be engaged in PLO specific to making classes relevant to the CTE programs while ensuring students are exposed to a curriculum of high quality and rigor as well as PLO in Literacy Across the Curriculum, effective instructional methods, and utilizing data to make instructional decisions all to improve their ability to meet students’ learning needs.

##### a. Individual Professional Development - units of instruction

Individual teacher PLO is available as delineated in the District 2011-2012 PLO plan (see attachments). Teachers are strongly encouraged to attend and compensated for attending district offered PLOs. Industry trainings to upgrade CTE teachers skills and keep them current with industry trends are required. Teachers are strongly encouraged to attend and compensated for attending district offered PLOs.

##### b. Organizational Professional Development – across classrooms within a school

Five monthly on site Early Release Days (Oct. 5, Dec. 7, 2011 and Jan. 11, Feb. 1, Mar. 14, 2012) provide teachers with ongoing PLO. These sessions will be designed and led by the Race To The Top Network Teams and school based Inquiry Teams in strategies as identified as an area of need and aligned with RTTT goals of Common Core Standards, instruction, and use of data (18 required hours). Teachers at Burgard High School will also be engaged in

PLO specific to explicit instruction, Common Core State Standards (to set expectations for literacy for all), literacy in the content areas, co-integrating teaching model, and use of data to drive instruction.

Burgard High School will utilize core area instructional coaches, on site, full time to provide teachers with collaborative, job-embedded opportunities to learn and refine effective instructional strategies combined with content specific instructional practices. A District team of subject specific Instructional Technology Coaches (ITC) plus a part-time onsite ITC will be utilized to support teachers in planning and delivery of instruction utilizing technological instruments such as Interactive White Boards (IWB) and flip charts, Nspire graphing calculators and navigator systems, scientific probeware, digital video equipment, and visualizers into the classroom all aimed to engage teachers and students in hands-on learning and thinking to make concepts come alive with images, movement, and sounds in order to spark deep learning (hours vary according to teacher needs). CTE District Academic support teachers provide integration of academic standards into all CTE academies.

Common Curricular Planning Time (CCPT) participation is mandated for all teachers, including CTE teachers. During CCPT teachers develop common lessons and assessments and learn how to systematically collect and review data to make instructional decisions (required - five class periods per week).

Susan Ebbers will work with individual core area teachers during CCPT meetings to provide strategies for selecting and explicitly teaching vocabulary words to students. She will return to perform classroom visits and provide feedback to teachers about their practice.

School counselors will continue to develop their leadership skills and transform their role within the school under the Education Trust (Ed Trust) *Transforming Counseling Program*, the primary goal being “to make school counseling essential to the mission of schools as the center of educational equity.” Participants will develop and implement data-driven action plans focused upon 1) facilitating systemic change in policies, practices, and attitudes so the school can better serve students and 2) helping students gain needed knowledge and skills in order to better navigate the educational system as successful learners. In addition, these action plans will be designed to show how school counseling contributes to student academic success. These trainings will be held on Superintendent's Conference Days, Nov. 8, 2011, May 8 and 15, 2012. Counselors will provide individual/small group counseling as a prevention rather than a response to student crisis.

c. System Professional Development – across schools within a network of schools

Superintendent's Conference Days

- Nov. 8, 2011, May 8 and 15, 2012 – required District level PLO

Summer Institute for Secondary Teachers, June 27 – June 30, 2011

- School based data team members will attend “Unleashing the Power of Collaborative Inquiry: A Professional Development Program for Data Coaches” (37.5 hour course conducted by Research For Better Teaching staff)
- Pre-AP Strategies, AP Vertical Teams (24 hour course conducted by College Board trainers)
- Industry trainings to update CTE teacher skills (automotive hybrid training, computer numeric control training, etc.).

High School SIG Forum

- Two-day summer forum for four PLA transformation high schools, July 2011. The institute will serve to increase the knowledge base about implementing research and evidence-based practices for turning around low-performing high schools; build and strengthen supportive relationships among high school staff; and to gain a better understanding of challenges and solutions related to implementing, supporting, and sustaining high school turnaround initiatives.

During the summer of 2011 an Extended Learning Opportunity will be provided for both students and teachers at Burgard. Students will have increased learning time through the Extended Learning Opportunities morning program that runs from July 20 to August 18 with credit recovery course offerings, preparation for Regents examinations and a Freshman Academy. During the afternoon session teachers within and across grades and subjects will remain to engage in Professional Learning Opportunities (PLO) designed to study the knowledge base on teaching and apply it to their own work the next morning. They will further their own learning in support of putting together the pieces of sustainable school improvement through skillful teaching, skillful leadership, and skillful data use as designed by Research For Better Teaching. PLO offerings will require active engagement rather than passive learning by participants and include research of best practices and practical application of explicit instruction methodology. To ensure that learnings from the afternoon PLOs become part of embedded practice, consultants will also be on hand in the mornings at each site to observe classroom practice and provide side-by-side coaching for teachers as they practice the skills they learned during afternoon sessions. Principals are required to attend the PLOs with their staff in order to share in the learning and be better able to hold teachers accountable for implementing what they learned. Teachers will also have time during the ELOP program to plan for the coming school year.

Teachers of Algebra, Geometry, Living Environment and Earth Science participate in the Math Science Partnership

grant activities both during the summer and after hours during the school year.

Teacher leaders/coaches at Burgard High School are required to attend monthly lead teacher meetings. They are also provided with an opportunity to enroll in the Teacher Leader Certificate of Advanced Study program offered at Niagara University at no charge. Candidates in the program take six three-hour graduate courses for a total of 18 graduate hours. The Teacher Leader Advanced Certificate of Study Program is registered with the New York State Education Department and candidates will receive an Advanced Certificate upon completion. The teacher leaders/coaches receive additional training in developing coaching skills through participation in the district wide coaching academy.

Burgard will implement Intensified Algebra to address the high failure rate of students on the Regents Integrated Algebra exam. Intensified Algebra is a comprehensive program for struggling students that includes double-period algebra classes. The core algebra instruction is organized around adaptation of algebra instructional materials built upon a technology-based delivery system. The course's scope and sequence covers the topics that are most critical for success in algebra. Intensified Algebra uses a comprehensive set of formative assessment activities and tools that provide struggling learners and their teachers with regular and targeted feedback to help them monitor progress. Intensified Algebra advisory services will support teachers, coaches, and building administrators to establish an effective first year implementation. Advisory services include data analysis, planning and preparation, delivery, and follow-up with participants.

### **III. School Leadership**

#### *Recommendations:*

- *The administrative staff needs to be trained in how to provide high quality feedback on teaching and learning and must commit themselves to being in classrooms every day and working directly with teachers. Individuals skilled in teacher evaluation and feedback must provide this training.*
- *The administrative team needs to consistently devote their efforts to improved teaching and learning in every classroom. This can be started by providing additional training in transforming current teaching staff into high quality teachers through evaluation and feedback. This could be facilitated by encouraging a formalized approach to developing teacher leaders who can work effectively with colleagues on implementing direct and explicit instruction.*
- *The principal must be in the classrooms more and provide direct feedback to the staff in a respectful way. The assistant principals need to support the principal, while continuing to develop other strategies for working with disengaged teachers and students.*
- *The principal needs to broaden her understanding of working with urban students and families. Strategies need to be developed to more effectively integrate meaningful parental involvement focused on improving student performance.*
- *A strong commitment at the district level must be provided to the principal to support and evaluate her leadership performance.*

*“The first step toward becoming an exemplary high school was that a small group of leaders accepted responsibility to lead the change process.” (How High Schools Became Exemplary, Achievement Gap Initiative at Harvard University, 2009)*

### **III School Leadership (Actions)**

The current principal was hired November 22, 2010 to implement the Transformation model. He was new to the district and had served successfully as an assistant superintendent, middle school principal, and high school assistant principal in his previous district. One assistant principal was hired in October, 2010 and the second one was hired in November, 2010 to implement the Transformation model. Both assistant principals were new to the district.

Increasing the number of administrative staff allows more time for the administrative team to visit classrooms, supervise/support the teaching-learning experience and attend common planning time sessions. The Associate Superintendent for Secondary is providing the new administrators with a strategic plan and setting clear expectations for conducting walkthroughs, teacher observations/evaluations and support to teachers through both on-site visits and monthly cluster meetings. Administrators are required to attend common planning time meetings on a weekly basis to ensure teachers are focusing on objective writing and developing comprehensive lesson plans with delivery of explicit instruction. Each administrator will follow a schedule and maintain a spreadsheet to visually display accountability of classroom visits. This will be reviewed and discussed at the weekly administrative team meeting. Shorter daily debriefing meetings are held at the end of the day to collaborate and discuss progress of plan and make any necessary changes (ongoing). The principal and assistants will also keep daily instructional time logs through a new time tracker calendar as part of the SAM project.

Joint walkthroughs with school administrators and Teaching and Learning administrators are scheduled (see attachment) on a regular basis using the District Walkthrough Tool and Learnings on collecting low-inference data when conducting classroom observations. In addition, each school based administrator has a walkthrough schedule. Substitute administrators will be brought in occasionally to provide additional coverage for the administrative team to attend PLO. School-based teacher substitutes will be utilized to allow for pre and post conferencing with teachers. The administrative team will work closely with the Director of Career and Technical Education to ensure fidelity to the CTE programs to improve student graduation rates. This includes quarterly meetings with the CTE and academic coordinator who collaborate to identify students in need of intervention services by reviewing data on student course taking, credits earned, attendance and other key indicators quarterly. The District’s new data system allows for customization of a data dashboard to monitor student progress in areas identified as necessary for on time graduation and earning of the CTE endorsement.

**Professional Development For Leaders**

To develop the administrative team's awareness of urban education, five teacher leaders plus the assistant principals participated in four days of Culturally Responsive and Courageous Practices training with Gary Howard (Nov. 16-17, 2010 and Mar. 10-11, 2011).

The three administrators are required to participate in the Buffalo Public Schools Leadership Development Plan created in partnership with facilitators from the New York City Leadership Academy. This plan includes a coaching program for the first three years for both the principal and assistants. In addition, the assistant principals are mandated to participate in the Aspiring Principals' Leadership Academy, I, II, and III. This Academy takes place over three years encompassing thirty-six all day sessions. The principal will be enrolled in the Instructional Leadership Development Academy I and in the new Data Leadership Coaching Academy. The first session was scheduled on October 21, 2010 followed by three onsite data coaching days. The administrative team will be provided professional learning opportunities that focus on improving teaching and learning in every classroom during the monthly PLA high school articulation meetings conducted by the Associate Superintendent for Secondary Instruction. A consultant contract has been developed with Research for Better Teaching organization to continue the instructional leadership training with John Saphier and associates where administrators will learn to combine pressure and support to teachers to make improvements in teaching and learning outcomes as identified in the JIT reports.

The National School Administration Manager (SAM) Project has trained the principal and designated assistant principal to set goals for increasing instructional time on task by creating protocols for first responders to situations that arise during a typical day. This allows the principal to focus on building instructional leadership capacity, achieving students' learning goals, and improving instruction. The addition of a SAM allows the principal and the instructional assistant principal more time to visit classrooms, supervise/support the teaching/learning experience and attend common planning time and grade level meetings. Substitute administrators are brought in occasionally to provide the continuance of effective school operations when the administrative team attends PLOs.

Principals and assistant principals will be involved in monthly PLA articulation meetings focusing on improving instruction through classroom observation and the APPR walkthroughs. Skill sets and the knowledge base required to master observing and analyzing teaching will be developed.

*“School leaders must have a common image of what good teaching and learning looks and sounds like. They also need a common language and concept system for talking about it.” (Research For Better Teaching, 2010)*

The Career & Technical Education Director and principal will attend the National Association of Career & Technical Education Conference to provide a background of CTE and the best practices available to improve CTE instruction and student achievement.

#### **IV. Infrastructure for Student Success**

*Recommendations:*

- *Continue to implement Safe and Civil Schools. The successful implementation of the “hall sweeps” component has brought credibility to the program as reported by teachers and witnessed by the team. The staff is engaged in the process and is willing to continue to invest in it.*
- *In school and out of school suspensions reduce the amount of time in class. Suspensions should be used with much discretion, not as an immediate consequence for all infractions. A strong system of behavioral practices with varied consequences should be developed, allowing for the implementation of teaching and learning that is necessary to improve student motivation and academic success. These practices should be posted in all classrooms and uniformly enforced.*
- *Student Support Teams need to continue to be trained and must expand their focus to developing a climate within the building that welcomes all students and looks to keep all students engaged. This should include an on-going process for evaluating the effectiveness of the teams as it relates to meeting the needs of students.*
- *Students report that counselors and the administration are focused on having students attend post-secondary schools. This needs to be continued, but counselors should also be interacting with students to ensure that they have a supportive learning environment. Also, counselors should be serving as advocates for students with teachers and others, to keep students at school, earning credits and focused on obtaining an education.*
- *Strategies must be developed to address staff attendance.*
- *The school and district must work together to create more opportunities and pathways for students to obtain a high school diploma. A search of what has worked successfully in other urban districts and could be mirrored in the school district should be undertaken.*
- *Punitive measures haven’t been successful. Methods must be developed to instill in students an understanding of the importance of education for their future and to create a culture in the school that encourages students to want to be there.*

#### **II. Infrastructure for Student Success (Actions)**

The 0.5 attendance teacher will be increased to 1.0 based on the recommendation in the monitoring report. The team will be directly supervised by the Supervisor of Attendance and attend weekly team meetings. Under the direction of the Associate for Secondary, a monthly meeting will take place with the Associate for Educational Services, school counselors, SST members, and attendance teachers to review Key Performance Indicator data

	<p>The District has a new suspension policy. Monitoring for compliance with suspension procedures will be done by the Associate Superintendent for Educational Services. The data will be shared with the Associate Superintendent for Secondary.</p> <p>The administrative team is revising student rules and regulations procedures to create a more equitable system for holding students accountable for compliance with school policies and procedures. Practices from Safe and Civil School and Culturally Responsive Teaching Practice PLO sessions and materials are being incorporated into the plan. The student support team attended four days of Culturally Responsive Teaching with Gary Howard on November 16-17, 2010 and March 9-10, 2011. This work will continue with additional sessions in November 2011 and March 2012.</p> <p>The school staff will continue with implementation of the Start On Time program. The student support team will continue their training in Safe and Civil Schools. New practices will be brought back to the school based Redesign Team for consideration and adoption.</p> <p>A summer work experience/college program to expand the students knowledge in both academic and trade specific skills will increase the number of openings to be offered to Burgard High School automotive students (funded through Buffalo Employment &amp; Training Center and Erie Community College).</p> <p>A Differentiated Automotive program will be available to students who are designated as 12:1:1; providing them a CTE program in least restrictive environment and a “real” world connection to Burgard and the programs. These students will intern in local automotive business in entry level positions throughout the school year.</p> <p>To address the graduation rate, a new College and Career Resource Center (CCRS) with a counselor was established in March 2011. The CCRC will provide students and parents/guardians with a wide variety of resources and activities, including: exploring interests and careers, preparing for SAT and ACT examinations, industry assessments, filling out college and job applications, interview skills, professional resumes, applying for scholarships, and applying for financial aid (FAFSA and filing income tax forms). The counselor will update student records and maintain accurate data regarding each student’s progress toward meeting graduation requirements. The counselor will assist students, along with their parents/guardians, to prepare for a successful post high school plan (3-5 years after high school). This includes helping students find information on scholarships and College/Career Planning. The counselor will also put out a quarterly e-newsletter and maintain an active website with information for students and parents and coordinate workshops and activities with the schools’ parent facilitators. The counselor will be responsible for providing financial</p>
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aid nights and college application workshops for both students and parents/guardians, including having interpreters for parents speaking languages other than English.

The CTE academy programs will offer a strong foundation for college and career success actively engaging the students in their chosen programs. During the student's three years in one of the CTE academy programs at Burgard High School participation in post secondary visits, internships, work site visitations and student competitions at local, regional, state and national levels will take place.

An Academic Center will be created to ensure student access to academic support during the school day. This Academic Center will be located in the school library and will be staffed by two full time teachers. One teacher will assist students with ELA/Social Studies and the second teacher will assist students with math/science. The Academic Center will house a mini computer lab and printer. The library collection will be analyzed and updated as needed to meet the needs of the students.

Students will be provided an opportunity to enroll in online credit recovery courses after school and during the summer months keeping them on track for graduation. Incoming freshman will attend a three-week freshman academy in August and parent orientation will be held at that time.

An in-school suspension (ISS) room will be created and staffed. This will be an in-house program to which a student may be assigned for a short period of time in lieu of out-of-school suspension. It is designed to counteract many of the negative effects of suspension. Instructional time can continue without interruption and special academic help can be provided as needed.

Clubs and extra-curricular activities, based on student interest, will be established to increase student engagement. These activities will offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are therefore considered part of a well-rounded education. Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993). If, indeed, participation in extracurricular activities can lead to success in school, then the availability of these activities to students of all backgrounds becomes an important equity issue.

New clubs and extra-curricular activities to be added in 2011-12 include:

- 9-12 Student Government Structure/Leadership classes
- National Honor Society
- National Technical Honor Society
- student celebrations
- assemblies with guest speakers

After tracking student progress on important learning goals and intervening as necessary on results from formative assessment, students, teachers, and the entire faculty should be invited to celebrate success as it becomes evident and sustained. It is satisfying to see that one's hard work has paid off, and that sense of satisfaction translates into continued engagement and increased levels of effort for both students and teachers. Individual students should be recognized for achieving personal learning goals.

Staff attendance will be addressed with the assistance of the Human Resources Department on an individual basis under the guidelines of NYS law and the collective bargaining agreement.

#### **V. Collection, Analysis, and Utilization of Data**

*Recommendations:*

- *Data needs to flow in a more efficient and timely manner from the district to the school building. Administrators and teachers must be trained on how to extract pertinent information from the data provided that transforms teaching and learning. In addition, on-going support of common planning time with coaches is a must to ensure that data is constantly being discussed and used in the planning and delivery of instruction. Use outside resources to “mine the data” and prepare it for common planning and building use.*
- *The types of assessments being used by the district allow for incremental looks at student learning. However, teachers do not report that they know what to do as a result of receiving this data back or how it correlates to their performance as a teacher. It is important that teacher leaders are developed through a coaching model that provides the curriculum lead with the type of skills they need to assist their colleagues with data driven decision-making.*
- *More focus must be placed on using additional data elements such as attendance, suspensions and dropouts in determining what additional supports the school needs.*
- *The administrative team needs much more training in the use of relevant data to drive instruction, and in management of change.*

#### **V. Collection, Analysis, and Utilization of Data (Actions)**

A district data repository is being created to enable a direct link between student achievement data and other relevant data having an impact on student success, including teacher attendance and professional development. The plan works to outline the goals related to supporting the unique needs of the Persistently-Lowest Performing schools. The focus of the plan is to:

- Ensure efficient and timely data flow from district to schools.
- Follow timeline to provide specific data related to accountability cohorts to principals for verification and review.

- Establish a communication protocol related to data and changes in accountability.
- Establish a training protocol that includes a coaching model, creating leaders within schools to facilitate data driven decision-making.
- Develop methodologies that are inclusive of multiple measures of student performance, such as suspension, attendance, and drop-out data to make decisions. (Appendix B)

Teachers and administrators will be involved in a multi-year professional learning opportunity on analyzing data at the school level for comprehensive and continuous improvement in how to reach the schools goals. This will occur during common planning time, coaching sessions, early release days, etc. Everyone will learn to adopt a systematic process for using data in order to bring evidence to support instructional and programmatic decisions to improve their ability to meet students’ learning needs.

In the 2011-2012 school year, and moving forward, there will significant additional support for Burgard HS staff and administration to improve their use of data in making instructional decisions. A consultant (Nancy Love) will be working with the school on data use and on the development of data teams. In addition, July 2011 begins the Race to the Top Network Teams who will work to support Inquiry Teams at the school, making use of data to support the implementation of the new Core Curriculum standards. These teams will provide an additional specific focus on the groups of English Language Learners and Students with Disabilities in the school. Through this work, teachers and administrators will be involved in a multi-year professional learning opportunity on analyzing data at the school level for comprehensive and continuous improvement in how to reach the schools goals. This will occur during common planning time, coaching sessions, early release days, etc. This includes the development of a culture of data use where teachers and administrators have regularly scheduled opportunities to analyze student data together (US Department of Education, 2010; Tung & Ouimette, 2007). The focus of the data work is to provide a framework for disseminating information related to supporting a strategy that pinpoints unique needs of Burgard and leads to improved student achievement.

Burgard High School’s CTE component provides a unique data set to staff for determining student learning. The Office of Shared Accountability will work with district and Burgard High School staff to monitor progress towards achieving goals. The secondary-level Data Coach in the Department of High School Turnaround will help teachers align their curricular practices to the information gleaned through the data analysis process.

Professional Development sessions will instruct the staff to comprehend the data, both structurally and semantically, and readily determine how the data may be used for their specific needs, either for student learning decisions or

teacher appraisal. Working with the Burgard staff, the Office of Shared Accountability will collaborate with district staff to refine current common assessments in all subject areas to support student outcomes. Once the robust assessments are in place, triangulation of data from student assessments and other metrics can calibrate the impact of curriculum and instruction on student learning for all students.

Timely monitoring of progress toward the goals and objectives stated in the action plan will provide invaluable feedback to district and Burgard staff. Using the data, the Burgard staff can quickly determine progress, focus on uncompleted tasks, and make necessary modifications. The data action plan will have a mandatory communication plan component that will allow all stakeholders to remain informed on progress toward the reform.

## **VI. Professional Development Refer to sections II, III, and VI above**

### *Recommendations:*

- *While large group sessions should be considered as options for professional development they must be seen in terms of what can be accomplished: basically, awareness and communication. For skill development, coaching (when effective and research based) must be a part of an efficient, continuous instructional professional development support system that transforms teaching and learning.*
- *The district must be given flexibility to mandate participation in professional development activities that support improved teaching and learning.*
- *Staff must be held accountable for incorporating strategies learned in professional development into their daily teaching.*
- *Communities of quality collaborative practice and a culture of shared internal professional accountability at Burgard must be developed and encouraged by the school administration and the district for teaching practices to improve.*

*“Improving professional learning for educators is a crucial step in transforming schools and improving academic achievement. To meet federal requirements and public expectations for school and student performance, the nation needs to bolster teacher skills and knowledge to ensure that every teacher is able to teach increasingly diverse learners, knowledgeable about student learning, competent in complex core academic content, and skillful at the craft of teaching.”*

*(Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad, National Staff Development Council, 2009)*

This report serves as the guiding document for creating effective professional learning opportunities to improve teacher quality and student achievement.

## **VII. District Support**

### *Recommendations:*

- *Focus on developing subject specialists as teacher leaders who serve as district turnkey facilitators to the individual teams in the buildings. This should be done by having coaches work directly with the subject specialists on critical district initiatives.*
- *Clarify the roles of central office staff; in particular, align and coordinate their work to support improvements in the buildings.*

- *Ensure that there are clear lines of authority for holding staff in central office and buildings accountable not only for student results, but for providing necessary support to achieve them.*
- *Ensure that there are clear and open lines of communication between the district and the school administration and that the district priorities are clearly articulated and integrated into the school routine.*

**VII. District Support (Actions)**

District central offices, personnel and resources are being fundamentally shifted as part of district-wide support for the turnaround process for the Persistently-Lowest Achieving (PLA) schools. Under the new guidelines for PLA schools, Buffalo City School District now has six PLA high schools and seven elementary schools. The first step in supporting these schools through the turnaround process began with a strategic plan for Central Office turnaround. The Cohort I PLA high schools along with the two Cohort II PLA transformation high schools have been reassigned from the Office of School Performance to the new Department of High School Turnaround in the Office of Teaching and Learning, Secondary. This Department was created in October 2010 under new leadership, an Associate Superintendent for Secondary. This Department will serve as the hub for coordination of services and supports for the PLA transformation high schools. Under the direction of the superintendent and deputy superintendent, the associate will continually review multiple data sources to gauge the effectiveness of each central office department and their personnel in relationship to their efforts in supporting student achievement (refer to *Section B: Descriptive Information* in the overall SIG appendix B for additional details on the turnaround strategic plan).

The Office of School Performance has replaced two of the community superintendents responsible for supervision of principals and overseeing school operations. The Office of Shared Accountability is creating a new Data Warehouse system (Appendix B) and increasing research aides and coaches to support teachers and principals in learning how to make data to inform decisions. The Offices of Human Resources and Finance will work with the Associate Superintendent and PLA principals to allow for an increase in flexibility in creating the school budget and hiring the staff.

Under the Department of High School Turnaround, the Associate Superintendent for Secondary is responsible for:

- triangulating the services of all Central Office Divisions to support improvements in teaching and learning in the PLA transformation high schools;
- assisting principals in focusing on crucial aspects of instruction throughout the year;
- coaching principals for maximizing use of instructional time;
- monitoring the school CEP, SIG, and meeting targeted goals;
- providing professional development for district and school based coaching initiatives;
- supervising PLA principals and evaluating them with the new APPR instrument aligned with 3012c;

- supervising and evaluating secondary subject area supervisors and directors.

All subject area directors and supervisors will participate in PLOs related to instructional leadership practices and in the use of data to understand student progress as related to passing courses, Regents examinations, and graduation rates. Regularly scheduled learning experiences and joint school walkthroughs in line with these expectations will be held on site, in PLA group sessions, and team attendance at conferences. This core group will continuously communicate about the strategies in use to support the schools in the turnaround process. Data will be routinely examined to identify areas in need of midstream adjustments to the turnaround plan of each high school and the role of central office.

District support teachers will work with the building level coaches through weekly meetings to review district priorities, common planning time agendas, common assessments and unit lessons created by teachers, and student assessment data.

The principal will be monitored for follow-through, and interventions and further support will be provided when needed. This entire process will assist in identifying gaps in the principal's leadership and allow a process for ongoing monitoring and discussion with principals about school performance and improvement plans, and informal advising and coaching interventions.

The Associate Superintendent for Secondary will host a joint Buffalo Teachers Federation/District/School teacher representative meetings each year with each or all schools to assess progress, needs, and adjustments that should be made. Likewise, the Associate will host bi-annual on-site meetings with all staff so they can bring their concerns or ideas to the table. The Associate will use this data to provide the staff with updates and/or opportunities available to them.

**In the chart below, provide a description of the LEA plan for implementation of the model at the school.**

Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period, and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
<b>Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u></b>			
Replace the principal who led the school prior to commencement of the transformation model	The current principal was hired November 22, 2010 to implement the Transformation model. He was new to the district and had served successfully as an assistant superintendent, middle school principal, and high school assistant principal in his previous district. A set of rigorous competencies was utilized in selecting the school leader to ensure that the new principal selected had proven success in areas identified by the AYP data.	September-October 2010: Search conducted for new principal. Comprehensive screening and interviewing utilizing turnaround leader competencies.  November 2010 New principal appointed.	No cost
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high	The Deputy Superintendent will convene the Professional Councils of the BCSEA and BTF responsible for the development of the APPR for the purpose of amending the current principal and teacher evaluations (APPR) to align with the new educational law, section 3012-c.  The Buffalo City School District in conjunction with the teachers collective bargaining unit developed	Beginning October 28, 2010 - A series of monthly meeting will be held to accommodate and implement the Commissioner's Regulation 3012-c into the APPR.  <i>The principal and assistant principals will attend nine training sessions on teacher observation, feedback, support and evaluation including content</i>	

<p>school graduations rates; and  (2) Are designed and developed with teacher and principal involvement;  <u>Note:</u> LEAs can demonstrate commitment through developing teacher evaluations that are based on a significant percentage of student growth in achievement. “Significant” will be defined pursuant to NY’s Round 1 and, if submitted, Round 2 Race to the Top applications.</p>	<p>a new teacher evaluation instrument, Annual Professional Performance Review (APPR). Teacher’s performance is currently rated with respect to the New York State Education Department’s eight criteria of teaching based on evidence from pre-conference(s), formal observation(s), optional self-review, teacher portfolio, self-directed growth plan, and/or other evidence submitted by the teacher, and the Teacher Improvement Plan (TIP), if one is required.</p> <p>If it is determined that as a result of the APPR and TIP process, a teacher’s employment should be terminated, the new Supplementary Teacher Evaluation Form shall be completed and 3020a proceedings will begin.</p> <p><i>The Research for Better Teaching organization will provide nine sessions on Observation and Analysis of Teaching beginning in fall 2011 aimed at expanding formal and informal leaders’ capacity to influence teachers’ teaching—and thus to have a positive impact on student performance.</i></p>	<p><i>specific training. Part of the training will be delivered by staff who attend the Network Team Training in August and the ten day NYSED APPR training scheduled Sept 2011 – May 2012</i></p> <p><i>Research for Better Teaching organization will provide seven all day classes and two on site coaching sessions through their Observation and Analysis of Teaching (OAT) course. Observation and Analysis of Teaching course dates:</i></p> <p><i>09/28/2011 1 of 7</i>  <i>10/19/2011 2 of 7</i>  <i>11/17/2011 3 of 7</i>  <i>12/08/2011 4 of 7</i>  <i>01/05/2012 5 of 7</i>  <i>01/06/2012 site coach visit</i>  <i>01/25/2012 6 of 7</i>  <i>01/06/2012 site coach visit</i>  <i>02/09/2012 7 of 7</i></p>	<p>Consultant Contract with Research For Better Teaching for principal course work in <u>Observing and Analyzing Teaching</u>  Year 1 - \$40,000  Year 2 - \$30,000</p>
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	<p><i>For all work with Research for Better Teaching a Cooperative Agreement will be developed between both parties to monitor and evaluate the effectiveness of the work (refer to RBT course descriptions and collaborative agreement documents, attached).</i></p>	<p>Beginning fall 2011, the principal and assistant principal will attend ongoing training on teacher observation, feedback, support and evaluation including content specific training.</p>	
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p><b>Rewarding Staff:</b> An MOU will be developed between the district and its Buffalo Teachers Federation (BTF) which will establish the multiple measures of student performance that will be used <i>to define success for each school</i> for incentives and the process that will be used to implement the incentives. Performance-based incentives will be school-wide and based on the collective performance of all staff members in the school. Each school will determine the incentive for their school based on the needs of the school. All teachers and staff will have a voice in this decision. Examples of incentives are: an additional week of professional development in the summer, afterschool professional</p>	<p><i>Fall 2011, an MOU will be signed to define success for each school so staff is aware of the measures that will be used for the incentives. The MOU will determine both what to measure and how to measure. Interim progress and ultimate outcomes related to both school environment and student performance will be examined to determine if school leaders, teachers, and other staff have met identified goals.</i></p> <p><i>Monitoring of progress will occur in Nov. and Apr. of each year. Purchase orders, contracts, and other resources to support the chosen incentive(s) will be implemented in: May – June 2012</i></p>	<p>Student Achievement Incentives will be moved to appropriate lines as determined by the staff Year 1 - \$38,081 Year 2 - \$38,081 Year 3 - \$38,081</p>

	<p>development, an educational retreat, or instructional supplies.</p> <p><b>Removing Staff:</b> The goals and measures of the established evaluation system will be used to provide targeted training or assistance for an employee receiving an unsatisfactory evaluation. The district will follow the established procedures, complying with the BTF contract, to remove teachers who have been provided with ample opportunities to improve their professional practice but have not done so.</p> <p>A section of the APPR includes a Teacher Improvement Plan for teachers needing to improve in specific areas. If it is determined that as a result of the APPR and TIP process a teacher's employment should be terminated, the new Supplementary Teacher Evaluation Form shall be completed and 3020a proceedings will begin.</p>	<p><i>May – June 2013</i> <i>May – June 2014</i></p> <p>Staff members who are not effectively meeting the needs of the students should receive district support immediately.</p> <p><b>Removing Staff:</b> Teacher observations commence in September 2011. Formal APPR will be completed in January and June for all temporary and probationary teachers. All contract teachers will have an APPR completed by June. School administration will begin conducting walkthroughs and classroom observations beginning in September and offer support</p>	
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		immediately to new teachers and veteran teachers identified as in need of improvement.	
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;	<p>Each core subject area will have a Instructional Specialist Coach (ISC) to work on site coaching classroom teachers, leading Common Curricular Planning Time meetings, provide professional learning opportunity afterschool and on early release days. The ISC will work with other teachers and attend weekly coaching meetings to develop their skills.</p> <p>One hour every week after school for teacher PLO.</p> <p>Increase leadership training for School Based Management Team (SBMT).</p> <p>Attend SAM National Conference Phoenix, AZ Jan. 2012</p> <p>Content specific training, including attendance at National Conferences for coaches</p> <ul style="list-style-type: none"> <li>• Intensified Algebra training</li> <li>• Harvard Data Wise</li> <li>• Harvard Instructional Rounds</li> </ul>	<p>ISCs will need to be appointed and trained, Fall 2011.</p> <p>Coaching Professional Learning Opportunity sessions 2011-2013</p> <p>Teacher Leadership Academy 2011-2014</p> <p>Attend conferences and trainings July 2011 and ongoing</p>	<p>Consultant Contracts:</p> <p>Education Trust for school counselors Year 1 – \$5,000 Year 2 - \$4,000</p> <p>Research For Better Teaching organization for</p> <ul style="list-style-type: none"> <li>• administrator course: <u>Observation and Analysis of Teaching</u></li> <li>• teacher course: <u>Skillful Teacher</u></li> <li>• Data Team/coaches course: <u>Collaborative Inquiry</u></li> </ul> <p>Noted in previous section</p> <p>Pearson - Sheltered Instruction Observation Protocol (SIOP) Model facilitates high quality instruction for ELs in content area teaching Year 1 - \$10,000 Year 2 - \$10,000 Year 3 - \$5,000</p> <p>Agile Mind PLO for Intensified Algebra</p>

	<ul style="list-style-type: none"> <li>• College Board Fall Conference</li> <li>• School visit to CHAD High School in Philadelphia, PA</li> <li>• Ed Trust Conference</li> <li>• USDE School Improvement Grant Conference in Washington, DC</li> <li>• Auto training</li> </ul> <p>The National SAM Innovation Project of Jefferson County Schools will provide baseline data collection and analysis (shadowing and surveys) to ascertain the initial amount of time spent in instructional leadership. Support for the use of the Time Track tool on a daily basis will be provided. Training for the SAMs/principal team will be provided along with monthly coaching sessions onsite.</p> <p>Staff will engage in book studies beginning with <i>Teach Like a Champion</i> by Doug Lemov. Books for the studies will be purchased along with flipchart resources on Blooms, differentiated instruction, character development, and critical thinking.</p> <p>Susan Ebbers will work with individual core area teachers during</p>	<p>October 2011, ongoing for 3 years</p> <p>December 2011-February 2012, ongoing for 3 years</p>	<p>Year 1 - \$15,140 Year 2 - \$10,000 Year 3 - \$5,000</p> <p>Sopris West – Writing Across the Curriculum PLO Year 1 - \$10,000 Year 2 - \$10,000 Year 3 - \$5,000</p> <p>College Board – AP Vertical Alignment Year 1 - \$17,795 Year 2 - \$10,000 Year 3 - \$5,000</p> <p>Consultant Contract for SBMT leadership training – provider TBD Year 1 - \$1,000</p> <p>Jefferson County Schools – SAM support Year 1 - \$9,900 Year 2 - \$9,900 Year 3 - \$9,900</p> <p>Susan Ebbers – Vocabulary PLO Year 1 - \$12,500 Year 2 - \$9,000 Year 3 - \$5,000</p>
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	<p>CCPT meetings to provide strategies for selecting and explicitly teaching vocabulary words to students. She will return to perform classroom visits and provide feedback to teachers about their practice.</p>		<p>Employee Tuition  Year 1 - \$30,000  Year 2 - \$30,000  Year 3 - \$30,000</p> <p>4 full-time Substitute Teachers assigned to school to cover teachers' classes for coaching meetings, common planning time, data review, teacher pre and post observation conferences with administration.  Year 1 - \$83,328 plus benefits  Year 2 - \$83,328 plus benefits  Year 3 - \$83,328 plus benefits</p> <p>Teacher hourly for PLO afterschool and Saturdays  Year 1 - \$20,078 plus benefits  Year 2 - \$20,078 plus benefits  Year 3 - \$20,078 plus benefits</p> <p>Administrator hourly for PLO afterschool and Saturdays  Year 1 - \$1,153 plus benefits  Year 2 - \$1,153 plus benefits  Year 3 - \$1,153 plus benefits</p> <p>Discussion Leader will pay teachers to present PLO  Year 1 - \$2,225 plus benefits  Year 2 - \$2,225 plus benefits</p>
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			<p>Year 3 - \$2,225 plus benefits</p> <p>Teachers will be paid 1/200<sup>th</sup> of annual salary per day for 7 days of summer PLO</p> <p>Year 1 - \$151,200 plus benefits  Year 2 - \$151,200 plus benefits  Year 3 - \$151,200 plus benefits</p> <p>Math Support Teacher support for ELOP</p> <p>Year 1 - \$1,500 plus benefits  Year 2 - \$1,500 plus benefits  Year 3 - \$1,500 plus benefits</p> <p>4.0 FTE Instructional Specialist Coaches</p> <p>Year 1 - \$280,000 plus benefits  Year 2 - \$288,400 plus benefits  Year 3 - \$297,052 plus benefits</p> <p>0.25 FTE Data Coach</p> <p>Year 1 - \$17,500 plus benefits  Year 2 - \$18,000 plus benefits  Year 3 - \$18,500 plus benefits</p> <p>0.4 FTE Instructional Technology Coach</p> <p>Year 1 - \$26,000 plus benefits  Year 2 - \$27,000 plus benefits  Year 3 - \$28,000 plus benefits</p> <p>Conference expenses for travel</p>
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			<p>and registration.  Year 1 - \$27,500  Year 2 - \$ 24,000  Year 3 - \$ 21,000</p> <p>Teacher hourly for curriculum work  Year 1 - \$52,801 plus benefits  Year 2 - \$52,801 plus benefits  Year 3 - \$52,801 plus benefits</p> <p>Teacher hourly for chairing curriculum work  Year 1 - \$500 plus benefits  Year 2 - \$500 plus benefits  Year 3 - \$500 plus benefits</p> <p>Administrator hourly curriculum work  Year 1 - \$2,904 plus benefits  Year 2 - \$2,904 plus benefits  Year 3 - \$2,904 plus benefits</p> <p>Special Events – will pay for meeting space to kick-off the Transformation PLO; all staff will be invited to attend  Year 1 - \$1,000</p> <p>Instructional Supplies for PLO  Year 1 - \$10,000  Year 2 - \$ 10,000  Year 3 - \$ 10,000</p>
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			Technology Supplies – laptops for coaches Year 1 - \$5,000
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	<p><i>The district will reimburse teachers and administrators taking graduate level course work. Registration fees will be covered for teachers and administrators to attend professional learning opportunities such as content specific training, National Board Certification, and/or professional organization conferences during the school year and summer as an incentive to attract and retain skilled staff members who can meet the needs of the students.</i></p> <p><i>In most cases there is not a turnkey training component stipulation.</i></p> <p><i>For graduate level courses, staff is required to earn a B average or higher to be eligible for reimbursement. They are also required to sign on to remain at the PLA school for the SIG years. Each teacher or administrator is eligible for reimbursement for up to two courses per semester, including summer sessions.</i></p>	2011 - 2014	Tuition for graduate course work (some funds may be moved to Travel to pay for attendance at professional conferences) Noted in previous section
<p><b>Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u></b></p>			

<p>Instituting a system for measuring changes in instructional practices resulting from professional development</p>	<p>Professional Growth System (PGS) data be reviewed to determine teacher attendance. Administrators, school and central office, will attend training with the teachers and conduct follow up walkthroughs to observe implementation and changes in instruction.</p>	<p>Monthly PGS data reports and weekly walk-thoroughs</p>	<p>N/A</p>
<p>Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority</p>	<p>Administrators will interview potential candidates and complete appropriate paperwork to support their decision.</p>	<p>Summer 2011, ongoing</p>	<p>N/A</p>
<p><b>Required Activities: <u>Comprehensive instructional reform strategies</u></b></p>			
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>The Office of Shared Accountability, in collaboration with the Department of High School Turnaround, has already begun implementing a plan for collecting, analyzing, and interpreting instructional practice data.  <i>Instructional practice data supports the identification of most effective practices through the collection of student achievement data on assignments and assessments developed by teacher teams. This identification supports teachers in identifying not only those practices most successful overall, but those that are particularly effective with</i></p>	<p>Preliminary work - October 2010 through June 2011   Summer 2011 begins the professional development   Work continues through 2011-2012 school year</p>	<p>Coaches  Noted in previous section   Teacher hourly for PLO during after-school hours  Noted in previous section   Data Warehouse System  Year 1  <ul style="list-style-type: none"> <li>• \$45,000 VersiFit software</li> <li>• \$5,000 Technology Supplies</li> </ul> Year 2  <ul style="list-style-type: none"> <li>• \$23,000 VersiFit software</li> <li>• \$2,000 Technology Supplies</li> </ul> Year 3  <ul style="list-style-type: none"> <li>• 23,000 VersiFit software</li> </ul> </p>

	<p><i>traditionally underserved populations. The method by which this is collected requires the active engagement of OSA staff with the data and content are coaches in the school, and with the content are directors and supervisors.</i> This work is aiding in the strengthening of the implementation of an aligned and research based instructional program at the school and will continue and be intensified in 2011-2012</p> <p>A thorough analysis of the school's needs was performed beginning in September 2010. During the 2010-2011 school year, data was examined from multiple databases including the developing BPS data warehouse, and coupled with the insights from the 2010 JIT report, in order to give an accurate picture of Burgard High School's needs and to provide the basis for action planning.</p> <p><i>VersiFit is a Wisconsin company that provides advanced analytic tools to State Departments of Education and School Districts that measure analyze and display data in the form of Key Performance Indicators (KPI) producing easy-to-</i></p>		<ul style="list-style-type: none"> <li>• \$2,000 Technology Supplies</li> </ul> <p><i>.25 FTE Data Coach Noted in previous section</i></p> <p><i>0.16 FTE Research Aide Year 1 - \$6,830 plus benefits Year 2 - \$7,000 plus benefits Year 3 - \$7,000 plus benefits</i></p>
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	<p><i>read graphical indicators that alert district staff to at-risk conditions and monitor the effects of corrective actions. VersiFit's core data warehouse product is called Edvantage.</i></p> <p><i>The BPS Data Warehouse (BPSDW) is a customized version of Edvantage that continues to be implemented by VersiFit and the BPS data warehouse team. The BPSDW provides a real-time and historical data repository for ALL district data sources.</i></p> <p><i>The BPSDW provides information to all BPS staff "To Identify Students with the Highest Needs and Move them to the Highest Level of Achievement".</i></p> <p>Two research aides, assigned specifically to the PLA schools have been added to the Office of Shared Accountability and a data coach has been added to the Department of High School Turnaround in order to meet the specific data needs of Burgard and the other PLA transformation high schools. <i>Research aides are assigned to the Office of Shared Accountability and have a working</i></p>		
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	<p><i>knowledge of all district and state data bases. Their role is to respond to information requests as they come in, and to be proactive in generating reports for the data coaches and staff in the Turnaround Office and the Office of Shared Accountability, to share with the PLA schools. They have met with the principals at the PLA schools in order to better understand their important role in school turnaround.</i></p> <p>Throughout the year, staff has been working directly with the Transformation principal and Burgard school staff in order to create data reports that specifically target areas in need of improvement. <i>Examples of these reports include error and item analysis reports on the NYS Regents, available through the data warehouse, which would identify areas to be more effectively addressed in the curriculum.</i> This work has taken place both in grade level meetings and in professional development sessions. This work is critical, and as the JIT findings indicate, the linkage has not yet been made between analysis of data and making instructional decisions</p>		
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	<p>at either the department or classroom levels. <i>The district plan puts in place data and content area coaches at each PLA school to provide on-site support for teachers in making data based instructional decisions. Grade level meetings and departmental meetings will support the shared practice in this linkage. In addition the district is instituting additional data team training (Nancy Love “Using Data, Getting Results”) for each school through Race to the Top.</i></p> <p>Based on the JIT team findings of a disconnect between assessment and instruction, district offices have begun working with school staff to improve the school-based assessments and assessment practices by developing a robust formative and summative evaluation system.</p> <p>This work includes the review the quality of existing assessments and making sure they are aligned with the research-based instructional program and state standards. The assessments will be augmented as appropriate, incorporating an assessment calendar for common</p>		
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	<p>formative assessments. The assessment tools will be mapped to essential standards, instructional pacing timelines, and incorporate vertical scaling where appropriate. This system will assess student learning in various forms, including portfolio and task-based learning, to accommodate CTE programmatic outcomes. This process began in October 2010 but continues through 2011-2012.</p> <p>The 2011-2012 work is being strengthened with the addition of professional development, on-going and targeted, on the creation of school data teams. A partnership is in place with Nancy Love, the author of “Using Data, Getting Results,” for this professional development. Additionally, 2011-2012 begins the Race to the Top work of network teams at the district level who will provide support to the inquiry/data teams at the schools, in order to support the use of data and to identify best practices in the implementation of the new Core Curriculum standards.</p>		
<p>Promote the continuous use of student data (such as from formative, interim, and</p>	<p>A district data warehouse has been created and is developing in terms of both data sources and data</p>	<p>2010-2011 school year – weekly data work sessions with administration and teachers at</p>	<p>Teacher hourly for PLO during after-school hours Noted in previous section</p>

<p>summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>displays. This will efficiently allow access to multiple measures of data to inform teachers and differentiate instruction. Evaluation linked to these protocols will focus on clear, measurable outcomes so that key stakeholders are apprised of the progress being made by Burgard High School.</p> <p>Professional development opportunities will be held as described in Section 6. The work with both the external consultants (Love and associates) as well as with the Network Teams (in place July 2011) will strengthen the school and teacher specific work with data. <i>School staff will meet during coomon planning time and after school sessions to improve the school-basedpractices to support formative assessment practices and the following:</i></p> <ul style="list-style-type: none"> <li>- <i>Figuring out the precise alignment between the curriculum materials, standards, and created tests</i></li> <li>- <i>Coming to agreement about 8-10 learning expectations for the students in a given unit</i></li> <li>- <i>Coming to agreement about criteria and exemplars of students</i></li> </ul>	<p>Burgard HS, initial data warehouse training and access</p> <p>July 2011 Continued work with the new Burgard administrative team and staff on both data sources and working with data</p> <p>Summer 2011-June 2012</p>	<p>.25 FTE Data Coach Noted in previous section</p> <p>0.16 FTE Research Aide <i>Noted in previous section</i></p>
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	<p>work by using or developing rubrics</p> <ul style="list-style-type: none"> <li>- Setting SMART goals for the course or unit</li> <li>- Making up a common diagnostic task for students to do; analyze how students performed and plan re-teaching lessons</li> <li>- Doing error analysis of student work for intervention and re-teaching</li> <li>- Designing together to re-teach a certain concept or skill</li> <li>- Planning lessons together where they did deeply into content for concepts, possible misconceptions, and evidence of learning they will look for</li> <li>- Designing final exams or products and common interim and formative assessments.</li> </ul> <p>The assessments will be augmented as appropriate, incorporating an assessment calendar for common formative assessments.</p> <p>The data coaches, instructional coaches, principal, assistant principal and counselors (school Inquiry Team) are enrolled in a 37.5 course with on site follow up coaching to gain essential skills and knowledge in four areas that will provide them with a structured</p>		
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	<p><i>process for collaborative inquiry during common planning time that will lead to increasing professional community, effective uses of data, and student achievement.</i></p> <p><i>During 2011-2012 this work will continue with additional training sessions and on-site coaching. A partnership is in place with Research for Better Teaching and author Nancy Love of “Using Data, Getting Results”, for this professional development.</i></p>		
<b>Permissible Activities: <u>Comprehensive instructional reform strategies</u></b>			
<p>Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective</p>	<p>Central Office staff will conduct walkthroughs on a quarterly basis. School administrators will conduct weekly walkthroughs. The secondary principal coach, associate superintendent and principal will conduct quarterly walkthroughs followed by a debriefing day to determine implications for next steps.</p>	<p>September –June 2011-2012</p>	<p>N/A</p>
<p>Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to</p>	<p>Co-teaching model will be adopted and implemented during the year.</p>	<p>2011-2012 Special education teachers attend common planning time meetings with core area teachers.</p>	<p>Data Coach Noted in previous section  Teacher hourly for PLO during after-school hours Noted in previous section</p>

<p>ensure that limited English proficient students acquire language skills to master academic content</p>			
<p>Using and integrating technology-based supports and interventions as part of the instructional program</p>	<p>Use of NovaNET Credit Recovery program will be increased to allow more students to make up course credit.</p> <p>Interactive Whiteboards have been installed in classrooms. The school has computers in every classroom and 1 computer lab. Technology is integrated into all instructional areas.</p> <p>Instructional Technology Coaches will work with teachers to effectively integrate and implement educational technology</p>	<p>2011-2014</p> <p>Onsite coaching for teachers after school and Saturday PLO sessions.</p>	<p>Teacher hourly for PLO during after-school hours Noted in previous section</p> <p>Administrative hourly for PLO during after-school hours Noted in previous section</p> <p>Instructional Technology Coach Noted in previous section</p>
<p>In secondary schools-- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-</p>	<p>New science courses and labs aligned with CTE programs will be offered in 2011-12. Planning and professional development for teachers will occur this year in preparation for implementation.</p> <p>Teachers and administrators will attend training by the College Board on AP Vertical Teams to develop and implement a vertically aligned curriculum for the following school year.</p>	<p>2011-2014</p>	<p>Consultant contract for College Board vertical alignment sessions Noted in previous section</p> <p><i>Consultant contract for Ed Trust</i> <i>Noted in previous section</i></p> <p>Teachers - 1/200 of annual salary per day for 3 sessions for AP Vertical Alignment Teams Noted in previous section</p>

<p>college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;</p>	<p>Teachers will attend summer training for AP courses.</p> <p>School counselors will work with Education Trust consultant to ensure correct student placement.</p> <p>An Academic Center will be created to ensure student access to academic support during the school day. This Academic Center will be located in the school library and will be staffed by two full time teachers. One teacher will assist students with ELA/Social Studies and the second teacher will assist students with math/science. The Academic Center will house a mini computer lab and printer. The library collection will be analyzed and updated as needed to meet the needs of the students.</p>		<p>Attendance at College Board Conference – AP teachers and/or school counselors Noted in previous section</p> <p>Teachers 2.0 FTE to instruct students in the Academic Center Year 1 - \$130,000 plus benefits Year 2 - \$134,000 plus benefits Year 3 - \$138,000 plus benefits</p> <p>Library Materials and books to update outdated collection Year 1 - \$40,000</p>
<p>In secondary schools-- Improving student transition from middle to high school through summer transition programs or freshman academies</p>	<p>The district Freshman Academy will be expanded from 5 to 15 days. Students will spend one week in the field and college experiences will relate to the school’s CTE programs.</p> <p>Teachers of freshman and school counselors will participate in the program (seven staff members).</p>	<p>Summer 2011</p>	<p>Teacher hourly for 10 additional days for Freshman Academy (8 teachers) Year 1 - \$8,909 plus benefits Year 2 - \$8,909 plus benefits Year 3 - \$8,909 plus benefits</p> <p>1.0 FTE Reduced class size teachers Year 1 - \$65,000 plus benefits</p>

	<p>A reduced class size teacher (1.0) in the 9<sup>th</sup> grade will increase student engagement and individualized connections between students and teachers.</p>	<p>Staffing in place in time for summer PLO</p>	<p>Year 2 - \$65,000 plus benefits Year 3 - \$65,000 plus benefits</p>
<p>In secondary schools-- Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills</p>	<p>Burgard High School will use the extended day to begin working with the overage eighth graders to accelerate them in earning high school course credits.</p> <p>Establishment of a school college and career readiness center.</p> <p>An Academic Center will be created and staffed by 2 full-time teachers. One teacher will be certified in ELA/social studies and the other math/science. The Center will be located in the library and students will be able to access it during the school day.</p> <p>The CTE and academic coordinator will identify students in need of intervention services by reviewing data on student course taking, credits earned, attendance and other key indicators quarterly. The District's new data system allows for customization of a data dashboard to monitor student</p>	<p>Fall 2011, ongoing</p>	<p>4.0 Instructional Specialist coaches to support students and programs in each academy. This includes advisory, college and career readiness skills, monitoring student attendance, contacting parents or legal guardians, arranging for academy speakers for students, and other duties related to developing the academies. Noted in previous section</p> <p>Counselor 1.0 FTE for college and career readiness center Year 1 - \$65,000 Year 2 - \$67,000 Year 3 - \$69,000</p> <p>Hourly rate for Counselors to work during afterschool hours Year 1 - \$7,796 plus benefits Year 2 - \$7,796 plus benefits Year 3 - \$7,796 plus benefits</p> <p>2.0 teachers to staff Academic Center</p>

	progress in areas identified as necessary for on time graduation and earning of the CTE endorsement.		Year 1 - \$140,000 plus benefits Year 2 - \$140,000 plus benefits Year 3 - \$140,000 plus benefits  Coordinator of CTE 1.0 FTE Year 1 - \$65,000 plus benefits Year 2 - \$67,000 plus benefits Year 3 - \$69,000 plus benefits
In secondary schools-- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate	Reduce dropout rates through development of an early-warning system for each high school. The district is implementing a data warehouse system that will include a diagnostic process for identifying potential dropouts based on research findings of early indicators such as missing 30 days early in the freshman year, failing two or more core subject areas in the first quarter of freshman year, etc.  This data will be presented to the school weekly to identify individual students at high risk of dropping out. With the development of the dashboard in Spring 2011 these data will be immediately accessible to all appropriate staff.	PLA school counselor will present data to staff biweekly to identify individual students at high risk of dropping out.  Every five weeks district data meeting will be held by a PLA school counselor to monitor the success of strategies implemented and adjust approaches as needed.  With the development of the dashboard in Spring 2011 these data will be immediately accessible to all appropriate staff.	Research Aide Noted in previous section  Counselor Noted in previous section  Attendance Teachers 1.0 FTE Year 1 - \$65,000 plus benefits Year 2 - \$65,000 plus benefits Year 3 - \$65,000 plus benefits
<b>Required Activities: <u>Increasing learning time and creating community-oriented schools</u></b>			
Establish schedules and strategies that provide increased learning time	Extended Time for Students <ul style="list-style-type: none"> <li>Extended school year will add 20 days of instruction during the summer in the Extended</li> </ul>	September 2011, ongoing  <u>Extended school year</u> <i>All incoming freshman will be</i>	Teacher hourly for 10 additional days for Freshman Academy (8 teachers) Noted in previous section

	<p>Learning Opportunity Program (ELOP)</p> <p>Incoming freshmen will be required to attend a three week-long freshman academy in 2011. For 2010, the students attended a one week academy.</p> <p>Current 9th graders are required to attend a half-day Academic or Regents Review program at his/her school.</p> <p>Tenth and eleventh graders will have the option of attending the Regents Review program for a half-day program, or a credit recovery class if needed.</p> <p>Seniors who need credit recovery will attend a half-day program for seniors only. Juniors and seniors do work study with business partners.</p>	<p><i>required to attend a one-half day freshman academy from July 25 – Aug. 12. This academy was co-planned with school faculty and district instructional and student support departments. During the three weeks students will have instruction in mathematics, public speaking, writing, and reading. Students will be exposed to the different CTE programs offered at the building through a series of hands-on activities related to each theme. The freshman academy will culminate in a picnic with students, faculty, parents and guardians.</i></p> <p>Current 9th graders will be required to attend a half-day Academic or Regents Review program at Burgard for any areas where they were not successful in the 2010-2011 school year. Tenth and eleventh graders will have the option of attending the Regents Review program for a half-day program, or a credit recovery class if needed. Seniors who need credit recovery will attend a half-day program for seniors only.</p>	
Provide ongoing mechanisms	Increase the number of hours a	2011-2014	Consultant contract for parent

for family and community engagement	parent facilitator works in the school from 16.5 hours per month to 100 hours per month, as requested by parents during the collaboration meetings Parent Facilitator duties include: increase all parent involvement by contacting and working with school staff and parents, maintaining the parent portion of the website to keep parents informed about school events, monitoring and reporting on the effectiveness of the school's family involvement program, and finding translators to assist parents who don't speak English. They will also assist in reaching out to families of students identified at high risk of dropping out. This is based on the Epstein framework.		facilitator Year 1 - \$8,350 Year 2 - \$8,350 Year 3 - \$8,350
<b>Permissible Activities: <u>Increasing learning time and creating community-oriented schools</u></b>			
Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	Increase leadership training for School Based Management Team (SBMT).	2011-2014	Consultant Contract for SBMT leadership training – provider TBD Year 1 - \$1,000
Extending or restructuring the school day so as to add time for such strategies as advisory			

periods that build relationships between students, faculty, and other school staff			
Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	Work with Safe and Civil Schools (Randy Sprick) and JP Associates on enhancing the implementation of the high schools' behavior management efforts by improving the degree to which teachers are actively engaging students in meaningful instruction.	2011-2014	Safe and Civil Schools is a district initiative
<b>Required Activities: Providing operational flexibility and sustained support</b>			
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	<p>Burgard High School will work with the advisory board to develop and improve a comprehensive program of study, including senior internships, for the CTE programs offered at the school. <i>The principal and director of CTE have regularly scheduled meetings with the western NY CTE/NYSED center representative to develop both long and short terms plans for supporting and improving the CTE course work and professional development for teachers.</i></p> <p><i>Burgard teachers and administrators have developed a new master schedule allowing for 60 minutes class periods for 2011-2012. The CBA is currently sending</i></p>	<p>September 2011</p> <p><i>A College and Career Resource Center [CCRC] was established in February 2011 with the SIG planning funds.</i> The CCRC provides students and parents/guardians with a wide variety of resources and activities, including: exploring interests and careers, preparing for SAT and ACT examinations, filling out college applications, applying for scholarships, and applying for financial aid (FAFSA and filing income tax forms).</p> <p>The job of the CCR counselor is to assist students and parents/guardians to prepare for a</p>	<p>Additional Staff:</p> <p>1.0 FTE Assistant Principal (SAM)  Year 1 - \$84,000 plus benefits  Year 2 - \$86,000 plus benefits  Year 3 - \$89,000 plus benefits</p> <p>Instructional Specialist Coaches  Noted in previous section</p> <p>Data Coach  Noted in previous section</p> <p>Teacher hourly for afterschool hours  Noted in previous section</p> <p>Administrator hourly for afterschool hours  Noted in previous section</p>

	<p><i>the proposal, by US mail, to teacher for a vote. If a majority of the teachers approve the new schedule will be implemented for Sept. 2011.</i></p> <p>An attendance teacher will monitor student attendance and provide support to students and families.</p> <p>To support an increased focus on teaching and learning the following positions will be added:</p> <p>One non-instructional (SAM) assistant principals</p> <p>Establish a career and college readiness center with a counselor (1.0) who will work closely with the CTE coordinator (1.0)</p>	<p>successful post high school future. This includes helping students in finding information on scholarships and College/Career Planning. The counselor will also put out a quarterly newsletter with information for students and parents and coordinate workshops and activities with the schools' parent facilitators. The counselor will be responsible for providing financial aid nights and college application workshops for both students and parents/guardians, including having interpreters for parents speaking languages other than English. <i>The counselor was hired in January 2011.</i></p>	<p>Attendance Teacher Noted in previous section</p> <p>1.0 FTE Counselor Noted in previous section</p> <p>Coordinator of CTE 1.0 FTE Noted in previous section</p>
<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p>	<p>The district will establish a Department of High School Turnaround to provide concentrated and coordinated resources to the four PLA transformation high schools. The Department will be led by an associate superintendent charged with developing strategies for improving teaching and learning and directing all activities and resources towards improving student achievement.</p>	<p>Summer 2011, ongoing</p>	<p>0.19 FTE Associate Superintendent – Secondary - Department of High School Turnaround Year 1 - \$25,270 plus benefits Year 2 - \$25,270 plus benefits Year 3 - \$25,270 plus benefits</p> <p>0.25 FTE Supervisor – Department of High School Turnaround Year 1 - \$19,192 plus benefits</p>

	<p><i>New partners will be considered as new CTE programs come on-line. Currently the Superintendent's</i> Committee on Occupational Education (SACOE) is in place. It is comprised of business, post-secondary, trade and labor partners, as well as representatives of the New York State Department of Labor and workforce investment agencies. SACOE meets as a whole group on a semi-annual basis to provide guidance in the Career &amp; Technical Education (CTE) programs offered in the district. Under the umbrella of SACOE, individual advisory committees have been established for each specific CTE area, and they meet a minimum of one time per year to review curriculum, equipment, and facilities of their specific area of expertise.</p>		<p>Year 2 - \$19,192 plus benefits Year 3 - \$20,000 plus benefits</p> <p>0.25 FTE Administrative Secretary - Department of High School Turnaround Year 1 - \$10,380 plus benefits Year 2 - \$10,380 plus benefits Year 3 - \$11,000 plus benefits</p>
<p><b>Permissible Activities: <u>Providing operational flexibility and sustained support</u></b></p>			
<p>Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA</p>	<p>Burgard High School will no longer be assigned to a community superintendent for school operations. The school will be part of the Department of High School Turnaround under the Associate Superintendent for Secondary.</p>	<p>Sept 2011, ongoing</p>	<p>0.19 FTE Associate Superintendent for Secondary - Department of High School Turnaround Noted in previous section</p> <p>0.25 FTE Supervisor – Department of High School</p>

			Turnaround Noted in previous section  0.25 FTE Administrative Secretary - Department of High School Turnaround Noted in previous section
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Cost of Implementation of Model (over 3 years)	Amount of 1003(g) funds LEA will allocate to school	Amount of additional funds, to be provided by other sources, LEA will allocate to school
\$6,701,445	\$6,000,000	\$701,445

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

The Budget Narrative form provides detail on other funding sources.

Funding	Source	Amount
Math Science Partnership – Math Focus	NYSED	\$47,106
Math Science Partnership – Science Focus	NYSED	\$41,020
STEM & ELA, PD & Leadership	NYSED	\$8,153
Title I	NYSED	\$233,815

Behavioral change is the key to school improvement. To be fully realized and lasting, reform efforts will be accompanied by a fundamental cultural shift throughout the District. This shift will result in new mindsets and accompanying behaviors among administrators, teachers, and students.

The professional development that will take place over the course of the grant will provide teachers and administrators with the skills that are necessary for the teaching of reading, mathematics and other academic content areas. The largest expenditures will occur as we train every staff member in instructional and curricular strategies to implement the transformation. The ongoing job-imbedded professional learning opportunities (PLO) are initially performed through consultant training and coaching of teachers, administrators, and building coaches. The grant will fund three years of training to ensure mastery for the teachers as well as coaches and administrators. By the end of the grant period, the coaches will have the capacity to conduct the training and follow-up which will eliminate the expense of hiring outside consultants. The administrators who are a part of the grant will know the qualities of solid instruction and how to work with teachers to improve practice. The professional development of these staff members will allow the work to continue even after the grant has ended because internal capacity is being established. The culture of the school will change as a result of the professional development sessions and facilitated discussions within the schools during common planning time meetings.

*Specific goals will be set and affiliated with measures of progress and success for both the students and the school. As the school moves forward the supports that were in place will be reviewed to determine which might need to be continued and which will be able to be phased out over years two and three of the School Improvement Grant.*

*As teachers become more skilled and knowledgeable in their teaching practices the instructional coaches will be reduced from a 1.0 position to a 0.4 position. This will allow the coaches to continue to provide the leadership for the professional learning communities and common planning time sessions. New teachers will be supported and mentored during the day. New grant funding sources will be pursued to support some SIG initiatives and other initiatives will be phased out the school improves. Data will be reviewed during each year of the grant to determine the effectiveness of practices and staff.*

*The Burgard leadership will need to establish effective processes and systems for the long term building upon the turnaround culture, assessments, instructional approaches and programs put in place during the time of the grant that allowed the school to improve student performance. Efforts developed during the SIG years need to continue to ensure that the school does not return to PLA status. The school-level turnaround efforts must also be sustained and supported with corresponding changes at the district level.*

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There has been ongoing communication with the Buffalo Teachers Federation (BTF) and the Buffalo Council of Supervisors and Administrator (BCSA) during the SIG process. At this time, potential obstacles include a discussion regarding BCSD's contractual obligations to the Buffalo Federation of Teachers (BTF). The meetings of the Professional Council, comprised of BTF and District

representatives, have continued throughout the school year. Communication will continue with the unions to achieve consensus regarding the SIG grants.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

The LEA, through its Department of High School Turnaround and with the assistance of its external partners, will modify practices and policies that support a school improvement framework unique to each high school. The school's framework will be rooted in research about what works in high school organization and operations of schools. Most importantly the focus of the framework will be on the core work of instruction in the school. The primary responsibility of the school principal and the majority of the assistant principals' responsibilities will be on improving instructional work in classrooms.

*The District is forming a committee to review current procedures and practices around student placement and transfers. Data is being examined to determine the impact some of the current policies and procedures have had on contributing to schools becoming identified as PLA. A review of student with disabilities and ESL placement data showed a disproportionate amount of SWD and ESL students were being assigned to the PLA schools. A three-year plan has been created to increase these student populations in non-PLA schools while decreasing the numbers in PLA schools.*

*Currently the district is reviewing the number of incoming freshman to Burgard that are two or more years overage to determine if the student is off track for graduation and establish a continuum of appropriate interventions, specialized attention and supports, or specialized alternative programming. During the winter of 2011-2012 data of potential overage 8<sup>th</sup> graders will be reviewed to start them in an acceleration to high school program during the spring and summer semesters.*

*Riversides growth of the Career Academy program into the junior year during the 2012-2013 school year may require changes to the master Schedule. A committee will be formed in the fall of 2011 to begin examining the maser schedule needs for the following school year. Any recommendations for changes will be presented to the entire faculty in the spring of 2012 and a vote on a new schedule will take placed following the CBA contract.*

*The finance department will work closely with the principal to ensure school needs are met in the general operating budget.*

Appendix B  
Restart Model  
Buffalo Elementary School of  
Technology #6

**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**APPENDIX B: RESTART MODEL**

**LEA Implementation Plan for the Restart Model**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Restart Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** Buffalo City School District

**NCES#:** 3605850

**School:** Buffalo Elementary School of Technology #6

**NCES#:** 00295

**Grades Served:** PK - 8

**Number of students:** 589 (BEDS data 2010)

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

Needs Assessment Process	List Data Analyzed	Major Findings
<p><i>Joint Intervention Team Report</i></p> <p><i>February 2011</i></p>	<p><b>I. Curriculum</b></p>	<p><b>I. Curriculum</b></p> <ul style="list-style-type: none"> <li>• The literacy block is structured around several reading programs, including the Harcourt Reading Program, Direct Instruction and Voyager. The programs are aligned to the District's standards based curriculum. Interviewed teachers kept referring to the “script” they have to follow as the reason why they do not necessarily respond to the individual needs of their students.</li> </ul>

**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
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		<ul style="list-style-type: none"> <li>Although the District has provided a standard based curriculum and pacing calendars, there is little consistency in how well teachers use these resources in preparing lesson plans. In addition, the District has provided PD (PD) for teachers with training in the skills necessary to plan lessons for the literacy block. The training included strategies on how to teach a daily lesson using differentiated instruction. However, lesson plans show little evidence of rigor across the grades, as evidenced by school data that shows a decline in the number of students performing at or above proficiency.</li> </ul>
	<p><b>II. Teaching and Learning</b> NYS School Report Card – Accountability Overview Report:</p> <p>English/Language Arts – In 2009 - 2010, 12% of students met the learning standards with a score of level 3 or 4. In 2008 – 2009, 36% of students scored level 3 or 4.</p> <p>Mathematics – In 2009 – 2010, 14% of students met the learning standards with a score of level 3 or 4. In 2008 – 2009, 44% of students scored level 3 or 4.</p>	<p><b>II. Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>Although the teachers received training in the use of explicit instruction methodology, they are not implementing the methodology. Lessons are not aligned with the needs of students, regardless of whether they are advanced, on grade level, or struggling students. As a result, there is no connection between what teachers teach and what students actually learn in the classroom as evidenced by classroom observations, review of lesson plans, and teacher interviews.</li> <li>There was little evidence of co-teaching in inclusive classrooms. Only one classroom was observed in which a general education teacher and a special education teacher shared the room. Co-teaching strategies were weak and ineffective.</li> </ul>

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		<ul style="list-style-type: none"> <li>• There was no evidence of a uniform grading policy. Teachers reported that each teacher creates their own grading criteria.</li> <li>• Classroom observations and interviews with teachers across subjects and grade levels indicated that teachers should improve their knowledge and skills in the area of English as a second language (ESL) pedagogy.</li> </ul>
	<p><b>III. School Leadership</b></p>	<p><b>III. School Leadership</b></p> <ul style="list-style-type: none"> <li>• The administration has made some progress to create a more rigorous learning environment with high expectations for all students. However, classroom observations indicate that teachers are slow to adopt and include pedagogy such as differentiation, explicit instruction and co-teaching as part of their daily lesson plans.</li> <li>• Although the school has provided materials and resources for hall bulletin boards and classrooms, there is little evidence of multicultural materials.</li> <li>• The school leadership should continue to develop their skills as instructional leaders and should take a more aggressive role in supervising and mentoring teachers in order to improve teaching and learning.</li> </ul>
	<p><b>IV. Infrastructure for Student Success</b></p>	<p><b>IV. Infrastructure for Student Success</b></p>

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		<ul style="list-style-type: none"> <li>• Parents are an important part of the infrastructure that supports rigorous academic work. They need support in understanding the school requirements, including the importance of homework and school policies such as grading.</li> <li>• The school has been assigned a Student Support Team (SST), which includes a psychologist, social worker, and a coordinator. Team members voiced concern and frustration over their limited ability to provide appropriate levels of intervention due to the large number of students needing support.</li> </ul>
	<p><b>V. Collection, Analysis, and Utilization of Data</b></p>	<p><b>V. Collection, Analysis, and Utilization of Data</b></p> <ul style="list-style-type: none"> <li>• In general, the administration and teachers comply with District and school mandates regarding summative assessments. However, many teachers do not use data to prepare their lesson plans as evidenced by the lack of differentiated instruction, particularly as it applies to subgroups.</li> <li>• A review of the Comprehensive Educational Plan (CEP) indicates that it is replete with data and school designed strategies to move the school forward. However, it appears that limited follow-up has occurred that would make the CEP a working document that drives schoolwide initiatives, PD, and leadership decisions.</li> <li>• Teachers meet in grade level meetings facilitated by either</li> </ul>

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		the administration or coaches who lead discussions on a variety of topics, including the use of data. Few teachers use the data when planning their lessons, as evidenced by classroom observations and review of lesson plans.
	<b>VI. Professional Development</b>	<p><b>VI. Professional Development</b></p> <ul style="list-style-type: none"> <li>• The school supports PD (PD) and encourages teacher participation in opportunities provided by the District; however participation in District PD is voluntary. There is limited evidence to substantiate that participation in PD results in changing teaching and learning in the classroom.</li> </ul>
	<b>VII. District Support</b>	<p><b>VII. District Support</b></p> <ul style="list-style-type: none"> <li>• District support and efforts to move the school forward is evidenced by the availability of extensive curriculum materials in binders and online, as well as ongoing PD aligned to District programs and initiatives. However, additional support is needed in order for the school to meet ensure all students success.</li> <li>• Districtwide, the English language learner (ELL) student population is 11 percent; the school's ELL population is 27.2 percent.</li> </ul>

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**Describe how the Restart Model addresses the major findings of the needs assessment.**

**Context:**

In 1839, the Buffalo Board of Education founded the school that is now Buffalo Elementary School of Technology (BEST) #6. In 1977, BEST became one of the city's first magnet schools and was named the Academic Challenge Center. Over time, the school's luster was diminished by falling test scores. Twenty years later, an initiative began to revitalize the school. In an effort to prepare students for the future, BEST became the first elementary technology magnet and was renamed Buffalo Elementary School of Technology. Technology specialists and classroom teachers designed a program to integrate technology into all subjects.

The school has several existing partnerships. WNY United Against Drugs and Alcohol works on site at BEST, providing activities to foster character education, social skills, and drug prevention. Planned Parenthood also works on site with students to promote social skills and human growth and development. The school's newest partnership is with Concerned Ecumenical Ministries, which was awarded a grant over three years to run an out of school program comprising academics and enrichment. All students are eligible to participate, transportation is provided, and to date, approximately 300 students are registered. The school also hosts a Kaleida health center.

Currently, BEST serves students in prekindergarten through grade 8. According to the 2010 – 2011 BCSD BEDS Data, the school enrollment is approximately 57 percent Black, eight percent Hispanic, 21 percent Asian, 12 percent White, and two percent multiracial. Twenty-seven percent of the students are English language learners (ELL) and 15 percent are students with disabilities with Individualized Education Plans (including speech). The average attendance rate for students in school year 2008-2009 was 87 percent. As recently as 2008-9, only 13 percent of the student population was considered limited English proficient. There are now 26 languages spoken by the 274 ELL students enrolled at BEST, including Karen (19%), Arabic (15%), Burmese (14%), Nepali (11%) and Somali (10%), and Spanish (7%).

The school needs to address student attendance and effective instructional practice for teaching the ever growing population of ELLs, especially if BEST is to return to its magnet status as a leading school in the

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	study of technology and the corresponding studies of math and science.
<b>Description of Actions for Model Implementation</b>	<p><b><u>Model Selection: Restart</u></b></p> <p>As we look to the STEM (Science, Technology, Engineering and Mathematics) fields, many American students are struggling to keep pace with their counterparts in other countries. Students at BEST must be exposed to rigorous curriculum that will emphasize literacy for all students, specifically those students failing to meet state standards in literacy and mathematics, which prevents true access to success in STEM fields. The classroom must provide students an understanding of the relationship of the STEM fields as they are used in the real world and beyond, with specific consideration for students of limited English proficiency, so that all subgroups are afforded the opportunity to succeed in the STEM fields. BEST's mission must be to:</p> <ul style="list-style-type: none"> <li>○ See all students achieve high standards of learning, specifically in the STEM fields;</li> <li>○ Increase participation of all students, including ELLs, in STEM activities;</li> <li>○ Increase interest of all students, including ELLs, in science, technology, engineering, and mathematics;</li> <li>○ Increase awareness of all students, including ELLs, in careers in science, technology, engineering and mathematics.</li> </ul> <p>In order to provide students with the greatest opportunities in these fields, BEST will become a Restart model school contracted to be run by an Education Partnership Organization (EPO). The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO's responsibilities will be spelled out in a performance contract between the EPO and BCSD. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, establishing a focus on science, technology, engineering and mathematics (STEM), meeting specified performance benchmarks, addressing elementary to middle and middle to high school transitions, creating specific work plans and outcomes for school-based teams, and providing data and relevant information through regular reports to BCSD. BCSD will develop a set of non-negotiable performance benchmarks such as raising attendance rates, decreasing disciplinary incidents, and</p>

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raising student ELA, mathematics, and science test scores, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will assign a representative to effectively monitor the EPO and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.

*The performance contract between the EPOs and the BCSD will outline specific areas to be addressed as per the school's Joint Intervention Team (JIT) report, but each EPO must decide how best to address those areas. The performance contract for PS 6 BEST Elementary School will establish benchmarks that the EPO must meet in order to have its contract renewed, specifically ensuring that the needs of the high percentage (27%) of English language learners are met, there is a focus on STEM throughout the school, and teachers are held accountable for more rigorous instruction, and use of data in instructional planning.*

*The Associate Superintendent for Compliance will monitor implementation of the performance contracts at the Restart model schools. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.*

BCSD believes that the Restart model with an external provider will be instrumental in the turnaround for BEST because the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development, especially related to the STEM fields;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement;

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- provide additional supports and professional development to teachers and administrators, especially regarding effective practices for the instruction of English language learners.

A Restart model will be specifically effective in the case of BEST because of the school's need for technical expertise to reinvent the STEM program at the school and to help BEST become a model of innovation. There is an urgency to change the achievement levels of the students at this school. The restart selection affords the selected EPO greater autonomy to implement radical change than the transformation or turnaround models can provide. The District will issue a RFP accepting proposals from local and national partners that demonstrate the needed capacity to implement the Restart. During the process, BPS hopes to discover pioneering educators who will try out new approaches to education that, if effective, can be transplanted into the Buffalo City School District.

Most importantly, the Restart model gives BCSD the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

To this end, and following consultation with the teachers' union, BCSD has chosen the Restart model for this particular school as the best alternative. Please note that the Rule of Nine prohibits the District from applying for Transformation models at all of its Cohort II PLA schools; likewise, the school has been reconstructed and closure would not be a viable option.

*Following feedback from community stakeholders, including the teacher and administrator's unions and a district parent group. The president of the Buffalo Board of Education proposed a resolution to accept the Restart model for School 6. On the May 5, 2011 Buffalo Board of Education determined to submit an application for Restart for School 6. BCSD suggests the performance contract and rigorous review process of the selected model will provide the best opportunity to address the unique needs of the school community. The engaging of community educational partners will provide additional services and offers a unique opportunity for innovative school programs that could drastically impact achievement in this persistently lowest achieving school.*

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*BEST School 6 received 65 total and 4 complete proposals following the RFP process. During June the selected review team will score complete proposals and request additional information during the continuation of the review process.*

**I. Curriculum**

*JIT Recommendations:*

- *The school administrators should hold teachers accountable by monitoring fidelity to the skills taught in PD sessions and use the literacy coach, teacher conferences, grade level meeting early release days, etc., to provide additional PD to ensure that teachers respond to the individual needs of their students.*
- *The school should consider using walkthroughs, grade level team meetings, and informal and formal observations as a basis for targeted PD. Teachers should be supported in developing lesson planning skills that include infusing higher order thinking, the use of rubrics, scaffolding, and a variety of strategies for student mastery in literacy.*

**II. Teaching and Learning**

*JIT Recommendations:*

- *Additional PD in the area of explicit instruction should be provided to teachers by the coaches and/or the District. The coaches should focus on modeling explicit instruction methodology, and informal/formal observations should include feedback on the implementation of explicit instruction as a way to provide academic rigor, high levels of student engagement, and higher order thinking skills to improve student performance.*
- *The school leadership should review co-teaching assignments to ensure that co-teachers are appropriately assigned. PD should be provided to ensure that teachers understand co-teaching strategies and work together following a coordinated lesson plan. The Principal should hold teachers accountable for teaching and learning that results in improved student performance.*

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- *The school should create a coherent grading policy and use the opportunity to provide PD that connects instructional strategies and student formative assessments to student mastery. It should also be an opportunity for the school to build a professional learning community by ensuring the participation of teachers, parents, and students in defining the policy and ensuring its implementation.*
- *Twenty-seven percent of the student body are ELLs who are enrolled in all subjects across grade levels. All teachers should participate in PD that strengthens ESL pedagogy.*

**III. School Leadership**

*JIT Recommendations:*

- *On-going PD should be provided to address the need for a more rigorous learning environment. Additionally, administrators and coaches should focus on providing ongoing feedback and support to teachers to foster changes in classroom practice.*
- *The school should request and/or purchase additional resources to add appropriate multicultural resources both in the classrooms and the library.*
- *The school leadership should have a focused plan, in addition to the Comprehensive Educational Plan (CEP), to accomplish their goals. Additionally, an observation log that records pre-observations, observations, post-observations, and the date that written observations are shared with the teacher should be maintained. These items should be routinely handled in a timely fashion. Oral feedback and formal observations should include specific references to PD activities that build teacher accountability in using teaching strategies that respond to individual student needs.*

**IV. Infrastructure for Student Success**

*JIT Recommendations:*

- *The District's Parent University offers classes to parents to help them support their children's efforts.*

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*Classes in English for the parents of ELLs and classes in the use of technology might serve to further attract parent participation. Additionally, the school might want to consider reaching out to the community-based organizations to create collaborative initiatives to support families and communicate the vision of high expectations for all students. Regularly scheduled parent meetings should also include similar topics.*

- *The District should review the composition of the Student Support Team to ensure that appropriate levels of service are being provided to students. The District should also consider whether the population of struggling students may benefit from the introduction of the Response to Intervention Program (RtI).*

**V. Collection, Analysis, and Utilization of Data**

*JIT Recommendations:*

- *The use of data should be ongoing and become an integral part of the school culture and used on a daily basis to drive instruction. Teachers should become adept at using data to improve instruction. The reorganization of teacher teams for discussions regarding data across subjects and grades should be considered. This strategy will provide the faculty with the opportunity to focus collaboratively on targeted student groups and specific academic results.*
- *The School Leadership Team should ensure that the review of the CEP takes place on a regular basis so that action plans incorporate the goals of the plan, as well as allowing for ongoing adjustments as required.*
- *The school administration should ensure that all teachers are engaged in structured support sessions around understanding how to use data to determine individual student needs, prepare lessons, and construct assessments.*

**VI. Professional Development**

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*JIT Recommendations:*

- *The school should create its own PD schedule based on teacher needs using grade team meeting time, faculty conferences, etc., to support initiatives and programs focused on improved student learning. The administrative team should hold teachers accountable for changing teaching and learning in the classroom by proactively using classroom observations, rubrics, and analysis of student work to provide feedback to teachers so that lesson plans reflect strategies that accelerate student learning.*

**VII. District Support**

*JIT Recommendations:*

- *The District should provide support in implementing the recommendations of the Joint Intervention Team (JIT).*
- *The 16.2 percent difference between the District and the school's ELL population is excessive. Additional resources should be provided to the school specifically to support and accelerate student learning of this population. An area of need identified through interviews and classroom visits is the need for a master literacy coach. The current coach is inexperienced; the additional master coach would help accelerate student learning by providing additional support to teachers and would also provide mentoring for the current coach.*

**Specific information to support the District in determining how the above recommendation should be accomplished:**

The JIT Review Team recommends that PS 6 Buffalo Elementary School of Technology with the support of the District, develop and implement a new plan in order to break the cycle of low expectations and accelerate the learning of all students toward meeting and/or exceeding State Standards. This plan should include significant staff and organizational changes, should involve all the members of the school community and address:

**District Support For ESL Students**

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The District should provide targeted support to the school administrative team and teachers to improve the academic performance of ESL students across all subjects and grade levels.

**•Teacher Expectations And Teacher Accountability**

The Principal, with the support of the District, should present and review the schoolwide goals and objectives to the faculty on an ongoing basis to focus on continuous academic improvement. Meetings with individual faculty members and grade teams should follow with a focus on establishing goals for each teacher as well as grade teams. The administrative team should conduct walkthroughs and evaluations to document how teachers and grade teams are responding to individual action plans and grade team goals, and take decisive steps in cases where expectations are not being met. Actions to be taken by the leadership team include:

- Develop a system to hold teachers more accountable in the area of explicit instruction methodology.
- Review the co-teaching model to identify modifications, if required, and provide targeted PD in areas of weakness.
- Provide accountability and targeted support for teachers in how to prepare lesson plans when using the identified literacy programs such as Direct Instruction, Harcourt, and Voyager.
- Consider having grade teams create rubrics for all teachers to use when grading student work.
- Create a schoolwide grading policy with input from teachers, parents and students and ensure that teachers are held accountable for using it appropriately.

**Review CEP To Reflect Schoolwide Goals And Objectives**

The Schoolwide Leadership Team should meet on a monthly basis to ensure that the objectives and strategies outlined in the CEP are incorporated into ongoing action plans. The team should routinely adjust action plans and identify specific tasks and activities that will need to take place in order to meet

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	<p>the schoolwide goals and objectives.</p> <p><b>District Support and Professional Development</b> The District should provide the necessary support to school leaders, teachers and parents toward meeting school goals. Among other actions, the District should:</p> <ul style="list-style-type: none"><li>• Provide training to the Principal focused on instructional leadership strategies in order for instruction to reflect the rigor and relevance required to make and surpass AYP across all subjects, grade levels and student subgroups.</li><li>• Consider adding a master literacy coach to the PS 6 team to strengthen frequent and ongoing support in ELA, as well as providing a mentor to the current literacy coach.</li><li>• Provide school leaders with coaching and training in the use of data for the purpose of improving and accelerating academic achievement.</li><li>• Support the overall implementation of the Restructuring Plan.</li></ul>
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**APPENDIX B: RESTART MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the model at the school.**

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
<p>A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional potential of the EPO.</p> <p>The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO’s responsibilities will be spelled out in a performance contract between the EPO and BCSD.</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	<p>BCSD and EPO Performance Contract \$1,906,889</p>

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	BCSD requires the provider to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.		
Fulfill all New York State requirements for converting school into a charter school.	<p>This school will not be operating as a charter school. BCSD has no intention to convert BEST School #6 to a charter school.</p> <p>The EPO will be evaluated each year based on progress toward school goals. By the end of Year 3 of the funding, the EPO will have supported the school and district in building capacity for the school to be incorporated back into BCSD as a sustainable high performing school.</p> <p><i>BCSD advertised the RFP for potential EPO's in the local</i></p>	June 2012, June 2013, June 2014	

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	<p><i>newspaper, provided a link on the front page of the BCSD web site and e-mailed the link to several known Educational Partnership Organizations.</i></p> <p><i>The review process will be facilitated by Learning Point Associated. The review panel was selected by various community stakeholders. Please see attached Learning Point Restart assistance proposal. This proposal and suggested timeline has been a presented and accepted by the Buffalo Board of Education.</i></p> <p><i>If no EPO's are found BCSD administrators will propose to the Buffalo Board of Education and will initiate a plan for the implementation of the turnaround model.</i></p>		
Enroll, within the grades it serves, any former student who	All currently enrolled PK-7 students will be invited and	May 2011	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
wishes to attend the school.	<p>encouraged to stay in BEST School #6. The EPO will be evaluated on its ability to encourage students to remain. If seats are available, open enrollment will apply.</p> <p><i>BCSD will suggest branding and promotion of individual Restart schools will be negotiated via contract with the selected EPOs. This action is given the unique programs and opportunities the EPOs will provide for students. EPO's will best identify the specific needs of the schools. BCSD will include a restart school option as part of the district school choice promotion.</i></p>		
Notify parents and community of conversion, and provide information on school choice options available	Town hall meetings will be publicized and held. Information regarding the Restart school will be posted on the District website. Letters will be sent home to all parents	Beginning April 2011 – Communication will take place between all stakeholders and the District regarding District PLA plans.	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p>of students attending BEST PS #6. Connect Ed calls will be made to parents. The Buffalo Board of Education will approve all school improvement grant applications.</p>		
<p>Create a plan to transfer students who either a) cannot attend the new school because their grade is not served; or b) have parents who wish to opt-out of the new charter school. Provide NYSED with a list of schools that will receive transfer students.</p>	<p>Students currently attending BEST PS #6 will be invited to stay. The school will have the same grade levels – PreK – 8. Parents who wish to opt out of the restart school will be able to complete a transfer application to attend a BCSD “receiving” school in good standing. This transfer will be completed through the BCSD Student Placement Office.</p> <p><i>See attachment: Transfer Guidelines 2011-2012</i></p> <p><i>See attachment: Transfers NCLB Parent Letter The Central Registration</i></p>	<p>May 2011</p>	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>Center for the BCSD tracks all student transfer data.</i></p> <p>See list of BCSD receiving schools in good standing in the appendix.</p>		
<p>Create an accountability contract with the CMO, with clearly defined goals for student achievement</p>	<p>An RFP was written, along with an evaluation rubric to use when choosing EPOs for the District. See attached.</p> <p>EPO responsibilities will be spelled out in a performance contract between the EPO and BCSD. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, establishing a focus on science, technology, engineering, and mathematics (STEM), meeting specified performance benchmarks, addressing elementary to middle and middle to high school transitions, creating specific work plans and outcomes for school-based teams, and</p>	<p>Created evaluation rubric for potential EPOs – April 2011</p> <p>Once the EPOs are chosen, BCSD will continually revise rubric and expand into an accountability plan as EPO process progresses.</p>	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p>providing data and relevant information through regular reports to BCSD.</p> <p><i>A Recruitment Bulletin for PS 6 was issued. The EPO will select the principal.</i></p> <p><i>The BCSD will work with the selected EPOs to negotiate Memoranda of Understanding with the Buffalo Teachers Federation (BTF) that will allow for staff to be removed or hired from outside of the school. The collective agreement between the BTF and the district permits involuntary transfers under specific circumstances, but the BTF has stated publicly that an additional MOU would be necessary to permit the transfer of large numbers of teachers involuntarily. Such an MOU may include special procedures</i></p>		<p>VersiFit Software – Data Warehouse \$45,000</p>

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>for involuntary transfers, posting of positions, and interviewing. However, the EPO will also be responsible for evaluating teachers using the new APPR, which may necessitate that the EPO recommend that the Board of Education deny tenure to an employee. If the BOE rejects a recommendation to terminate a probationary employee or deny tenure to an employee, the BOE must transfer that teacher to another school within the district.</i></p> <p><i>BCSD expects that the selected EPOs will develop work plans for school-based teams prior to the start of the implementation. These work plans will be modified as needed.</i></p> <p><i>The performance contract must identify specific areas that require training as per the school's Joint Intervention</i></p>		<p>.16 FTE Research Aide Year 1 - \$6,830 plus benefits Year 2 – \$7,035 plus benefits Year 3 - \$7,246 plus benefits</p> <p>.14 FTE Associate Superintendent – Compliance Year 1 - \$18,620 plus benefits Year 2 - \$18,620 plus benefits Year 3 - \$18,620 plus benefits</p>

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	<p><i>Team (JIT) report, but the EPO must decide how best to implement that training. EPOs will also be obligated to deliver 10 days of site based training to teachers, the same as the Transformation schools. The district's Network Teams will also work with the Restart schools just as they will with the Transformation schools. The EPOs will be held accountable by BCSD for delivering training and monitoring its effectiveness at the school level.</i></p> <p><i>EPOs may decide to negotiate Memorandums of Understanding with the Buffalo Teachers Federation (BTF) that will allow for additional mandatory training.</i></p> <p><i>EPOs will be required to use the Professional Growth System used by BCSD to track attendance at and ratings for</i></p>		<p>.14 FTE Administrative Secretary Year 1 - \$5,813 plus benefits Year 2 - \$5,987 plus benefits Year 3 - \$6,167 plus benefits</p>

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	<p><i>professional development offerings.</i>  <i>Network Teams must be allowed to meet with Inquiry Team members on a scheduled basis.</i>  <i>The District will require the EPO enter into negotiations with the BTF to accommodate a longer school day and year.</i>  <i>The Performance Contract will be specific to each school, but will include improved teacher and student attendance, improved test scores, and anything required under the terms of the School Improvement Grant.</i>  <i>The EPO will provide Art, PE and music instruction per NYSED regulations.</i>  <i>Also, after school and summer opportunities for enrichment in the arts and athletics may include accessing BCSD athletic and arts programs and</i></p>		

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	<p><i>initiatives.</i>  <i>The District believes that each EPO should report to the Board, on at least a quarterly basis, its academic data, financial data and any compliance issue. To ensure that the EPO is working to accomplish its stated goals, the district will reserve the right to audit the EPO's financial, compliance, and academic data at any time. The District believes that such provisions should be included in a contract between the Board of Education and each EPO. It is the district's intention that such Contracts will include at least the following provisions:</i></p> <ul style="list-style-type: none"> <li><i>• Clear articulation of the autonomies to be provided to EMOs</i></li> <li><i>• The delegation of responsibilities between</i></li> </ul>		

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	<p><i>the district and the EMO (transportation, suspension hearings, attendance, data reporting, food services, etc.)</i></p> <ul style="list-style-type: none"> <li>• <i>Delivery of required services to special education students and English language learners</i></li> <li>• <i>Compliance with federal Title I requirements</i></li> <li>• <i>Submission of a budget</i></li> <li>• <i>Submission of required data for State and Federal compliance purposes such as information on attendance, staffing, students, number of highly qualified teachers, parent participation, truancy, class size, time, and</i></li> </ul>		

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	<p><i>emergency drills conducted during the school year.</i></p> <ul style="list-style-type: none"> <li>• <i>Maintaining student enrollment of all subgroups previously enrolled at the school and at percentages relative to other demographically-like district schools</i></li> <li>• <i>Performance Benchmarks, such as student attendance, academic performance, fiscal stability, compliance with State and Federal regulations</i></li> </ul> <p><i>Additionally, the District's Associate Superintendent for Compliance will monitor the implementation of the performance contracts at the Restart Model schools --</i></p>		

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	<p><i>although the EPOs will report directly to the Board of Education. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.</i></p> <p><i>The district intends to include a provision in each contract that permits the district to terminate the contract if the EPO has failed to fulfill its contractual obligations.</i></p> <p><i>The EPO will have full autonomy to sub-contract with external partners within the school so long as it complies with local, State and Federal regulations, and does not cause the District to violate any contractual obligation it has.</i></p> <p><i>The Associate Superintendent of EPO Compliance will report directly to the Buffalo Board of Education; serve as a liaison</i></p>		

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	<p><i>between the Advisory Boards of Educational Partnership Organizations (EPO) and District support offices to support the day to day operations of approved Restart Model Schools. The Associate Superintendent for EPO Compliance will recommend the initial implementation, establish policies and procedures, and make recommendations to the Buffalo Board of Education. With the support of Learning Point Associate and Buffalo Board of Education Members, the Associate Superintendent and EPO advisory boards will determine and place within the performance contracts specific levels of support that will adhere to the mission, vision and intent of selected EPO proposals as well as the mission of Buffalo City Schools.</i></p>		

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	<p><i>The performance contracts will include but not be limited to:</i></p> <ul style="list-style-type: none"> <li>• <i>the process by which the district will respond to an EPO's recommendation that staff be removed, or its desire to hire staff from outside the school</i></li> <li>• <i>the professional development requirements an EPO must meet within a school</i></li> <li>• <i>the level of school change that will be expected from the EPO, and how will this be communicated in the contract</i></li> <li>• <i>the district's requirement that an EPO provides students with access to athletics,</i></li> </ul>		

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	<p>arts, or music instruction</p> <ul style="list-style-type: none"> <li>• the criteria that will be used to assess whether the EPO is meeting the terms of the contract</li> <li>• how the district will ensure that the failure of the EPO to meet contract needs will not result in a loss of programs for students</li> <li>• what responsibility the EPO will have regarding the recruitment, screening and selection of external partners</li> <li>• all non-negotiable requirements of Race To The Top.</li> </ul> <p>Attached is a Posting and Job description for the Associate Superintendent of EPO</p>		

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	<p><i>Compliance.</i></p> <p><i>Activities to Set Performance Benchmarks:</i></p> <ul style="list-style-type: none"> <li>• <i>Review recommendations of Joint Intervention Team (April, May 2011)</i></li> <li>• <i>Prioritize recommendations for EPO (June 2011)</i></li> <li>• <i>Analyze current and past data points to identify trends in test scores, attendance, suspensions, PLO attendance (June 2011)</i></li> <li>• <i>Review 2010-11 school data (as soon as released from NYSED)</i></li> <li>• <i>Establish yearly progress points necessary to remove school from PLA list (summer 2011, though</i></li> </ul>		

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	<p><i>contract will specify that targets must be agreed upon and met each year</i></p> <p><i>BCSD will continue the work with Learning Point Associates from September until December 2011 in the planning training and implementation of the performance contract established and customize the evaluation tool #9 included for BSCD Restart Schools.</i></p> <p><i>VersiFit, a Wisconsin company, provides advanced analytic tools to State Departments of Education and School Districts that measure analyze and display data in the form of Key Performance Indicators (KPI) producing easy-to-read graphical indicators that alert district staff to at-risk</i></p>		

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	<p><i>conditions and monitor the effects of corrective actions. VersiFit's core data warehouse product is called Edvantage.</i></p> <p><i>The BPS Data Warehouse (BPSDW) is a customized version of Edvantage that continues to be implemented by VersiFit and the BPS data warehouse team. The BPSDW provides a real-time and historical data repository for ALL district data sources.</i></p> <p><i>The BPSDW provides information to all BPS staff "To Identify Students with the Highest Needs and Move them to the Highest Level of Achievement".</i></p> <p><i>The Research Aide will work full time in responding to data requests from the data coaches under the guidance of</i></p>		

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	<p><i>supervisors in the Office of Shared Accountability. These aides have participated in coach and team meetings in order to give them a better idea of the use of the data reports they compile.</i></p> <p><i>The Associate Superintendent – Compliance will collaborate with the EPOs and monitor and manage the EPO performance contracts.</i></p> <p>BCSD will develop a set of non-negotiable performance benchmarks such as raising attendance rates, decreasing disciplinary incidents, and raising student ELA and mathematics test scores, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will effectively monitor the EPO</p>		

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	<p>and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.</p> <p><i>An Administrative Secretary will support all PLA Restart schools and the Associate Superintendent – Compliance on a daily basis.</i></p>		
<p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional potential of the EPO.</p> <p>BCSD requires the provider to demonstrate that its strategies are research-based and that it has the capacity to implement</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	

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	the strategies it is proposing.		

<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$6,771,135</b>	<b>\$6,000,000</b>	<b>\$771,135</b>

*Following the selection of an Educational Partnership Organization for this school funds will be broken out to identify the specific funds required for the implementation of the model. Funds will be provided by the selected agency. Putting the entire amount in a contract line allows for the flexibility needs to specialize the school program and allow school level decision making in the implementation of the model.*

*BCSD will maintain the level of funding at EPO schools in direct proportion to other district schools. The Office of Federal and State programs will provide oversight of the Federal funding including School Improvement Grant funds. BCSD finance department will maintain the distribution of local funds. The in- district accounting process provides a distinct code series for each federal and state project. Therefore, funds identified specifically for a restart school will be identified by code letters and building number.*

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**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

The Budget Narrative form provides detail on other funding sources.

<b>Funding</b>	<b>Source</b>	<b>Amount</b>
Title I	NYSED	\$257,045

The EPO performance contract will provide funding to carry out the actions described in this restart model. Additional monies from Title I will follow the Title I students and provide supplemental activities, such as professional development opportunities and parent involvement activities.

The District and EPO will ensure that any personnel hired by the EPO either will have been hired for only the grant period (to train teachers and build capacity) or assimilated into the District's budget by the end of the grant period. As the grant ends, the District, PS 6, and the EPO partnership will have built the capacity within PS 6 and the District so that PS 6 can be incorporated back into the BCSD as a high performing school.

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There has been ongoing communication with the Buffalo Teachers Federation (BTF) and the Buffalo Council of Supervisors and Administrator (BCSA) during the SIG process. At this time, potential obstacles include a discussion regarding BCSD's contractual obligations to the Buffalo Federation of Teachers (BTF). The meetings of the Professional Council, comprised of BTF and District representatives, have continued throughout the school year. Communication will continue with the unions to achieve consensus regarding the SIG grants.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

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The LEA and EPO will modify practices and policies that support a school improvement framework unique to BEST PS 6. The school's framework will be rooted in research about what works in school organization and operations of schools. Most importantly the focus of the framework will be on the core work of instruction in the school.

Once the partnership between the District and the EPO is established via the performance contract and accountability plan, the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development, especially related to the STEM fields;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement;
- provide additional supports and professional development to teachers and principals.

BCSD will have the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

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Appendix B  
Restart Model  
Bilingual Center #33

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**APPENDIX B: RESTART MODEL**

**LEA Implementation Plan for the Restart Model**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Restart Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** Buffalo City School District **NCES#:** 3605850  
**School:** Bilingual Center #33 **NCES#:** 00333  
**Grades Served:** PK - 8  
**Number of students:** 512 (BEDS data 2010)

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

Needs Assessment Process	List Data Analyzed	Major Findings
<i>Joint Intervention Team Report</i>  March 2011	<b>FINDINGS</b> <b>Overall Finding</b>	<b>The school has not made sufficient progress in identified areas, and is unlikely to make AYP under the current structure and organization.</b>
	<b>I. Curriculum Documents</b>	<b>I. Curriculum Documents</b> <ul style="list-style-type: none"> <li>• There are no curriculum maps for English Language Arts (ELA), English as a Second Language (ESL), or Native Language Arts (NLA) curriculum or units of study that incorporate ESL strategies into the content areas.</li> <li>• The District has provided a standards-based English</li> </ul>

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		<p>Language Arts (ELA) and a Native Language Arts (NLA) curriculum with their corresponding scope and sequence, but classroom observations indicate that whereas both programs aim to teach the same language objectives though in different languages, there is no clear alignment between these two curricula. Moreover, the ESL curriculum is implemented separate from and does not necessarily reinforce and/or support the ELA and NLA curricula in a way that effectively responds to the needs of ELLs.</p>
	<p><b>II. Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Review of lesson plans</li> <li>• Teacher interviews</li> </ul>	<p><b>II. Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Faculty expressed high expectations for all students. However, the lack of challenging student work being displayed around the school, the dominance of the teacher standing in front of a chalkboard, and the use of colloquial Spanish in bilingual classrooms convey an attitude of lower expectations, particularly for ELLs and students with disabilities.</li> <li>• In most classrooms, there was little evidence of small group differentiated instruction, student-student interaction, high level questioning strategies, or ESL strategies in ESL settings or in classrooms with many ELLs.</li> <li>• Special education teachers in co-teaching classrooms did not provide any direct instruction or specific instructional strategies to address the needs of students.</li> <li>• Most teachers used the interactive boards installed in their classroom as they would a regular chalkboard or an overhead projector: that is, to display worksheets, textbook pages and/or illustrations without taking advantage of the</li> </ul>

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		<p>boards’ technological and interactive properties to demonstrate concepts, illustrate vocabulary words, and enrich students’ knowledge.</p> <ul style="list-style-type: none"> <li>• Many teachers do not use data to prepare their lesson plans as evidenced by the lack of differentiated instruction, particularly as it applies to subgroups.</li> <li>• There was a lack of rigor in the lessons provided in a majority of the classrooms observed.</li> </ul>
	<p><b>III. School Leadership</b></p>	<p><b>III. School Leadership</b></p> <ul style="list-style-type: none"> <li>• The Comprehensive Educational Plan (CEP) for the current school year does not include clearly defined schoolwide goals with measurable objectives, action steps, and accountability measures.</li> <li>• The administration has yet to organize a formal school-based management team with parent representation or taken the steps to develop a parent association.</li> <li>• The school has built grade-level meetings and planning time into teachers’ weekly schedule. The Principal leads most of these meetings, which focus on academic issues, data analysis, and discussion of professional readings. Teachers, however, expressed a desire for additional time for vertical planning and teacher collaborations.</li> <li>• The new administration appears to be aware of teachers’ professional needs and has begun to take steps to address some of them, as evidenced by informal observation reports, teacher interviews, and classroom observations. However, much more needs to be done to ensure that lessons are academically rigorous and differentiated to</li> </ul>

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		<p>respond to students' needs as well as interests.</p> <ul style="list-style-type: none"> <li>• Colloquial Spanish is being used in bilingual classes instead of high quality language. This limits the students' ability to have an understanding of their own language or transfer it to English. In addition, there is a lack of support for bilingual students in specific subject area classes where a bilingual support person is supposed to be co-teaching. In classroom observations either the bilingual co-teacher was missing from the class or the bilingual teacher in the class was not assisting the bilingual students in understanding the lesson.</li> <li>• The school administration has written a vision statement for the school, "Ensuring Excellence and Equity for All Students:" however, neither faculty nor students were familiar with it.</li> </ul>
	<p><b>IV. Infrastructure for Student Success</b></p>	<p><b>IV. Infrastructure for Student Success</b></p> <ul style="list-style-type: none"> <li>• The tone around the school is respectful, but the school is not student-centered as evidenced by the predominance of whole group lessons, little opportunity for student interaction, limited differentiation, and the quality of the work displayed around the school.</li> <li>• Spanish-speaking students in kindergarten and early elementary grades appear to be frequently referred for a special education evaluation. However, classroom observations showed there was a lack of instructional rigor in the bilingual kindergarten and the bilingual lower elementary grades.</li> <li>• For example, in one class a teacher was having the students</li> </ul>

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		<p>do phonemic sound-letter responses and she was making the wrong sounds for the children to repeat. In another class the students were coloring a face of George Washington with no context discussion. There appeared to be no sense of urgency in teaching the bilingual students to be academically successful. It appeared that the teachers do not believe that the students are able to achieve and are referring them to special education instead of providing high level instruction.</p> <ul style="list-style-type: none"> <li>• The school parent coordinator position is vacant. However, the school uses a phone system and monthly calendar to keep families informed of school events, and parents often attend festivities such as heritage celebrations if their children are part of them. However, teachers indicated that parent attendance at academic events is low, including participation at parent-teacher conferences.</li> </ul>
	<p><b>V. Collection, Analysis, and Utilization of Data</b></p>	<p><b>V. Collection, Analysis, and Utilization of Data</b></p> <ul style="list-style-type: none"> <li>• In general, teachers comply with District and school mandates regarding summative assessments, but many teachers do not use data to prepare their lesson plans as evidenced by the lack of differentiated instruction, particularly as it applies to subgroups.</li> <li>• Teachers have participated in PD regarding the use of summative data and formative assessments, including item analysis of the ELA test and the New York State English as a Second Language Achievement Test (NYSESLAT), but there was little evidence that this knowledge is incorporated into the development of differentiated lessons.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Much academic work was displayed in the school, but there were no clear criteria regarding how it was selected, and only a few of the selections were of high quality and representative of grade-level work. In addition, in the work displayed with rubrics provided by the District, specific feedback to students had not been provided.</li> </ul>
	<p><b>VI. Professional Development</b></p>	<p><b>VI. Professional Development</b></p> <ul style="list-style-type: none"> <li>• The impact of the PD offered on teacher instructional practices and student work was not always evident, although teachers participated in numerous on-site PD provided by the District, including training on the Sheltered Instruction Observation Protocol (SIOP), NYSESLAT, and Transferring NLA skills to ELA. Off-site trainings in classroom management and data analysis, among others, were also offered to the teachers but were not readily observable in classrooms.</li> <li>• There appears to be limited formal evaluation of PD and monitoring by school leadership of the implementation and effectiveness of PD.</li> </ul>
	<p><b>VII. District Support</b></p>	<p><b>VII. District Support</b></p> <ul style="list-style-type: none"> <li>• In the 2006-2007 school year, the District developed an action plan for improving bilingual and ESL services at the school. This plan has been reviewed with the school administration. Despite these efforts, the school level implementation of a transitional bilingual education model is inconsistent, and teachers expressed confusion regarding</li> </ul>

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		<p>the use of NLA.</p> <ul style="list-style-type: none"> <li>• The school has changed the percentage of time devoted to NLA instruction several times during the past years. This may have impacted the quality of teaching as well as the achievement of ELL students.</li> <li>• The District continually places ELLs at this school, and teachers expressed the need for further on-site support and training, particularly related to the education of Students with Interrupted Formal Education (SIFE).</li> <li>• The District purchased materials based on a needs assessment submitted by the school, but bilingual teachers expressed a need for more high quality books and literature written in Spanish to respond adequately to the various levels in their classrooms. Teachers indicated that they had to purchase resources for their classes.</li> </ul>
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**Describe how the Restart Model addresses the major findings of the needs assessment.**

<b>Recommendation</b>	<p><b><u>Context:</u></b></p> <p>Bilingual Center #33 is a prekindergarten to grade 8 school with a diverse student population of 512. Bilingual Center #33's ethnic makeup consists of 64% Hispanic or Latino, 22% White, 12% African American, and 2% Asian/Pacific Islander. The student body includes 48% percent English language learners (ELL) and 17% special education students. The average attendance rate for the school year 2009-2010 was 89%. Eighty-one percent of the students receive free or reduced lunch. This is a parents' choice school and its enrollment is impacted by the following factors: siblings in attendance, proximity to the school and attendance boundary preferences.</p> <p>Bilingual Center #33 uses a standards-based curriculum in all core subjects, including Spanish as native language</p>
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	<p>arts (NLA) and English as a second language (ESL) provided by the District. The school has a transitional bilingual program with one bilingual class at each grade level prekindergarten to sixth (8 bilingual teachers). Bilingual Center #33 houses a free standing ESL program with seven ESL teachers in the school. ESL students receive 1-2 periods of ESL per day based on NYESLAT results. In addition, Bilingual Center #33 offers a Regents Living Environment and Regents Algebra course to 8<sup>th</sup> graders. Also, Bilingual Center #33 implements a character education program, a 25 Book Reading Campaign, and a middle school incentive program that culminates in motivational activities.</p> <p>Bilingual Center #33 partners with General Mills to target youth nutrition and physical fitness to promote student wellness and higher academic achievement. The initiative incorporates healthy eating habits with the physical education program. Students plan healthy menus, purchase and prepare the food. To support physical fitness, grant funds allow for after school physical education, yoga and traditional Okinawa karate instruction to promote healthy eating and exercise habits having positive effects on overall health. In addition, classroom supplies are purchased to aid teachers in integrating physical education, health, science and mathematics.</p> <p>The Valley Community Association (VCA), located across the street from Bilingual Center #33, has partnered with the school for several years. VCA provides after school programs for students, such as homework help, computer instruction, physical education, and more.</p>
<p><b>Description of Actions for Model Implementation</b></p>	<p><b><u>Model Selection: Restart</u></b></p> <p>In order to provide students with the greatest opportunity, Bilingual Center #33 will become a Restart model school contracted to be run by an Education Partnership Organization (EPO). The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO's responsibilities will be spelled out in a performance contract between the EPO and BCSD. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, establishing a focus on literacy and bilingualism, meeting specified performance benchmarks, addressing elementary to middle and middle to high school transitions, creating specific work plans and outcomes for school-based teams, and providing data and relevant information through regular reports to BCSD. BCSD will develop a set of non-negotiable performance benchmarks such as raising attendance</p>

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rates, decreasing disciplinary incidents, and raising student ELA and mathematics test scores, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will assign a representative to effectively monitor the EPO and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.

*The performance contract between the EPOs and the BCSD will outline specific areas to be addressed as per the school's Joint Intervention Team (JIT) report, but each EPO must decide how best to address those areas. The performance contract for Bilingual Center #33 will establish benchmarks that the EPO must meet in order to have its contract renewed, specifically the need for common planning, the need to provide rigorous bilingual education to students, including a development of language objectives for each unit of study to ensure that ELLs learn academic vocabulary, language structures, and language functions that are relevant and subject specific.*

*The Associate Superintendent for Compliance will monitor implementation of the performance contracts at the Restart model schools. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.*

BCSD believes that the Restart model with an external provider will be instrumental in the turnaround for Bilingual Center #33 because the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development, especially related to the field of bilingual education and second language acquisition;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;

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- encourage family and community engagement, especially in the bilingual and Valley communities;
- provide additional supports and professional development to teachers and principals, especially regarding effective practices for the instruction of English language learners.

A Restart model will be specifically effective in the case of Bilingual Center #33 because of the school's need to create a lasting change in the academic performance of the students, as well as enhance teacher capacity to effectively deliver instruction with respect to sub-group populations. Over the past several years the school has lost sight of its mission to foster biliteracy and bilingualism. The restart model for School #33 proposes to increase capacity that will address the findings outlined in the JIT reports. The selected EPO will bring new enthusiasm, insight, and technical expertise to reinvent the bilingual program at the Center. When the doors open in September, it will be with a new focus and clarity of mission. Most importantly, the Restart model gives BCSD the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture and constitution by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

Following consultation with the teachers' union, BCSD has chosen the Restart model for this particular school as the best alternative. Please note that the Rule of Nine prohibits the District from applying for Transformation models at all of its Cohort II PLA schools; likewise, the school has been reconstructed and closure would not be a viable option.

*Following feedback from community stakeholders, including the teacher and administrator's unions and a district parent group. The president of the Buffalo board of education proposed a resolution to accept the Restart model for School # 33. On the May 5, 2011 Buffalo Board of Education determined to submit an application for Restart for School # 33. BCSD suggests the performance contract and rigorous review process of the selected model will provide the best opportunity to address the unique needs of the school community. The engaging of community educational partners will provide additional services and offers a unique opportunity for innovative school programs that could drastically impact achievement in this persistently lowest achieving school.*

*School #33 received 5 total and 3 complete proposals following the RFP process. During June the selected review team will score complete proposals and request additional information during the continuation of the*

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*review process.*

**I. Curriculum**

*JIT Recommendations:*

- *Develop curriculum maps and units of study that share the same objectives across ELA, NLA and ESL programs, while incorporating instructional and learning strategies that support individual student needs.*
- *Reinforce and extend the training on the Sheltered Instruction Observation Protocol (SIOP) model to ensure the incorporation of ESL strategies in content area teaching. In addition, the District should support the school in the development of language objectives for each unit of study in all core subjects to ensure that ELLs learn academic vocabulary, language structures and language functions that are relevant and subject specific.*

**II. Teaching and Learning**

*JIT Recommendations:*

- *Provide in-classroom coaching and additional training on explicit instruction to ensure the effective implementation of the District literacy plan, including high level questioning strategies, small groups for reading instruction, reinforcement and extension of literacy skills, and time for independent practice of previously learned skills or strategies.*
- *Provide in-classroom coaching and additional training to ensure that NLA and ESL effectively support the development of students' first language literacy skills and the acquisition of English.*
- *Arrange for teachers participating in co-teaching lessons (regular education, special education and ESL teachers) to meet regularly to plan their lessons and coordinate the delivery of instruction to ensure student learning.*
- *Have the school leadership, in collaboration with the literacy coach, conduct learning walks and low inference observations in exemplary classrooms to develop models to help other teachers develop lessons that are academically rigorous, relevant, and differentiated, and hold teachers accountable for their consistent and effective implementation. Technology should be used to enrich and promote the learning of students. Teachers should read, assess, and give written feedback on student work, including writing*

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*journals, homework, and /or artifacts.*

- *Teachers need to use data in preparing their lesson plans that differentiate instruction, particularly as it applies to subgroups.*
- *The administration and the District must ensure that instruction is of high quality and meets the needs of the students. This may mean replacing ineffective staff that are not able to meet minimum expectations.*

**III. School Leadership**

*JIT Recommendations*

- *The school leadership team should substantially revise the CEP and establish a short list of schoolwide priorities with measurable goals that address the ongoing needs of all students, particularly ELLs and students with disabilities, and ensure that these goals are aligned with the school mission statement.*
- *The Principal should reach out to the entire parent community and strengthen relationships with community residents, partners, and businesses in order to identify parent and community advocates to work towards constituting a formal parent association.*
- *The Principal should review the schedule and ascertain if additional time for vertical planning and teacher collaborations can be provided. The leadership of the planning meetings and grade-level meetings should be expanded so that teachers are aware that the message being articulated by the Principal is not his alone but part of a greater initiative to improve instruction. There needs to be a clear understanding that rigorous lessons and data driven differentiation of instruction has to occur.*
- *The Principal should use the teacher evaluation process to ensure that lessons are academically rigorous and differentiated to respond to student needs as well as interests.*
- *The school administration should embrace research-based educational findings that support District efforts to establish a solid foundation in students' first language as a vehicle to develop fluency in English. Rigor should be maintained in the native language if it is to be transferred by students to their understanding of English. Currently, the Principal whose native language is Spanish does walkthroughs and evaluations in the upper grades and the AP who does not speak Spanish does walkthroughs and evaluations in the lower grades. The administrators should develop a system for walkthroughs and*

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*evaluations that ensures that bilingual instruction is high quality in all classes.*

- *In order to ensure that the school is “Ensuring Excellence and Equity for All Students,” the school leadership team should be expanded to include teachers at every grade level. The school leadership should also consider forming a student council and have representatives participate in school leadership meetings. All those involved in the school have to understand the school motto is the touchstone to which they compare their daily practice.*

**IV. Infrastructure for Student Success**

*JIT Recommendations:*

- *The school should use its vision statement as a strategy to stimulate a learning environment with high academic expectations for students and adults and an active parent community. The student and teacher work displayed at the school should be of high quality. In addition to the Student of the Month, the school should proactively involve students from all programs in student leadership activities, including a student council. The school may want to adopt a read-aloud book of the month to promote vocabulary development schoolwide while celebrating good literature, languages, and cultures.*
- *The school should ensure that instruction in the early grades is student-centered and developmentally challenging and that the phonics-based beginning Spanish reading program used as the intervention model is effectively implemented to prevent the unnecessary referrals of young children to special education. The school leadership team, working with staff, should review referrals to special education within the context of current instructional practices and classroom expectations.*
- *Greater emphasis on parental use of the school facilities (parent room, computer and library use) should be provided in the information sent home so parents understand that they are a welcomed part of the school community. Once a new parent coordinator is hired, more effort should be made to get parents involved in the life of the school through academic/cultural activities.*

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**V. Collection, Analysis, and Utilization of Data**

*JIT Recommendations:*

- *Teachers should use data to drive instruction in their classrooms. Additionally, the school should consider organizing teacher teams for discussions regarding data across programs, grades, and subjects to provide the faculty with the opportunity to focus collaboratively on targeted student groups and specific academic results.*
- *School leadership should ensure that teachers use formative assessment data to adjust their groups in class to differentiate instruction and for the re-teaching of skills. If this is not happening in a classroom, then it needs to be noted on the teacher's evaluation and be a focus for the teacher improvement plan. The school leaders should also follow-up on PD activities through classrooms observations that focus on the application of new strategies and shared practices.*
- *Teachers should ensure that rubrics use the language of the NYS Standards, are tailored to particular assignments, and give students specific feedback in a language that is content-rich and student-friendly.*

**VI. Professional Development**

*JIT Recommendations:*

- *In the process of developing a new Comprehensive Educational Plan (CEP), the school should include PD aligned with identified schoolwide goals.*
- *The school leadership should develop evaluation mechanisms to measure the degree to which teacher implementation of new practices impacted student achievement.*

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**VII. District Support**

*JIT Recommendations:*

- *The District should support the school in providing increased oversight to assure that an academically rigorous Spanish bilingual program with a strong ESL component is being implemented. The bilingual program should have an organizational structure, human resources, materials, and textbooks that would make its success possible.*
- *The school administration, in collaboration with the District, should also consider offering Spanish as an enrichment program for all pre- K through 8 students.*
- *The school should seek the support of the District to train all classroom teachers further in second language techniques, so that the support provided by the ESL teachers is extended into the regular classrooms.*
- *The District, in collaboration with the school community and partner organizations including the University of Buffalo, should consider transforming this site into a Global Center where other languages and cultures represented in the community are celebrated through a variety of programs, such as music, the arts and virtual classrooms.*
- *The District should provide language professionals to the school to work with the Principal in order to help him recognize quality bilingual instruction and further identify effective teachers. Teachers not providing high quality lessons should be replaced with effective staff.*
- *The District should support the school in the implementation of the Joint Intervention Team (JIT) recommendations.*

**Specific information to support the District in determining how the above recommendation should be accomplished.**

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**• Develop a Schoolwide Action Plan Aligned To The School Vision:**

- The school mission and vision captured in “Ensuring Excellence and Equity for All Students” should become a theme that resonates throughout the building, including in classrooms and in the school community.
- The new Plan should set an ambitious and clear direction for the school to address longstanding issues, namely academic rigor, high expectations for its students, and teacher accountability in the regular English program, the bilingual education program, and the program for students with disabilities.
- The school administration should reach out to the entire parent community and strengthen its relationships with community residents, partners, and businesses in order to establish a formal parent association.
- The school should establish a schoolwide Student Council with elementary and middle school representation on the leadership team.

**• Establish a coherent program for English Language Learners:**

- The school administration, with the continuing support of the District, should set clear and well-defined goals for the bilingual program.
- Students enrolled in the transitional bilingual education program should be taught the NLA curriculum using rich academic Spanish language and effective instructional strategies to accelerate the development of literacy in Spanish and thus the foundation for their academic learning in English.
- Similarly, students enrolled in the transitional bilingual education program should receive rigorous instruction in English as a Second Language in all four-language domains: listening, speaking, reading and writing. Participation in the ESL program should prepare these students to perform at mastery level on the NYSESLAT.
- The school must ensure that ELLs are given opportunities that prepare them to attend high school and go on to college.

**• Develop a Professional Learning Community:**

- Teachers should develop professional collaborations across programs, grades, and subjects to deepen their understanding of data and how it relates to individual student progress and to develop relevant and rigorous lessons regardless of whether a student is in kindergarten or in the advanced middle school group,

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	<p>a recent arrival who is learning English, or a student with disabilities.</p> <ul style="list-style-type: none"> <li>• The school should consider the reorganization of teachers in teams that focus on targeted student groups and specific academic results.</li> <li>• Teachers who are teaching Spanish NLA should seek to enrich their Spanish language skills continually through book groups, movie forums, and other activities to prevent the natural loss of proficiency and become good language models for their students.</li> </ul> <p>• <b>Build on the language and cultural resources of the school community:</b></p> <ul style="list-style-type: none"> <li>• The multicultural and multilingual characteristics of the student population, faculty, and parent community offer possibilities for the development of a global community that benefits from enrichment curricula for all its members. To that end, the District, in collaboration with the school community and partner organizations, including the University of Buffalo, and other academic partners, should consider transforming this site into a Global Center that: <ul style="list-style-type: none"> <li>▪ encourages all students, pre-K to grade 8, to learn Spanish as a second language;</li> <li>▪ offers Spanish courses for adults – teachers, parents and members of the community;</li> <li>▪ incorporates the Irish and Gaelic culture of students into the school curricula;</li> <li>▪ introduces its students to the music, art, dance, and cultures represented in the broader school community; and</li> <li>▪ uses existing technology to identify partners in Spanish-speaking U.S. schools or abroad to develop cross-cultural projects with students.</li> </ul> </li> </ul>
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**APPENDIX B: RESTART MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the model at the school.**

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<p>A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional potential of the EPO.</p> <p>The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO’s responsibilities will be spelled out in a performance contract between the EPO and BCSD.</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	<p>BCSD and EPO Performance Contract \$1,906,889</p>

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	BCSD requires the provider to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.		
Fulfill all New York State requirements for converting school into a charter school.	<p>This school will not be operating as a charter school. BCSD has no intention to convert School #33 to a charter school.</p> <p>The EPO will be evaluated each year based on progress toward school goals. By the end of Year 3 of the funding, the EPO will have supported the school and district in building capacity for the school to be incorporated back into BCSD as a sustainable high performing school.</p> <p><i>BCSD advertised the RFP for potential EPO's in the local news paper, provided a link on</i></p>	June 2012, June 2013, June 2014	

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	<p><i>the front page of the BCSD web site and e-mailed the link to several known Educational Partnership Organizations.</i></p> <p><i>The review process will be facilitated by Learning Point Associated. The review panel was selected by various community stakeholders. Please see attached Learning Point Restart assistance proposal. This proposal and suggested timeline has been a presented and accepted by the Buffalo Board of Education.</i></p> <p><i>If no EPO's are found BCSD administrators will propose to the Buffalo Board of Education and will initiate a plan for the implementation of the turnaround model.</i></p>		
Enroll, within the grades it serves, any former student who wishes to attend the school.	All currently enrolled PK-7 students will be invited and encouraged to stay in Bilingual	May 2011	

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	<p>Center #33. The EPO will be evaluated on its ability to encourage students to remain. If seats are available, open enrollment will apply.</p> <p><i>BCSD will suggest branding and promotion of individual Restart schools will be negotiated via contract with the selected EPOs. This action is given the unique programs and opportunities the EPOs will provide for students. EPO's will best identify the specific needs of the schools. BCSD will include a restart school option as part of the district school choice promotion.</i></p>		
<p>Notify parents and community of conversion, and provide information on school choice options available</p>	<p>Town hall meetings will be publicized and held. Information regarding the Restart school will be posted on the District website. Letters will be sent home to all parents of students attending Bilingual</p>	<p>Beginning April 2011 – Communication will take place between all stakeholders and the District regarding District PLA plans.</p>	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	Center #33. Connect Ed calls will be made to parents. The Buffalo Board of Education will approve all school improvement grant applications.		
Create a plan to transfer students who either a) cannot attend the new school because their grade is not served; or b) have parents who wish to opt-out of the new charter school. Provide NYSED with a list of schools that will receive transfer students.	Students currently attending Bilingual Center #33 will be invited to stay. The school will have the same grade levels – PreK – 8. Parents who wish to opt out of the restart school must complete a transfer application to attend a BCSD “receiving” school in good standing. This transfer will be completed through the BCSD Student Placement Office. <i>See attachment: Transfer Guidelines 2011-2012</i>  <i>See attachment: Transfers NCLB Parent Letter</i>  <i>The Central Registration Center for the BCSD tracks all</i>	Beginning May 2011	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>student transfer data.</i></p> <p>See list of BCSD receiving schools in good standing in appendix.</p>		
<p>Create an accountability contract with the CMO, with clearly defined goals for student achievement</p>	<p>An RFP was written, along with an evaluation rubric to use when choosing EPOs for the District. See attached. EPO responsibilities will be spelled out in a performance contract. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, establishing a focus on literacy and bilingualism, reading and writing in different genres and in different content areas, meeting specified performance benchmarks, addressing elementary to middle and middle to high school transitions, creating specific work plans and outcomes for</p>	<p>Created evaluation rubric for potential EPOs – April 2011</p> <p>Once the EPOs are chosen, BCSD will continually revise rubric and expand into an accountability plan as EPO process progresses.</p>	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p>school-based teams, and providing data and relevant information through regular reports to BCSD.</p> <p><i>A Recruitment Bulletin for PS33 was issued. The EPO will select the principal.</i></p> <p><i>The BCSD will work with the selected EPOs to negotiate Memoranda of Understanding with the Buffalo Teachers Federation (BTF) that will allow for staff to be removed or hired from outside of the school. The collective agreement between the BTF and the district permits involuntary transfers under specific circumstances, but the BTF has stated publicly that an additional MOU would be necessary to permit the transfer of large numbers of teachers involuntarily. Such an MOU</i></p>		<p>VersiFit Software – Data Warehouse \$45,000</p>

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Action Required By Restart Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p><i>may include special procedures for involuntary transfers, posting of positions, and interviewing. However, the EPO will also be responsible for evaluating teachers using the new APPR, which may necessitate that the EPO recommend that the Board of Education deny tenure to an employee. If the BOE rejects a recommendation to terminate a probationary employee or deny tenure to an employee, the BOE must transfer that teacher to another school within the district.</i></p> <p><i>BCSD expects that the selected EPOs will develop work plans for school-based teams prior to the start of the implementation. These work plans will be modified as needed.</i></p> <p><i>The performance contract must identify specific areas that require training as per the</i></p>		<p>.16 FTE Research Aide          Year 1 - \$6,830 plus benefits          Year 2 – \$7,035 plus benefits          Year 3 - \$7,246 plus benefits</p>

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>school's Joint Intervention Team (JIT) report, but the EPO must decide how best to implement that training. EPOs will also be obligated to deliver 10 days of site based training to teachers, the same as the Transformation schools. The district's Network Teams will also work with the Restart schools just as they will with the Transformation schools. The EPOs will be held accountable by BCSD for delivering training and monitoring its effectiveness at the school level. EPOs may decide to negotiate Memorandums of Understanding with the Buffalo Teachers Federation (BTF) that will allow for additional mandatory training. EPOs will be required to use the Professional Growth System used by BCSD to track</i></p>		<p>.14 FTE Associate Superintendent – Compliance Year 1 - \$18,620 plus benefits Year 2 - \$18,620 plus benefits Year 3 - \$18,620 plus benefits</p>

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	<p><i>attendance at and ratings for professional development offerings.</i></p> <p><i>Network Teams must be allowed to meet with Inquiry Team members on a scheduled basis.</i></p> <p><i>The District will require the EPO enter into negotiations with the BTF to accommodate a longer school day and year.</i></p> <p><i>The Performance Contract will be specific to each school, but will include improved teacher and student attendance, improved test scores, and anything required under the terms of the School Improvement Grant.</i></p> <p><i>The EPO will provide Art, PE and music instruction per NYSED regulations.</i></p> <p><i>Also, after school and summer opportunities for enrichment in the arts and athletics may</i></p>		<p>.14 FTE Administrative Secretary          Year 1 - \$5,813 plus benefits          Year 2 - \$5,987 plus benefits          Year 3 - \$6,167 plus benefits</p>

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	<p><i>include accessing BCSD athletic and arts programs and initiatives.</i></p> <p><i>The District believes that each EPO should report to the Board, on at least a quarterly basis, its academic data, financial data and any compliance issue. To ensure that the EPO is working to accomplish its stated goals, the district will reserve the right to audit the EPO's financial, compliance, and academic data at any time. The District believes that such provisions should be included in a contract between the Board of Education and each EPO. It is the district's intention that such Contracts will include at least the following provisions:</i></p> <ul style="list-style-type: none"> <li><i>• Clear articulation of the autonomies to be provided to EMOs</i></li> </ul>		

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	<ul style="list-style-type: none"> <li>• The delegation of responsibilities between the district and the EMO (transportation, suspension hearings, attendance, data reporting, food services, etc.)</li> <li>• Delivery of required services to special education students and English language learners</li> <li>• Compliance with federal Title I requirements</li> <li>• Submission of a budget</li> <li>• Submission of required data for State and Federal compliance purposes such as information on attendance, staffing, students, number of highly qualified teachers, parent</li> </ul>		

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	<p><i>participation, truancy, class size, time, and emergency drills conducted during the school year.</i></p> <ul style="list-style-type: none"> <li>• <i>Maintaining student enrollment of all subgroups previously enrolled at the school and at percentages relative to other demographically-like district schools</i></li> <li>• <i>Performance Benchmarks, such as student attendance, academic performance, fiscal stability, compliance with State and Federal regulations</i></li> </ul> <p><i>Additionally, the District's Associate Superintendent for Compliance will monitor the implementation of the</i></p>		

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	<p><i>performance contracts at the Restart Model schools -- although the EPOs will report directly to the Board of Education. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.</i></p> <p><i>The district intends to include a provision in each contract that permits the district to terminate the contract if the EPO has failed to fulfill its contractual obligations.</i></p> <p><i>The EPO will have full autonomy to sub-contract with external partners within the school so long as it complies with local, State and Federal regulations, and does not cause the District to violate any contractual obligation it has.</i></p> <p><i>The Associate Superintendent of EPO Compliance will report</i></p>		

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	<p><i>directly to the Buffalo Board of Education; serve as a liaison between the Advisory Boards of Educational Partnership Organizations (EPO) and District support offices to support the day to day operations of approved Restart Model Schools. The Associate Superintendent for EPO Compliance will recommend the initial implementation, establish policies and procedures, and make recommendations to the Buffalo Board of Education. With the support of Learning Point Associate and Buffalo Board of Education Members, the Associate Superintendent and EPO advisory boards will determine and place within the performance contracts specific levels of support that will adhere to the mission, vision and intent of selected EPO</i></p>		

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	<p><i>proposals as well as the mission of Buffalo City Schools.</i></p> <p><i>The performance contracts will include but not be limited to:</i></p> <ul style="list-style-type: none"> <li>• <i>the process by which the district will respond to an EPO's recommendation that staff be removed, or its desire to hire staff from outside the school</i></li> <li>• <i>the professional development requirements an EPO must meet within a school</i></li> <li>• <i>the level of school change that will be expected from the EPO, and how will this be communicated in the contract</i></li> <li>• <i>the district's requirement that an</i></li> </ul>		

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	<p><i>EPO provides students with access to athletics, arts, or music instruction</i></p> <ul style="list-style-type: none"> <li>• <i>the criteria that will be used to assess whether the EPO is meeting the terms of the contract</i></li> <li>• <i>how the district will ensure that the failure of the EPO to meet contract needs will not result in a loss of programs for students</i></li> <li>• <i>what responsibility the EPO will have regarding the recruitment, screening and selection of external partners</i></li> <li>• <i>all non-negotiable requirements of Race To The Top.</i></li> </ul> <p><i>Attached is a Posting and Job</i></p>		

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	<p><i>description for the Associate Superintendent of EPO Compliance.</i></p> <p><i>Activities to Set Performance Benchmarks:</i></p> <ul style="list-style-type: none"> <li>• <i>Review recommendations of Joint Intervention Team (April, May 2011)</i></li> <li>• <i>Prioritize recommendations for EPO (June 2011)</i></li> <li>• <i>Analyze current and past data points to identify trends in test scores, attendance, suspensions, PLO attendance (June 2011)</i></li> <li>• <i>Review 2010-11 school data (as soon as released from NYSED)</i></li> <li>• <i>Establish yearly progress points necessary to remove</i></li> </ul>		

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	<p><i>school from PLA list (summer 2011, though contract will specify that targets must be agreed upon and met each year )</i></p> <p><i>BCSD will continue the work with Learning Point Associates from September until December 2011 in the planning training and implementation of the performance contract established and customize the evaluation tool #9 included for BSCD Restart Schools.</i></p> <p><i>VersiFit, a Wisconsin company, provides advanced analytic tools to State Departments of Education and School Districts that measure analyze and display data in the form of Key Performance Indicators (KPI) producing easy-to-read graphical indicators that alert</i></p>		

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	<p><i>district staff to at-risk conditions and monitor the effects of corrective actions. VersiFit's core data warehouse product is called Edvantage.</i></p> <p><i>The BPS Data Warehouse (BPSDW) is a customized version of Edvantage that continues to be implemented by VersiFit and the BPS data warehouse team. The BPSDW provides a real-time and historical data repository for ALL district data sources.</i></p> <p><i>The BPSDW provides information to all BPS staff "To Identify Students with the Highest Needs and Move them to the Highest Level of Achievement".</i></p> <p><i>The Research Aide will work full time in responding to data requests from the data coaches</i></p>		

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	<p><i>under the guidance of supervisors in the Office of Shared Accountability. These aides have participated in coach and team meetings in order to give them a better idea of the use of the data reports they compile.</i></p> <p><i>The Associate Superintendent – Compliance will collaborate with the EPOs and monitor and manage the EPO performance contracts.</i></p> <p>BCSD will develop a set of non-negotiable performance benchmarks such as raising attendance rates, decreasing disciplinary incidents, and raising student ELA and mathematics test scores, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will</p>		

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	<p>effectively monitor the EPO and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.</p> <p><i>An Administrative Secretary will support all PLA Restart schools and the Associate Superintendent – Compliance on a daily basis.</i></p>		
<p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional potential of the EPO.</p> <p>BCSD requires the provider to demonstrate that its strategies</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	

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	are research-based and that is has the capacity to implement the strategies it is proposing.		

<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$6,712,355</b>	<b>\$6,000,000</b>	<b>\$712,355</b>

*Following the selection of an Educational Partnership Organization for this school funds will be broken out to identify the specific funds required for the implementation of the model. Funds will be provided by the selected agency. Putting the entire amount in a contract line allows for the flexibility needs to specialize the school program and allow school level decision making in the implementation of the model.*

*BCSD will maintain the level of funding at EPO schools in direct proportion to other district schools. The Office of Federal and State programs will provide oversight of the Federal funding including School Improvement Grant funds. BCSD finance department will maintain the distribution of local funds. The in- district accounting process provides a distinct code series for each federal and state project. Therefore, funds identified specifically for a restart school will be identified by code letters and building number.*

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

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The Budget Narrative form provides detail on other funding sources.

<b>Funding</b>	<b>Source</b>	<b>Amount</b>
Title I	NYSED	\$230,785
General Mills	General Mills	\$20,000

The EPO performance contract will provide funding to carry out the actions described in this restart model. Additional monies from Title I will follow the Title I students and provide supplemental activities, such as professional development opportunities and parent involvement activities.

The District and EPO will ensure that any personnel hired by the EPO either will have been hired for only the grant period (to train teachers and build capacity) or assimilated into the District's budget by the end of the grant period. As the grant ends, the District, Bilingual Center #33, and the EPO partnership will have built the capacity within PS 33 and the District so that PS 33 can be incorporated back into the BSCD as a high performing school.

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There has been ongoing communication with the Buffalo Teachers Federation (BTF) and the Buffalo Council of Supervisors and Administrator (BCSA) during the SIG process. At this time, potential obstacles include a discussion regarding BCSD's contractual obligations to the Buffalo Federation of Teachers (BTF). The meetings of the Professional Council, comprised of BTF and District representatives, have continued throughout the school year. Communication will continue with the unions to achieve consensus regarding the SIG grants.

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**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

The LEA and EPO will modify practices and policies that support a school improvement framework unique to Bilingual Center #33. The school's framework will be rooted in research about what works in school organization and operations of schools. Most importantly the focus of the framework will be on the core work of instruction in the school.

Once the partnership between the District and the EPO is established via the performance contract and accountability plan, the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development, especially related to the field of bilingual education and second language acquisition;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement, especially in the bilingual and Valley communities;
- provide additional supports and professional development to teachers and principals, especially regarding effective practices for the instruction of English language learners.

BCSD will have the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

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Appendix B  
Restart Model  
Dr. Charles R. Drew Science  
Magnet #59

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**APPENDIX B: RESTART MODEL**

**LEA Implementation Plan for the Restart Model**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Restart Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** Buffalo City School District

**NCES#:** 3605850

**School:** Dr. Charles R. Drew Science Magnet #59

**NCES#:** 00350

**Grades Served:** 3 - 8

**Number of students:** 470 (BEDS data 2010)

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

Needs Assessment Process	List Data Analyzed	Major Findings
<p><i>Joint Intervention Team Report</i></p> <p><i>February 2011</i></p>	<ul style="list-style-type: none"> <li>• State, District, &amp; School data</li> <li>• Curriculum documents</li> <li>• Lesson plans</li> <li>• Schedules</li> <li>• Lesson Objectives</li> <li>• Classroom lessons</li> <li>• Differentiation of lessons</li> <li>• Learning areas</li> <li>• Teacher interviews</li> <li>• Student interviews</li> </ul>	

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Needs Assessment Process	List Data Analyzed	Major Findings
	<ul style="list-style-type: none"> <li>• Community Partner interviews</li> <li>• Administrator interviews</li> </ul>	
	<p><b>I. Curriculum Documents</b></p>	<p><b>I. Curriculum Documents</b></p> <ul style="list-style-type: none"> <li>• The literacy block is structured around the District standards -based curriculum, the scope and sequence, and the Harcourt Reading program, but there is little consistency on how well teachers use these resources across classes and grades. We also observed that classroom libraries consisted mostly of readers used for supplementary instruction, and we did not observe students reading independently or for extended periods in the classroom. Students indicated that they like to read for pleasure and some of them use the library to take books to read at home; few of them could name an author, and they indicated that they did not keep a reading log.</li> <li>• Student work displays around the classroom and in the hallways reflected a skill oriented approach to writing, with essays organized around prompts. Students apply a small number of writing strategies that are used repeatedly and in all grades, thus limiting the rigor and depth of students' written work.</li> </ul>
	<p><b>Teaching and Learning</b></p> <p>NYS School Report Card – Accountability Overview Report:</p>	<p><b>II. Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Teachers are not using the explicit instruction methodology recommended by the District, and their lessons are not aligned with the needs of the students,</li> </ul>

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Needs Assessment Process	List Data Analyzed	Major Findings
	<p>English/Language Arts – In 2009 - 2010, 18% of students met the learning standards with a score of level 3 or 4. In 2008 – 2009, 47% of students scored level 3 or 4.</p> <p>Mathematics – In 2009 – 2010, 18% of students met the learning standards with a score of level 3 or 4. In 2008 – 2009, 53% of students scored level 3 or 4.</p>	<p>regardless of whether they are advanced or struggling students. As a result there is a disconnect between what teachers teach, what they think that they teach, and what students actually learn as evidenced by our classroom observations and teacher interviews.</p> <ul style="list-style-type: none"> <li>• Middle school students appear to be grouped homogenously for core subjects. Though student/teacher schedules indicate a discrete differentiated instruction period as part of the literacy block for these grades and the District expects small group instruction during the Reading Block, lesson plans did not account for differentiation.</li> <li>• The school does not offer a continuum of special education services and all the students that “move up” from the feeder school, PS 90, are placed in inclusion classes. In addition, in inclusion classrooms the general education and the special education teacher worked side by side, but there was no co-teaching. In one of the classrooms, the special education teacher was using <i>Voyager Passport</i> while the other ten students worked in various learning centers under the supervision of the general education teacher.</li> <li>• District guidelines require that lesson objectives have a specific format and be displayed in every room, and all teachers work hard to meet these demands. However, many teachers appear more concerned about displaying</li> </ul>

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Needs Assessment Process	List Data Analyzed	Major Findings
		<p>the lesson objective and covering the curriculum than the actual impact of the lesson on students learning as evidenced by the short response time to questions, formulaic follow-up questions, absence of meaningful feedback on student work and/or students' journals, and the brief amount of time teachers spend talking with individual students during class. Moreover, students interviewed were not familiar with the lesson objectives, and those who were could not articulate the objective or explain what they had learned in class that day. Rather, students gave some examples of tasks and themes and vague illustrations of the work done in class.</p> <ul style="list-style-type: none"> <li>• Student engagement in the classroom is inconsistent. In some cases, the teacher ignored student noise and disengaged behavior; in other cases, it was the cause of frequent admonitions and interruptions to the flow of the lesson. Consequently, transitions could be noisy, lengthier than they should be and disruptive to other students due to loss of instructional time. The new administration established a school wide discipline policy last year, and there is an Academic Support Room (ASR) for students who display undisciplined behavior, but the school has not been consistent in implementing these policies. Thus, there are not always consequences to unruly behavior. In addition, the Academic Support Room (ASR) is served by a teacher aide rather than a teacher.</li> <li>• Teachers reported using some rubrics, mostly those</li> </ul>

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Needs Assessment Process	List Data Analyzed	Major Findings
		<p>provided by the district, but they did not appear to customize them according to the lesson objectives, student learning goals, and performance task. Students were not familiar with the use of rubrics, although a few of them acknowledged that the teacher at times would use a simple one to four rubric to correct assignments.</p> <ul style="list-style-type: none"> <li>• There was no evidence of a uniform grading policy, although there are grade-specific guidelines. These guidelines are limited to percentages applied to assessments, participation, class work, and homework.</li> </ul>
	<p><b>III. School Leadership</b></p>	<p><b>III School Leadership</b></p> <ul style="list-style-type: none"> <li>• The new administration has made some progress in creating a more rigorous and stimulating learning environment with high expectations for all students, and there is some evidence of new initiatives that focus on teachers, such as teacher of the week, teacher web pages, and a professional study group facilitated by the principal as well as new school-wide and after-school programs. However, teacher and student observations, however, indicate that there might be too many new initiatives and/or that these efforts are too dispersed to make a real impact.</li> <li>• Teachers receive training on the use of summative and benchmark data at grade level meetings, but many</li> </ul>

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Needs Assessment Process	List Data Analyzed	Major Findings
		<p>teachers appear rather reluctant to make changes to their practice based on data, as evidenced by their observations during teacher forums and the lack of differentiated lessons in the core subjects.</p> <ul style="list-style-type: none"> <li>• The school facilitates teacher participation in PD opportunities outside the school and encourages teacher leadership through email notes and personal encouragement, but there is not a systemic approach to build teacher leadership and building capacity.</li> </ul>
	<p><b>IV. Infrastructure for Student Success</b></p> <p>The average attendance rate for the 2008 - 2009 school year was 91.53% and the district reports the attendance rate for the 2009 – 2010 school year as 90.45%.</p>	<p><b>IV. Infrastructure for Student Success</b></p> <ul style="list-style-type: none"> <li>• Students identified as low performing and students with disabilities appear entrapped in a cycle of low expectations and consequently low level academic work. In some instances, these students are in homogeneous groups for most of the day and are not allowed to participate in field trips, informal learning at the Science Museum, or leadership programs, among others. This is one of the root causes of the continued low performance of the school.</li> <li>• The school was designed as an open classroom, or classrooms without walls. Students find this layout noisy and distracting and would welcome the addition of walls. On the other hand, teachers who have been in the school over a number of years and are used to this structure appear to favor this open model. These teachers see the</li> </ul>

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Needs Assessment Process	List Data Analyzed	Major Findings
		<p>open classrooms as creating a “family” environment where adults can communicate with each other at all times. They also indicated that students sometimes hear the same lesson two or three times, from overhearing it from another class, but they see it as reinforcement and not as a distraction.</p> <ul style="list-style-type: none"> <li>• Teachers meet regularly in grade level meetings, sometimes facilitated by either the coaches or the administration who lead conversation around data. Unfortunately, the majority of the teachers do not use these data when planning their lessons, and only two or three teachers appear to collaborate informally in lesson planning. Evidence also indicates that the guidance counselor, social worker, and specialists such as the school psychologist, are not a regular part of these meetings.</li> <li>• The school has a phone system to inform parents of school activities and meetings, and the new administration is encouraging teachers to call parents to give them updates of good behavior and progress. Despite these efforts, students report that only some teachers meet with them periodically to discuss their progress. A few students shared their personal goals, but in general individual student performance is only shared with them and families at mandated times during the year.</li> </ul>
	<b>V. Collection, Analysis, and</b>	<b>V. Collection, Analysis, and Utilization of Data</b>

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<b>Needs Assessment Process</b>	<b>List Data Analyzed</b>	<b>Major Findings</b>
	<b>Utilization of Data</b>	<ul style="list-style-type: none"> <li>• In general, teachers and the new administration comply with District and school mandates regarding summative assessments and meet deadlines, but most teachers do not use data when planning their lessons, as evidenced by the fact that teachers do not modify their lessons to meet the needs of particular groups of students and instead rely on implementing the lessons provided in the reading program adopted by the District.</li> <li>• The Comprehensive Education Plan is populated with information and data from the District, but it appears that the school has paid limited attention to incorporating the data and making the CEP a working document that drives schoolwide goals, PD, and parent outreach and involvement.</li> </ul>
	<b>VI. Professional Development</b>	<p><b>VI. Professional Development</b></p> <ul style="list-style-type: none"> <li>• The school supports PD and facilitates the participation of teachers in opportunities offered by the District. The principal is currently facilitating a professional study group attended by a small group of teachers, but much more needs to be done in this area to make an impact on student learning.</li> <li>• There is limited evidence regarding how the school administration evaluates whether teachers implement what they learn at off-site trainings and how well they are</li> </ul>

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Needs Assessment Process	List Data Analyzed	Major Findings
		implementing these new learnings, methodologies, and/or techniques. The evaluation seems to be based mainly on teacher satisfaction with the training.
	<b>VII. District Support</b>	<b>VII. District Support</b> <ul style="list-style-type: none"> <li>• The technology infrastructure of the school is at times unreliable and lacks adequate bandwidth,</li> </ul>

**Describe how the Restart Model addresses the major findings of the needs assessment.**

Description of Actions for Model Implementation	<p><b><u>Context:</u></b></p> <p>PS 59 Dr. Charles Drew Science Magnet was founded in the 1980s as a magnet school for students interested in the field of science. Housed at the Buffalo Museum of Science, the school shares some facilities with the Museum and has access to the Museum itself. The science instruction was inquiry based and supported by field experience at both the Buffalo Zoo, Buffalo Museum of Science and the Tiff Nature preserve, a 264-acre nature refuge dedicated to conservation and environmental education. Over the last two decades, however, the school’s overall focus shifted away from science.</p> <p>PS 59 currently enrolls 470 students in grades 3-8, and, until June 2009, the school also enrolled grade 2</p>
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students. The grade reorganization in the 2009-10 school year resulted in the addition of grade 2 to Dr. Charles R. Drew Science Magnet #90, the Early Childhood Center that is a partner and feeder to the school. The reconfiguration also allowed students in grades 7 and 8 who were housed at the Buffalo Zoo site to be relocated to the Museum site. In September of 2009, the Museum site reopened as a Grade 3-8 building with a new principal and assistant principal. Furthermore, since September of 2009, advanced Grade 8 Regents Biology and Grade 8 Regents Integrated Algebra courses have been added, the museum classes were re-instated, a Junior Docent program was re-instated, and a part-time Science Coordinator has been assigned. The Junior Docent program affords grade 7 and 8 students the opportunity to volunteer at the Museum, under the guidance of experienced docents. The Science Coordinator serves as a liaison between the school faculty and staff and the Museum's Center for Learning and Education.

The new administration has revitalized the partnership with the Buffalo Museum of Science over the last two years with the support of the Museum's Director/President and the Director of the Center for Science Learning/Education at the Museum. Under the partnership, the Buffalo Museum of Science works directly with the teachers at PS 59 to develop science-based programming for the students. Student visits to the Museum are scheduled to enhance learning of subject material covered during staff visits to the school.

PS 59 also maintained a partnership with the Buffalo Zoological Gardens despite moving off site. Staff members from the Zoo are assigned as liaisons to the science magnet schools (BCSD #59 and #90). The liaisons are responsible for planning and implementing educational programs including student workshops directly involving the Zoo and the two schools. Student visits to the Buffalo Zoo were scheduled to enhance learning of subject material covered during liaison visits to the school. In addition, the Zoo recently completed curriculum design and the first phase implementation of a 5<sup>th</sup> grade student residency program during the spring of 2010 that impacted student learning of science concepts related to biomes, ecosystems, animal needs, adaptations and environmental issues. The program allows students to gain valuable skill-based experience with making observations and inferences, as well as using laboratory testing/measuring instruments. The curriculum is cross-curricular allowing students to enhance their understanding of concepts in math, ELA, social studies and even art.

More recently, the school has formed a new partnership with Western New York Women's Fund and the University of Buffalo. The Women's Fund has funded a "Structures in Science" summer institute for the

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last two years and has committed to fund the program again this year. In addition to funding the "Structures in Science" programs for middle school girls at PS 59, the WNY Women's Fund will be piloting and providing joint funding for the Out of School Time (OST) initiative that will increase PS 59's access to an out-of-school time program focused on supporting and expanding high quality enrichment and learning opportunities offered by OST providers. This two-year pilot OST initiative will include: mentoring opportunities, career and technical education, physical activity, transportation, academic support, and cultural enrichment, all of which will adhere to universal program standards. Data such as student attendance, academic achievement, grade advancement and suspension rates will be collected to determine OST program effectiveness. PS 59 will serve as a pilot demonstration site with students in grades 5-7 eligible to participate year one (2011-2012) and students in grades 5-8 eligible to participate during year two (2012-2013).

Furthermore, the new administration has proposed partnering with the University of Buffalo to offer a summer program to rising fifth and sixth grade girls. This four week summer program, designed to complement the District's Extended Learning Opportunities Program, will be organized thematically around the origin of food and food production, providing inquiry-based learning opportunities for the students.

**Model Selection: Restart**

In order to provide students with the greatest opportunity, PS 59 Dr. Charles Drew Science Magnet will become a Restart model school contracted to be run by an Education Partnership Organization (EPO). The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO's responsibilities will be spelled out in a performance contract between the EPO and BCSD. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, establishing a focus on scientific literacy, reading and writing in different genres and in different content areas, meeting specified performance benchmarks, addressing elementary to middle and middle to high school transitions, creating specific work plans and outcomes for school-based teams, and providing data and relevant information through regular reports to BCSD. BCSD will develop a set of non-negotiable performance benchmarks

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such as raising attendance rates, decreasing disciplinary incidents, and raising student ELA and mathematics test scores, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will assign a representative to effectively monitor the EPO and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.

*The performance contract between the EPOs and the BCSD will outline specific areas to be addressed as per the school's Joint Intervention Team (JIT) report, but each EPO must decide how best to address those areas. The performance contract for PS 59 Dr. Charles Drew Science Magnet will establish benchmarks that the EPO must meet in order to have its contract renewed, specifically how to ensure that the school returns its focus to that of a science magnet school and coordinates the efforts of its supporting partners.*

*The Associate Superintendent for Compliance will monitor implementation of the performance contracts at the Restart model schools. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.*

BCSD believes that the Restart model with an external provider will be instrumental in the turnaround for PS 59 because the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development, especially related to the field of science;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement;

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- provide additional supports and professional development to teachers and principals.

A Restart model will be specifically effective in the case of PS 59 because of the school's need for technical expertise to reinvent the science program at the school. While the new principal has revitalized some of the old partnerships, it will take much more to overcome the obstacles impeding the school's progress as a science magnet such as disciplinary issues, low expectations, and low literacy and mathematics scores hindering comprehension in the content areas. Most importantly, the Restart model gives BCSD the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

Following consultation with the teachers' union, BCSD has chosen the Restart model for this particular school as the best alternative. Please note that the Rule of Nine prohibits the District from applying for Transformation models at all of its Cohort II PLA schools; likewise, the school shares facilities with the Museum of Science and closure would not be a viable option. The timing for Restart is good because the school will be located at a swing site for the next two years; physical separation from the facility will further reinforce the feeling of a new beginning.

*Following feedback from community stakeholders, including the teacher and administrator's unions and a district parent group. The president of the Buffalo Board of Education proposed a resolution to accept the Restart model for School # 59. On the May 5, 2011 Buffalo Board of Education determined to submit an application for Restart for School # 59. BCSD suggests the performance contract and rigorous review process of the selected model will provide the best opportunity to address the unique needs of the school community. The engaging of community educational partners will provide additional services and offers a unique opportunity for innovative school programs that could drastically impact achievement in this persistently lowest achieving school.*

*School #59 received 6 total and 4 complete proposals following the RFP process. During June the selected review team will score complete proposals and request additional information during the*

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*continuation of the review process.*

In order to turn the school around, the selected EPO must demonstrate the capacity to address the findings of the Joint Intervention Team.

**I. Curriculum**

*JIT Recommendations:*

- *Develop curriculum maps that include grade-level reading strategies to add rigor and vertical consistency. Make independent reading for a set period of time a homework requirement. Consider reviewing the use of reading time during the literacy block to incorporate time for structured, independent reading at the learning areas to practice the skills, strategies, and vocabulary presented in class and facilitate the practice of proficient readers. Extend independent reading to the middle school. Increase accountability for student independent reading with the use of (electronic) reading logs.*
- *Expand the literacy curriculum to include a genre-based and developmental writing component that is aligned with the scope and sequence to add rigor and depth to the writing process. Add explicit lessons and rubrics around the craft of writing. This component could easily be incorporated in the current literacy block and centers.*

**II. Teaching and Learning**

*JIT Recommendations:*

- *Enhance teacher pedagogy to ensure student-centered instructional practice. The District curriculum and pacing calendar should become tools that lead to high levels of student engagement, academic rigor, extended independent daily reading and writing, and the use of higher order thinking skills to improve student performance and increase quality student work. Have teachers participate in professional learning opportunities and be held accountable for the quality and effectiveness of their instruction.*

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- *Maintain flexible groups for English language arts (ELA) and mathematics, but ensure that students are in heterogonous groups for social studies and science. Ensure that lesson plans are based on student formative and summative data and include a variety of student-centered strategies to respond to individual needs. For example, pair/share, accountable talk, and small group instruction and learning area activities should occur during the lesson driven by a specific criterion and with a specific learning purpose.*
- *Ensure that the school in collaboration with PS 90 offers a continuum of special education services to best meet the needs of all students. Review Individual Education Plan (IEP) goals and objectives to ensure that they are appropriate yet challenging. Provide the necessary professional development (PD) to ensure that teachers work in a coordinated and cooperative manner to enrich the learning of students with disabilities through their interaction and collaboration with classmates. The effective implementation of a research-based approach is critical to this school because it has been cited over the years for the significantly low performance of students in this particular subgroup.*
- *Add extra time to the current schedule to include a ‘lab site’ day that is organized around well-planned visits to a lab classroom to build a focus of excellence and develop best practices schoolwide.*
- *Review current discipline policies and Positive Behavioral Intervention Supports (PBIS) action plan with the participation of student representation to ensure that all students participate in their implementation at the classroom level. Develop a schedule to ensure that the ASR is served by a teacher; in many schools teachers volunteer their time on a rotating basis. Hold teachers and students accountable for effective implementation of the PBIS initiative.*
- *Offer PD on the development of rubrics and the use of exemplars to develop formative assessments aligned with particular tasks.*

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- *Develop a coherent schoolwide grading policy to add rigor to lesson plans, homework, and formative assessments. Ensure the participation of students, teachers, and parents in the definition of the grading policy, its adoption, and its effective implementation.*

**III. School Leadership**

*JIT Recommendations:*

- *Establish a short list of schoolwide goals and ensure the development of a clear and shared vision that is embraced by the entire school community, and together take action to meet them.*
- *Review the current instructional schedule to develop a schoolwide approach to teacher meetings. These meetings should include data analysis to inform instruction and observations in classrooms identified as lab sites. Facilitate collaboration, reflection, and evaluation of teacher practice as members of a professional learning community committed to high student achievement. Make these structures inclusive of the feeder school to establish continuity and develop a stronger literacy and numeracy foundation in all children.*
- *Review the current approach to PD to foster strategic teacher collaborations and shared leadership to improve instructional practices and professional growth.*

**IV. Infrastructure for Student Success**

*JIT Recommendations:*

- *The school should group students heterogeneously, including at the middle school level. All teachers should set high expectations for students and have all students working in small groups together including those assigned to the "differentiated" period. Teachers should use exemplars,*

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*rubrics and differentiated strategies to scaffold student work and enable struggling students to produce standard-level work.*

- *Ensure that the District's reconstruction plan aimed at building standard classrooms with walls is carried out according to schedule (school year 2011-12).*
- *Engage all teachers in structured collaborations, i.e., small cross-grade, cross-discipline, and cross-program groups around student needs to promote shared leadership and to increase teacher accountability regarding student achievement.*
- *Expand effort to communicate high expectations to students and parents and further their engagement in student learning. Ensure that lesson and unit objectives become learning objectives that students understand and can articulate to their parents.*

**V. Collection, Analysis, and Utilization of Data**

*JIT Recommendations:*

- *Integrate the ongoing use of data from formative and summative assessments into the culture of the school. The school leaders and teachers should become familiar with the value of data and comfortable in making use of them for instructional purposes. In addition to grade level meetings, organize collaborative teacher teams across grades and subjects to provide faculty the opportunity to work on specific targeted groups and specific academic targets.*
- *Review the CEP to include a short list of schoolwide goals with measurable objectives to guide the work of faculty, students, and administration. Ensure that the action plan is reviewed at the School Based Management Team (SBMT) monthly meetings to make adjustments as necessary towards meeting annual goals.*

**VI. Professional Development**

*JIT Recommendations:*

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- *Review the current schedule and use of grade level meetings to engage teachers in structured professional collaborations focused on improved student learning. Provide teachers with PD in differentiated instruction, data analysis to inform instruction, and/or formative assessment.*
- *Ensure that the school administration proactively and strategically uses classroom observations and analysis of student work to provide critical, constructive feedback to teachers so that lessons are rigorous and relevant.*

**VII. District Support**

*JIT Recommendations:*

- *Improve and expand the school technology infrastructure, and provide teachers with corresponding PD.*

**Specific information to support the District in determining how the above recommendation should be accomplished:**

PS 59, Dr. Charles R. Drew Science Magnet, with the support of the District, should develop and implement a new plan in order to accelerate the learning of all students toward meeting and/or exceeding State Standards. This plan should include significant staff and organizational changes, involve all the members of the school community, and address the following:

- **Defining Clear And High Expectations**

Teachers need to use student-centered examples in illustrating specific benchmarks when setting learning goals for students. A long term goal of high expectations should be set by showing students as early as grade 4 what they need to accomplish in high school. To that end, it is recommended that teachers and students review work produced by academically successful grade 9 and 10 students, and jointly make decisions on the exemplars that illustrate this long-term goal. Once this goal is clearly understood, the work of the committee, the SBMT and the entire faculty is to set up short-term goals that will establish a clear

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road map for how to prepare their students for success in high schools. It is also proposed that these samples be selected from high schools within Buffalo to build a closer emotionally/socially achievable goal rather than selected samples from other sources that students may perceive as a far less realistic goal.

In order to accomplish this, the school should consider establishing the following committees:

*The PS 59 High Expectations Committee:* A District representative collects 20-30 samples from different high schools of student work that exemplifies work exceeding the standards. This representative in collaboration with the school administration identifies teachers (five-six) who have demonstrated commitment to high expectations through the delivery of rigorous instruction and invites them and student representatives from grades 4-8 to form the *PS 59 High School/High Expectations Committee* that will select a few exemplars to illustrate their own expectations. Based on these exemplars, the committee should address the following essential question:

What do we need to do so that all students leave grade 8 ready to produce high school work of comparable or even higher quality?

- Review discipline issues and use PBIS to set a measurable objective for the school year.
- Review homework assignments and set a measurable objective.
- Review reading assignments and set a measurable objective.
- Discuss what needs to improve in class, including during differentiated instruction and academic support periods, to optimize instructional learning time and set a measurable objective.
- Discuss student leadership and enrichment opportunities during the school day and after school and set a measurable goal.

*The Early Grades High Expectations Committee* - A similar committee should be formed to set up high expectations for the earlier grades in a way that is illustrative to younger children. It is recommended that this committee include members of the feeder school, PS 90.

**• Review CEP To Reflect Schoolwide Goal And Objectives**

Representatives of the *PS 59 High School/High Expectations Committee* and the *Early Grades High Expectations Committee* meet with the SBMT, i.e. (school leader, teacher union representative/s, parent representatives, and representatives of community partners) to ensure that the recommendations and objectives developed by the Committees are incorporated into the school's annual plan. Together, the team

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	<p>amends the action plan and sets a timeline for the specific tasks and activities that will need to take place in order to meet the schoolwide goal and objectives.</p> <p>The Principal should take responsibility for the implementation of this amended plan. The Principal should also ensure that the SBMT and the two <i>High Expectations Committees</i> meet regularly, even weekly, to evaluate the impact of the actions taken continually and adjust as needed towards accomplishing the goal.</p> <p><b>• Teacher Expectations And Teacher Accountability</b></p> <p>The Principal with the support of the District should present the schoolwide goals and objectives to the faculty, with follow-up individual meetings to establish goals and expectations for each teacher. The Principal should conduct focused walkthroughs and evaluations to document how teachers are responding to the action plan and take decisive steps in cases where teachers are not meeting set expectations.</p> <p><b>• District Support And Professional Development</b></p> <p>The District should provide the necessary support to the school leaders, teachers, parents and students toward meeting the schoolwide goal. The District should;</p> <ul style="list-style-type: none"> <li>• Provide the school leaders with coaching and training in the use of data during informal and informal observations.</li> <li>• Review the school schedule to ensure that there is no loss of instructional time.</li> <li>• Review the school schedule to add extra time for a lab site that facilitates teacher observation in effective classrooms with follow up meetings by expert coaches.</li> <li>• Support the overall implementation of the Restructuring plan.</li> </ul>
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**APPENDIX B: RESTART MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the model at the school.**

<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
<p>A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional potential of the EPO.</p> <p>The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO’s responsibilities will be spelled out in a performance contract between the EPO and BCSD.</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	<p>BCSD and EPO Performance Contract \$1,906,889</p>

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	BCSD requires the provider to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing,		
Fulfill all New York State requirements for converting school into a charter school.	<p>This school will not be operating as a charter school. BCSD has no intention to convert PS 59 to a charter school.</p> <p>The EPO will be evaluated each year based on progress toward school goals. By the end of Year 3 of the funding, the EPO will have supported the school and district in building capacity for the school to be incorporated back into BCSD as a sustainable high performing school.</p> <p><i>BCSD advertised the RFP for</i></p>	June 2012, June 2013, June 2014	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>potential EPO's in the local news paper, provided a link on the front page of the BCSD web site and e-mailed the link to several known Educational Partnership Organizations.</i></p> <p><i>The review process will be facilitated by Learning Point Associated. The review panel was selected by various community stakeholders. Please see attached Learning Point Restart assistance proposal. This proposal and suggested timeline has been a presented and accepted by the Buffalo Board of Education.</i></p> <p><i>If no EPO's are found BCSD administrators will propose to the Buffalo Board of Education and will initiate a plan for the implementation of the turnaround model.</i></p>		
Enroll, within the grades it	All currently enrolled 3-7	May 2011	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
serves, any former student who wishes to attend the school.	<p>students and incoming grade 3 students from PS 90 will be invited and encouraged to stay in PS 59 Dr. Charles R. Drew Science Magnet. The EPO will be evaluated on its ability to encourage students to remain. If seats are available, open enrollment will apply.</p> <p><i>BCSD will suggest branding and promotion of individual Restart schools will be negotiated via contract with the selected EPOs. This action is given the unique programs and opportunities the EPOs will provide for students. EPO's will best identify the specific needs of the schools. BCSD will include a restart school option as part of the district school choice promotion.</i></p>		
Notify parents and community of conversion, and provide information on school choice	Town hall meetings will be publicized and held. Information regarding the	Beginning April 2011 – Communication will take place between all stakeholders and	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
options available	Restart school will be posted on the District website. Letters will be sent home to all parents of students attending PS 59 Dr. Charles R. Drew Science Magnet. Connect Ed calls will be made to parents. The Buffalo Board of Education will approve all school improvement grant applications.	the District regarding District PLA plans.	
Create a plan to transfer students who either a) cannot attend the new school because their grade is not served; or b) have parents who wish to opt-out of the new charter school. Provide NYSED with a list of schools that will receive transfer students.	Students currently attending PS 59 Dr. Charles R. Drew Science Magnet will be invited to stay. The school will have the same grade levels: grades 3 – 8. Parents who wish to opt out of the restart school must complete a transfer application to attend a BCSD “receiving” school in good standing. This transfer will be completed through the BCSD Student Placement Office.  <i>See attachment: Transfer</i>	Beginning May 2011	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>Guidelines 2011-2012</i></p> <p><i>See attachment: Transfers NCLB Parent Letter</i></p> <p><i>The Central Registration Center for the BCSD tracks all student transfer data.</i></p> <p>See list of BCSD receiving schools in good standing in appendix.</p>		
<p>Create an accountability contract with the CMO or EPO, with clearly defined goals for student achievement</p>	<p>An RFP was written, along with an evaluation rubric to use when choosing EPOs for the District. See attached. EPO responsibilities will be spelled out in a performance contract. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, establishing a focus on scientific literacy, reading and writing in different genres and in different content</p>	<p>Created evaluation rubric for potential EPOs – April 2011</p> <p>Once the EPOs are chosen, BCSD will continually revise rubric and expand into an accountability plan as EPO process progresses.</p>	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p>areas, meeting specified performance benchmarks, addressing elementary to middle and middle to high school transitions, creating specific work plans and outcomes for school-based teams, and providing data and relevant information through regular reports to BCSD.</p> <p><i>A Recruitment Bulletin for PS 59 was issued. The EPO will select the principal.</i></p> <p><i>The BCSD will work with the selected EPOs to negotiate Memoranda of Understanding with the Buffalo Teachers Federation (BTF) that will allow for staff to be removed or hired from outside of the school. The collective agreement between the BTF and the district permits involuntary transfers under</i></p>		<p>VersiFit Software – Data Warehouse \$45,000</p>

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Action Required By Restart Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p><i>specific circumstances, but the BTF has stated publicly that an additional MOU would be necessary to permit the transfer of large numbers of teachers involuntarily. Such an MOU may include special procedures for involuntary transfers, posting of positions, and interviewing. However, the EPO will also be responsible for evaluating teachers using the new APPR, which may necessitate that the EPO recommend that the Board of Education deny tenure to an employee. If the BOE rejects a recommendation to terminate a probationary employee or deny tenure to an employee, the BOE must transfer that teacher to another school within the district.</i></p> <p><i>BCSD expects that the selected EPOs will develop work plans for school-based teams prior to</i></p>		<p>.16 FTE Research Aide          Year 1 - \$6,830 plus benefits          Year 2 – \$7,035 plus benefits          Year 3 - \$7,246 plus benefits</p>

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>the start of the implementation. These work plans will be modified as needed.</i></p> <p><i>The performance contract must identify specific areas that require training as per the school's Joint Intervention Team (JIT) report, but the EPO must decide how best to implement that training. EPOs will also be obligated to deliver 10 days of site based training to teachers, the same as the Transformation schools. The district's Network Teams will also work with the Restart schools just as they will with the Transformation schools. The EPOs will be held accountable by BCSD for delivering training and monitoring its effectiveness at the school level.</i></p> <p><i>EPOs may decide to negotiate Memorandums of Understanding with the Buffalo</i></p>		<p>.14 FTE Associate Superintendent – Compliance Year 1 - \$18,620 plus benefits Year 2 - \$18,620 plus benefits Year 3 - \$18,620 plus benefits</p>

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>Teachers Federation (BTF) that will allow for additional mandatory training.</i></p> <p><i>EPOs will be required to use the Professional Growth System used by BCSD to track attendance at and ratings for professional development offerings.</i></p> <p><i>Network Teams must be allowed to meet with Inquiry Team members on a scheduled basis.</i></p> <p><i>The District will require the EPO enter into negotiations with the BTF to accommodate a longer school day and year.</i></p> <p><i>The Performance Contract will be specific to each school, but will include improved teacher and student attendance, improved test scores, and anything required under the terms of the School Improvement Grant.</i></p> <p><i>The EPO will provide Art, PE</i></p>		<p>.14 FTE Administrative Secretary</p> <p>Year 1 - \$18,620 plus benefits</p> <p>Year 2 - \$18,620 plus benefits</p> <p>Year 3 - \$18,620 plus benefits</p>

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Action Required By Restart Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p><i>and music instruction per NYSED regulations. Also, after school and summer opportunities for enrichment in the arts and athletics may include accessing BCSD athletic and arts programs and initiatives.</i></p> <p><i>The District believes that each EPO should report to the Board, on at least a quarterly basis, its academic data, financial data and any compliance issue. To ensure that the EPO is working to accomplish its stated goals, the district will reserve the right to audit the EPO's financial, compliance, and academic data at any time. The District believes that such provisions should be included in a contract between the Board of Education and each EPO. It is the district's intention that such Contracts will include at least</i></p>		

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	<p><i>the following provisions:</i></p> <ul style="list-style-type: none"> <li>• <i>Clear articulation of the autonomies to be provided to EMOs</i></li> <li>• <i>The delegation of responsibilities between the district and the EMO (transportation, suspension hearings, attendance, data reporting, food services, etc.)</i></li> <li>• <i>Delivery of required services to special education students and English language learners</i></li> <li>• <i>Compliance with federal Title I requirements</i></li> <li>• <i>Submission of a budget</i></li> <li>• <i>Submission of required data for State and Federal compliance purposes such as information on</i></li> </ul>		

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>attendance, staffing, students, number of highly qualified teachers, parent participation, truancy, class size, time, and emergency drills conducted during the school year.</i></p> <ul style="list-style-type: none"> <li>• <i>Maintaining student enrollment of all subgroups previously enrolled at the school and at percentages relative to other demographically-like district schools</i></li> <li>• <i>Performance Benchmarks, such as student attendance, academic performance, fiscal stability, compliance with State and Federal regulations</i></li> </ul>		

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>Additionally, the District's Associate Superintendent for Compliance will monitor the implementation of the performance contracts at the Restart Model schools -- although the EPOs will report directly to the Board of Education. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.</i></p> <p><i>The district intends to include a provision in each contract that permits the district to terminate the contract if the EPO has failed to fulfill its contractual obligations.</i></p> <p><i>The EPO will have full autonomy to sub-contract with external partners within the school so long as it complies with local, State and Federal regulations, and does not cause the District to violate any</i></p>		

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	<p><i>contractual obligation it has.</i></p> <p><i>The Associate Superintendent of EPO Compliance will report directly to the Buffalo Board of Education; serve as a liaison between the Advisory Boards of Educational Partnership Organizations (EPO) and District support offices to support the day to day operations of approved Restart Model Schools. The Associate Superintendent for EPO Compliance will recommend the initial implementation, establish policies and procedures, and make recommendations to the Buffalo Board of Education. With the support of Learning Point Associate and Buffalo Board of Education Members, the Associate Superintendent and EPO advisory boards will determine and place within the</i></p>		

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	<p><i>performance contracts specific levels of support that will adhere to the mission, vision and intent of selected EPO proposals as well as the mission of Buffalo City Schools.</i></p> <p><i>The performance contracts will include but not be limited to:</i></p> <ul style="list-style-type: none"> <li>• <i>the process by which the district will respond to an EPO's recommendation that staff be removed, or its desire to hire staff from outside the school</i></li> <li>• <i>the professional development requirements an EPO must meet within a school</i></li> <li>• <i>the level of school change that will be expected from the EPO, and how will this be</i></li> </ul>		

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Action Required By Restart Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p><i>communicated in the contract</i></p> <ul style="list-style-type: none"> <li>• <i>the district's requirement that an EPO provides students with access to athletics, arts, or music instruction</i></li> <li>• <i>the criteria that will be used to assess whether the EPO is meeting the terms of the contract</i></li> <li>• <i>how the district will ensure that the failure of the EPO to meet contract needs will not result in a loss of programs for students</i></li> <li>• <i>what responsibility the EPO will have regarding the recruitment, screening and selection of external partners</i></li> <li>• <i>all non-negotiable</i></li> </ul>		

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Action Required By Restart Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p><i>requirements of Race To The Top.</i></p> <p><i>Attached is a Posting and Job description for the Associate Superintendent of EPO Compliance.</i></p> <p><i>Activities to Set Performance Benchmarks:</i></p> <ul style="list-style-type: none"> <li>• <i>Review recommendations of Joint Intervention Team (April, May 2011)</i></li> <li>• <i>Prioritize recommendations for EPO (June 2011)</i></li> <li>• <i>Analyze current and past data points to identify trends in test scores, attendance, suspensions, PLO attendance (June 2011)</i></li> <li>• <i>Review 2010-11 school data (as soon as</i></li> </ul>		

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Action Required By Restart Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p><i>released from NYSED)</i></p> <ul style="list-style-type: none"> <li>• <i>Establish yearly progress points necessary to remove school from PLA list (summer 2011, though contract will specify that targets must be agreed upon and met each year )</i></li> </ul> <p><i>BCSD will continue the work with Learning Point Associates from September until December 2011 in the planning training and implementation of the performance contract established and customize the evaluation tool #9 included for BSCD Restart Schools.</i></p> <p><i>VersiFit, a Wisconsin company, provides advanced analytic tools to State Departments of Education and School Districts that measure analyze and</i></p>		

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	<p><i>display data in the form of Key Performance Indicators (KPI) producing easy-to-read graphical indicators that alert district staff to at-risk conditions and monitor the effects of corrective actions. VersiFit's core data warehouse product is called Edvantage.</i></p> <p><i>The BPS Data Warehouse (BPSDW) is a customized version of Edvantage that continues to be implemented by VersiFit and the BPS data warehouse team. The BPSDW provides a real-time and historical data repository for ALL district data sources.</i></p> <p><i>The BPSDW provides information to all BPS staff "To Identify Students with the Highest Needs and Move them to the Highest Level of Achievement".</i></p>		

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	<p><i>The Research Aide will work full time in responding to data requests from the data coaches under the guidance of supervisors in the Office of Shared Accountability. These aides have participated in coach and team meetings in order to give them a better idea of the use of the data reports they compile.</i></p> <p><i>The Associate Superintendent – Compliance will collaborate with the EPOs and monitor and manage the EPO performance contracts.</i></p> <p>BCSD will develop a set of non-negotiable performance benchmarks such as raising attendance rates, decreasing disciplinary incidents, and raising student ELA and mathematics test scores, to use as the foundation for EPO</p>		

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	<p>accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will effectively monitor the EPO and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.</p> <p><i>An Administrative Secretary will support all PLA Restart schools and the Associate Superintendent – Compliance on a daily basis.</i></p>		
<p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p>potential of the EPO.</p> <p>BCSD requires the provider to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing,</p>		

<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$6,687,810</b>	<b>\$6,000,000</b>	<b>\$687,810</b>

*Following the selection of an Educational Partnership Organization for this school funds will be broken out to identify the specific funds required for the implementation of the model. Funds will be provided by the selected agency. Putting the entire amount in a contract line allows for the flexibility needs to specialize the school program and allow school level decision making in the implementation of the model.*

*BCSD will maintain the level of funding at EPO schools in direct proportion to other district schools. The Office of Federal and State programs will provide oversight of the Federal funding including School Improvement Grant funds. BCSD finance department will maintain the distribution of local funds. The in- district accounting process provides a distinct code series for each federal and state project. Therefore, funds identified specifically for a restart school will be identified by code letters and building number.*

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**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

The Budget Narrative form provides detail on other funding sources.

<b>Funding</b>	<b>Source</b>	<b>Amount</b>
Title I	NYSED	\$229,270

The EPO performance contract will provide funding to carry out the actions described in this restart model. Additional monies from Title I will follow the Title I students and provide supplemental activities, such as professional development opportunities and parent involvement activities.

The District and EPO will ensure that any personnel hired by the EPO either will have been hired for only the grant period (to train teachers and build capacity) or assimilated into the District’s budget by the end of the grant period. As the grant ends, the District, PS 59, and the EPO partnership will have built the capacity within PS 59 and the District so that PS 59 can be incorporated back into the BSCD as a high performing school.

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There has been ongoing communication with the Buffalo Teachers Federation (BTF) and the Buffalo Council of Supervisors and Administrator (BCSA) during the SIG process. At this time, potential obstacles include a discussion regarding BCSD’s contractual obligations to the Buffalo Federation of Teachers (BTF). The meetings of the Professional Council, comprised of BTF and District representatives, have continued throughout the school year. Communication will continue with the unions to achieve consensus regarding the SIG grants.

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**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

The LEA and EPO will modify practices and policies that support a school improvement framework unique to Charles R. Drew School #59. The school's framework will be rooted in research about what works in school organization and operations of schools. Most importantly the focus of the framework will be on the core work of instruction in the school.

Once the partnership between the District and the EPO is established via the performance contract and accountability plan, the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development, especially related to the field of science;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement;
- provide additional supports and professional development to teachers and principals.

BCSD will have the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

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Appendix B  
Restart Model  
East High School #307

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**APPENDIX B: RESTART MODEL**

**LEA Implementation Plan for the Restart Model**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Restart Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** \_\_\_\_\_ **Buffalo City School District**

**NCES#:** \_\_\_\_\_ **3605850**

**School:** **East High School**

**NCES#:** \_\_\_\_\_ **05601**

**Grades Served:** \_\_\_\_\_ **9 - 12**

**Number of students:** \_\_\_\_\_ **610 (BEDS data 2010)**

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

<b>Needs Assessment Process</b>	<b>List Data Analyzed</b>	<b>Major Findings</b>
<p><i>Joint Intervention Team Report</i></p> <p><b>March 2011</b></p>	<p><b>I. Curriculum Documents</b></p>	<p><b>I. Curriculum Documents</b></p> <ul style="list-style-type: none"> <li>• The school lacks a comprehensive literacy program for grades 9-12. The Language Exclamation Program only serves 9<sup>th</sup> graders, leaving struggling readers in the 10-12 grades without additional support. Additionally, freshmen do not take English 1 and continue to fall further behind because they never receive instruction in their first year curriculum, including writing.</li> <li>• The use and development of lesson plans/learning</li> </ul>

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		<p>goals and essential questions is inconsistent and are not aligned with the district’s curriculum and New York State Standards.</p> <ul style="list-style-type: none"> <li>• The Bioinformatics and Forensic Programs need to be updated as evidenced by declining student enrollments and by the elimination of core courses in the program.</li> </ul>
	<b>II. Teaching and Learning</b>	<p><b>II. Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Twenty-three percent of the students are students with disabilities which makes the effective implementation of the co-teaching model essential. Unfortunately, the model as it was designed, and for which the professional development was provided, is not being implemented properly. As evidenced by numerous observations and discussions with teacher groups there is little co-planning or co-teaching being provided.</li> <li>• Instructional staff is not consistently using research-based instructional practices such as group work, scaffolding, differentiation, etc. Students have limited engagement in meaningful classroom activities that promote learning.</li> <li>• The school lacks a uniform school-wide grading policy. Teachers create their own individual grading policy.</li> <li>• There is little use of rubrics to improve academic performance.</li> </ul>
	<b>III. School Leadership</b>	<p><b>III. School Leadership</b></p> <ul style="list-style-type: none"> <li>• The school leadership has not clearly articulated high expectations for student achievement to all stakeholders.</li> <li>• The school’s master schedule does not effectively utilize staff as evidenced by the inherent problems</li> </ul>

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		<p>in scheduling the co-teaching model, the inability to provide English 1 to all students, the elimination of chemistry and physics due to the misuse of human resources, etc.</p> <ul style="list-style-type: none"> <li>• The new assistant principal is not doing teacher evaluations thereby putting the entire responsibility of observing and providing feedback to teachers with the goal of improving teaching and learning on the Principal and veteran Assistant Principal.</li> </ul>
	<b>IV. Infrastructure for Student Success</b>	<p><b>IV. Infrastructure for Student Success</b></p> <ul style="list-style-type: none"> <li>• Ninth and tenth graders have little interaction with guidance counselors as evidenced by discussions with counselors and students.</li> <li>• The school acquired a part-time attendance teacher in October leaving the school without adequate support for students.</li> <li>• Although the school recognizes the importance of involving parents in the education of their children, parent involvement is limited.</li> <li>• The school has been assigned a Student Support Team which includes a psychologist, a social worker and a coordinator.</li> </ul>
	<b>V. Collection, analysis, and Utilization of Data</b>	<p><b>V. Collection, analysis, and Utilization of Data</b></p> <ul style="list-style-type: none"> <li>• In general, the administration and teachers comply with district mandates regarding formative and summative assessments, but many teachers do not use the data to prepare their lessons, as evidenced by the lack of differentiated instruction, particularly as it applies to subgroups.</li> </ul>

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	<p><b>VI. Professional Development</b></p>	<p><b>VI. Professional Development</b></p> <ul style="list-style-type: none"> <li>• Although there is a district-wide Professional Development Plan which is supported by the school administration and many opportunities to participate exist, the activities are voluntary. As a result, implementation at the school building level is uneven.</li> <li>• The school does not have a Professional Development Plan for the year which supplements the district's efforts.</li> <li>• The district should provide professional development to support the co-teaching model.</li> </ul>
	<p><b>VII. District Support</b></p>	<p><b>VII. District Support</b></p> <ul style="list-style-type: none"> <li>• There are not enough buses to transport students home from after-school tutoring and other activities.</li> <li>• The district has done a great deal to move East High School forward as evidenced by the availability of extensive curriculum materials, the design and implementation of five distinct programs, as well as ongoing professional development aligned to district programs and initiatives. However, there is more to be done in order for the school to meet AYP in identified areas.</li> </ul>

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**Describe how the Restart Model addresses the major findings of the needs assessment.**

<b>Description of Actions for Model Implementation</b>	<p><b><u>East High School</u></b></p> <p>East High School presently serves 610 students in grades 9 through 12. This reflects a decrease from 2008-2009 when the school enrolled 714 students. The school enrollment is 93 percent Black, two percent Hispanics and three percent White students. Twenty-three percent of the students enrolled are students with disabilities. The restart model has been chosen to generate substantial gains in student learning in a short amount of time and to address additional findings as delineated in the JIT report on East High School.</p> <p>Students at East will be immersed in a comprehensive college preparatory program with the goal of attending and graduating from college. This school will develop strategies to address the low graduation rate, especially of African-American males. To assist with a positive transition to high school a supportive environment that values self-motivation, independence, commitment, high expectations, positive social interactions, and meaningful relationships will become part of the culture at East High School through teachers learning and working together. Teams of teachers and support staff will meet daily to discuss student issues, resolve disciplinary problems (which might involve meeting with students and their parents/guardians), and address curricular or teaching matters.</p> <p>As part of a new partnership, the school will be recruiting students from the Choice Neighborhood zone a priority. The Buffalo Municipal Housing Authority (BMHA) received a two year \$500,000 grant from HUD to develop a comprehensive neighborhood revitalization strategy through the Choice Neighborhood Initiative, uniting an organization of community leadership with plans to develop effective partnerships and the needed clout to sustain change efforts. The Choice Neighborhood Initiative proposes to transform the community by developing an educational pipeline that will carry children from early childhood to college and/or careers. A broad range of educational, health, economic and social services will provide support for the children and their families.</p>
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There are **Five Essential Principles of Community Schools**

1. Community schools have a **strong academic curriculum**. The school and community work together to ensure that students have a strong and rigorous curriculum that will further student success. The goal of academic success should advance all strategic partnership planning.
2. Community schools are a set of **coordinated and purposeful partnerships** with the school district that integrate services for students, their families and the community with the common goal of ensuring student success and building strong communities. Many schools offer afterschool tutoring or a series of unconnected programs. Their programs are too often unrelated, disconnected from any academic mission and necessary rigorous curriculum, and lack the support built through partnerships that engender sustainability. A full-service community school provides integrated programs and experiences that enrich learning as well as meet the needs of students and the community.
3. Community school **partners may include a variety of providers and funders**. They may be community-based, regional or national organizations and may have nonprofit, for-profit or faith-based status, but should provide equal access to all children.
4. Community schools **provide more than one type of service** to students and the community. These may include: academic services like tutoring, community-based learning and other enrichment activities; medical services like primary, vision, dental and nutritional services; mental health services like counseling and psychiatrists; and a variety of social services.
5. Community schools are **based on a comprehensive and strategic plan agreed to in writing** (e.g., contracts, memoranda of agreement and memoranda of understanding) between the partner organization(s), including the providers and funders, and the school. Oversight of the school site(s) requires written agreements to avoid problems of governance and operation of community schools. Written agreements also provide planning and a process for creating community school models that can be taken to scale with buy-in by all stakeholders (source: [www.AFT.org](http://www.AFT.org)).

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<b>MODEL</b>	<p><b><u>Restart:</u></b></p> <p>In order to provide students with the greatest opportunity, East High School will become a Restart model school contracted to be run by an Education Partnership Organization (EPO). The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO's responsibilities will be spelled out in a performance contract between the EPO and BCSD. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, meeting specified performance benchmarks, addressing middle to high school transitions, creating specific work plans and outcomes for school-based teams, and providing data and relevant information through regular reports. BCSD will develop a set of non-negotiable performance benchmarks such as raising attendance rates, decreasing disciplinary incidents, raising student ELA, mathematics test scores for all subgroups, and increasing graduation rates, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will assign a representative to effectively monitor the EPO and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.</p> <p><i>The performance contract between the EPOs and the BCSD will outline specific areas to be addressed as per the school's Joint Intervention Team (JIT) report, but each EPO must decide how best to address those areas. The performance contract for East High School will establish benchmarks that the EPO must meet in order to have its contract renewed, specifically the need for a comprehensive literacy program implemented for grades 9-12, effective implementation of the co-teaching model, the school's master schedule changed to provide English, chemistry, and physics to students, a comprehensive professional development plan that specifically addresses the Joint Intervention Team findings, and resolved transportation issues for students.</i></p> <p><i>The Associate Superintendent for Compliance will monitor implementation of the performance contracts at the Restart model schools. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.</i></p>
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BCSD believes that the Restart model with an external provider will be instrumental in the turnaround for East High School because the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement;
- provide additional supports and professional development to teachers and administrators.

A Restart model will be specifically effective in the case of East High School because of the school's need to establish a new culture that will embrace the new model and foster community involvement. There is an urgency to change the achievement levels of the students at this school, and a fresh start for the school will be fundamental to its success. The restart selection affords the selected EPO greater autonomy to implement radical change than the transformation or turnaround models can provide. During the process, BPS hopes to find an EPO that will be able to build sufficient capacity to enable the school to return into the Buffalo City School District with a sustainable program in place.

Most importantly, the Restart model gives BCSD the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

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To this end, and following consultation with the teachers' union, BCSD has chosen the Restart model for this particular school as the best alternative. Please note that the Rule of Nine prohibits the District from applying for Transformation models at all of its Cohort II PLA schools; likewise, the school has been reconstructed and closure would not be a viable option.

*Following feedback from community stakeholders, including the teacher and administrator's unions and a district parent group. The president of the Buffalo board of education proposed a resolution to accept the Restart model for East High School. On the May 5, 2011 Buffalo Board of Education determined to submit an application for Restart for East High School. BCSD suggests the performance contract and rigorous review process of the selected model will provide the best opportunity to address the unique needs of the school community. The engaging of community educational partners will provide additional services and offers a unique opportunity for innovative school programs that could drastically impact achievement in this persistently lowest achieving school.*

*East High School received 5 total and 3 complete proposals following the RFP process. During June the selected review team will score complete proposals and request additional information during the continuation of the review process.*

**I. Curriculum**

*Recommendations:*

- *A literacy program should be initiated that will provide all students who are not reading on Level 3 and 4 with reading instruction. The program should be provided in addition to English 1 so that students have the opportunity to master New York State curriculum in ELA.*
- *All lessons should include a well-defined essential question and/or objective that is reflective of the curriculum and grade level. The school should develop a format to create such essential questions and/or objectives. The essential questions and/or objectives should be communicated to all students in each class.*
- *The Bioinformatics and Forensics Program and curriculum should be reviewed in its entirety including the*

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*status of all partnerships. Additionally, the chemistry and physics classes should be restored if these programs are going to continue to be an option.*

**II. Teaching and Learning**

*Recommendations:*

- *The school schedule needs to be designed so that there is better alignment between the teaching programs of co- teachers to enable them to plan lessons together. Additional professional development should also be provided so that all teachers are prepared to deliver appropriate instruction.*
- *Instructional staff should consistently implement research based instructional practice in daily instruction in all content areas. Instructional practice should include but not be limited to: problem solving, writing across the content areas, differentiated instruction, higher order thinking skills, inquiry based learning, cooperative learning, rubrics, and project based learning.*
- *A school-wide grading policy should be created and should include the weight of identified components of each marking period. Those components should include homework, classroom participation, formative and summative assessments, and projects. The grading policy should be consistently implemented across all content areas and grade levels.*
- *Students should be taught how to use rubrics and their academic work with rubrics attached should be displayed throughout the school.*

**III. School Leadership**

*Recommendations:*

- *The Principal should develop with staff, clear-cut instructional goals that address expectations for improved academic achievement. Goals should be clearly articulated and monitored to ensure accountability.*
- *The school leadership should receive training on building a master schedule that includes a broader spectrum of courses. The district office should provide additional support in this area*
- *The new assistant principal should be mentored in developing the skill set required to master the observation/evaluation process. The process should include but not be limited to: learning the protocols for walk- throughs, pre and post observation requirements, techniques for recording what is being observed, and guidance and practice writing observation reports.*

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**IV. Infrastructure for Student Success**

*Recommendations:*

- *Guidance counselors are utilizing one-on-one meetings with lower classmen as their sole method of providing contact time and information to these students. Guidance counselors need to maximize their time by holding assemblies, going into classrooms to disseminate information, and creating small group meetings, etc.*
- *The school needs to negotiate a way to obtain increased attendance service.*
- *The school should develop a school-wide plan to involve parents in decision making roles and other school-wide activities.*
- *In meeting with the Student Support Team, members voiced their concern over their limited ability to provide appropriate levels of intervention due to the large number of students needing support. The district should also consider whether the population of struggling students might benefit from the introduction of The Response to Instruction and Intervention Program (RIT).*

**V. Collection, Analysis, and Utilization of Data**

*Recommendations:*

- *The ongoing use of data should become part of the school culture and used on a daily basis to drive instruction. All teachers should become adept at using data to improve instruction.*
- *The school should consider establishing a Data Analysis Team which should meet on a regular basis. The team should:*
  - *Identify areas impacting student achievement.*
  - *Assist in creating a plan to address these issues.*
  - *Establish benchmarks and record progress toward the goals.*

**V. Professional Development**

*Recommendations:*

- *The district may wish to consider “train-the-trainer” model to improve the impact of district-wide professional development at the building level.*
- *Goals specific to the school should drive the preparation of a year-long School Professional Development Plan to maximize the use of time devoted to professional development during the teacher’s regularly scheduled work day, such as team meeting time, early release day, faculty meetings, etc.*

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	<p><b><u>VII. District Support</u></b>  <i>Recommendations:</i></p> <ul style="list-style-type: none"> <li>• <i>Provide additional buses later in the afternoon so more students will participate in after school tutoring and other activities.</i></li> <li>• <i>The district should provide support in implementing the recommendations of the Joint Intervention Team (JIT).</i></li> </ul>
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**APPENDIX B: RESTART MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the model at the school.**

<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional potential of the EPO.</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	

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<p>organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)</p>	<p>The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO’s responsibilities will be spelled out in a performance contract between the EPO and BCSD.</p> <p>BCSD requires the provider to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.</p>		<p>BCSD and EPO Performance Contract \$1,904,361</p>
<p>Fulfill all New York State requirements for converting school into a charter school.</p>	<p>This school will not be operating as a charter school. BCSD has no intention to convert East High School to a charter school.</p>		

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	<p>The EPO will be evaluated each year based on progress toward school goals. By the end of Year 3 of the funding, the EPO will have supported the school and district in building capacity for the school to be incorporated back into BCSD as a sustainable high performing school.</p> <p><i>BCSD advertised the RFP for potential EPO's in the local news paper, provided a link on the front page of the BCSD web site and e-mailed the link to several known Educational Partnership Organizations.</i></p> <p><i>The review process will be facilitated by Learning Point Associated. The review panel was selected by various community stakeholders. Please see attached Learning Point Restart assistance proposal.</i></p>	<p>June 2012, June 2013, June 2014</p>	

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	<p><i>This proposal and suggested timeline has been a presented and accepted by the Buffalo Board of Education.</i></p> <p><i>If no EPO's are found BCSD administrators will propose to the Buffalo Board of Education and will initiate a plan for the implementation of the turnaround model.</i></p>		
<p>Enroll, within the grades it serves, any former student who wishes to attend the school.</p>	<p>All currently enrolled Grades 9 - 12 students will be invited and encouraged to stay in East High School #307. The EPO will be evaluated on its ability to encourage students to remain. If seats are available, open enrollment will apply.</p> <p><i>BCSD will suggest branding and promotion of individual Restart schools will be negotiated via contract with the selected EPOs. This action is given the unique programs and</i></p>	<p>May 2011</p>	

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	<i>opportunities the EPOs will provide for students. EPO's will best identify the specific needs of the schools. BCSD will include a restart school option as part of the district school choice promotion.</i>		
Notify parents and community of conversion, and provide information on school choice options available	Town hall meetings will be publicized and held. Information regarding the Restart school will be posted on the District website. Letters will be sent home to all parents of students attending East High School #307. Connect Ed calls will be made to parents. The Buffalo Board of Education will approve all school improvement grant applications.	Beginning April 2011 – Communication will take place between all stakeholders and the District regarding District turnaround plans.	
Create a plan to transfer students who either a) cannot attend the new school because their grade is not served; or b) have parents who wish to opt-out of the new charter school.	Students currently attending East High School will be invited to stay. The school will have the same grade levels – 9 - 12. Parents who wish to opt out of the restart school must	Beginning May 2011	

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Provide NYSED with a list of schools that will receive transfer students.	<p>complete a transfer application to attend a BCSD “receiving” school in good standing. This transfer will be completed through the BCSD Student Placement Office.</p> <p><i>See attachment: Transfer Guidelines 2011-2012</i></p> <p><i>See attachment: Transfers NCLB Parent Letter</i></p> <p><i>The Central Registration Center for the BCSD tracks all student transfer data.</i></p> <p>See list of BCSD receiving schools in good standing in appendix.</p>		
Create an accountability contract with the CMO, with clearly defined goals for student achievement	<p>An RFP was written, along with an evaluation rubric to use when choosing EPOs for the District. See attached.</p> <p>EPO responsibilities will be</p>	<p>Created evaluation rubric for potential EPOs – April 2011</p> <p>Once the EPOs are chosen, BCSD will continually revise</p>	

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	<p>spelled out in a performance contract. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, meeting specified performance benchmarks, creating specific work plans and outcomes for school-based teams, and providing data and relevant information through regular reports to BCSD.</p> <p><i>A Recruitment Bulletin for East High School was issued. The EPO will select the principal.</i></p> <p><i>The BCSD will work with the selected EPOs to negotiate Memoranda of Understanding with the Buffalo Teachers Federation (BTF) that will allow for staff to be removed or hired from outside of the school. The collective</i></p>	<p>rubric and expand into an accountability plan as EPO process progresses.</p>	<p>VersiFit Software – Data Warehouse \$45,000</p>

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	<p><i>agreement between the BTF and the district permits involuntary transfers under specific circumstances, but the BTF has stated publicly that an additional MOU would be necessary to permit the transfer of large numbers of teachers involuntarily. Such an MOU may include special procedures for involuntary transfers, posting of positions, and interviewing. However, the EPO will also be responsible for evaluating teachers using the new APPR, which may necessitate that the EPO recommend that the Board of Education deny tenure to an employee. If the BOE rejects a recommendation to terminate a probationary employee or deny tenure to an employee, the BOE must transfer that teacher to another school within the district.</i></p>		<p>.16 FTE Research Aide Year 1 - \$6,830 plus benefits Year 2 – \$7,035 plus benefits Year 3 - \$7,246 plus benefits</p>

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	<p><i>BCSD expects that the selected EPOs will develop work plans for school-based teams prior to the start of the implementation. These work plans will be modified as needed.</i></p> <p><i>The performance contract must identify specific areas that require training as per the school's Joint Intervention Team (JIT) report, but the EPO must decide how best to implement that training. EPOs will also be obligated to deliver 10 days of site based training to teachers, the same as the Transformation schools. The district's Network Teams will also work with the Restart schools just as they will with the Transformation schools. The EPOs will be held accountable by BCSD for delivering training and monitoring its effectiveness at the school level.</i></p>		<p>.15 FTE Associate Superintendent – Compliance Year 1 - \$19,950 plus benefits Year 2 - \$20,548 plus benefits Year 3 - \$21,165 plus benefits</p>

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	<p><i>EPOs may decide to negotiate Memorandums of Understanding with the Buffalo Teachers Federation (BTF) that will allow for additional mandatory training.</i></p> <p><i>EPOs will be required to use the Professional Growth System used by BCSD to track attendance at and ratings for professional development offerings.</i></p> <p><i>Network Teams must be allowed to meet with Inquiry Team members on a scheduled basis.</i></p> <p><i>The District will require the EPO enter into negotiations with the BTF to accommodate a longer school day and year.</i></p> <p><i>The Performance Contract will be specific to each school, but will include improved teacher and student attendance, improved test scores, and anything required under the</i></p>		<p>.15 FTE Administrative Secretary Year 1 - \$6,228 plus benefits Year 2 - \$6,414 plus benefits Year 3 - \$6,607 plus benefits</p>

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	<p><i>terms of the School Improvement Grant. The EPO will provide Art, PE and music instruction per NYSED regulations. Also, after school and summer opportunities for enrichment in the arts and athletics may include accessing BCSD athletic and arts programs and initiatives. The District believes that each EPO should report to the Board, on at least a quarterly basis, its academic data, financial data and any compliance issue. To ensure that the EPO is working to accomplish its stated goals, the district will reserve the right to audit the EPO's financial, compliance, and academic data at any time. The District believes that such provisions should be included in a contract between the Board of Education</i></p>		

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	<p><i>and each EPO. It is the district's intention that such Contracts will include at least the following provisions:</i></p> <ul style="list-style-type: none"> <li>• <i>Clear articulation of the autonomies to be provided to EMOs</i></li> <li>• <i>The delegation of responsibilities between the district and the EMO (transportation, suspension hearings, attendance, data reporting, food services, etc.)</i></li> <li>• <i>Delivery of required services to special education students and English language learners</i></li> <li>• <i>Compliance with federal Title I requirements</i></li> <li>• <i>Submission of a budget</i></li> <li>• <i>Submission of required data for State and</i></li> </ul>		

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	<p><i>Federal compliance purposes such as information on attendance, staffing, students, number of highly qualified teachers, parent participation, truancy, class size, time, and emergency drills conducted during the school year.</i></p> <ul style="list-style-type: none"> <li>• <i>Maintaining student enrollment of all subgroups previously enrolled at the school and at percentages relative to other demographically-like district schools</i></li> <li>• <i>Performance Benchmarks, such as student attendance, academic performance, fiscal stability,</i></li> </ul>		

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	<p><i>compliance with State and Federal regulations</i></p> <p><i>Additionally, the District's Associate Superintendent for Compliance will monitor the implementation of the performance contracts at the Restart Model schools -- although the EPOs will report directly to the Board of Education. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success. The district intends to include a provision in each contract that permits the district to terminate the contract if the EPO has failed to fulfill its contractual obligations. The EPO will have full autonomy to sub-contract with external partners within the school so long as it complies</i></p>		

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	<p><i>with local, State and Federal regulations, and does not cause the District to violate any contractual obligation it has.</i></p> <p><i>The Associate Superintendent of EPO Compliance will report directly to the Buffalo Board of Education; serve as a liaison between the Advisory Boards of Educational Partnership Organizations (EPO) and District support offices to support the day to day operations of approved Restart Model Schools. The Associate Superintendent for EPO Compliance will recommend the initial implementation, establish policies and procedures, and make recommendations to the Buffalo Board of Education. With the support of Learning Point Associate and Buffalo Board of Education Members, the</i></p>		

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	<p><i>Associate Superintendent and EPO advisory boards will determine and place within the performance contracts specific levels of support that will adhere to the mission, vision and intent of selected EPO proposals as well as the mission of Buffalo City Schools.</i></p> <p><i>The performance contracts will include but not be limited to:</i></p> <ul style="list-style-type: none"> <li><i>• the process by which the district will respond to an EPO's recommendation that staff be removed, or its desire to hire staff from outside the school</i></li> <li><i>• the professional development requirements an EPO must meet within a school</i></li> <li><i>• the level of school</i></li> </ul>		

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>change that will be expected from the EPO, and how will this be communicated in the contract</i></p> <ul style="list-style-type: none"> <li>• <i>the district's requirement that an EPO provides students with access to athletics, arts, or music instruction</i></li> <li>• <i>the criteria that will be used to assess whether the EPO is meeting the terms of the contract</i></li> <li>• <i>how the district will ensure that the failure of the EPO to meet contract needs will not result in a loss of programs for students</i></li> <li>• <i>what responsibility the EPO will have regarding the recruitment, screening</i></li> </ul>		

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Action Required By Restart Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p><i>and selection of external partners</i></p> <ul style="list-style-type: none"> <li>• <i>all non-negotiable requirements of Race To The Top.</i></li> </ul> <p><i>Attached is a Posting and Job description for the Associate Superintendent of EPO Compliance.</i></p> <p><i>Activities to Set Performance Benchmarks:</i></p> <ul style="list-style-type: none"> <li>• <i>Review recommendations of Joint Intervention Team (April, May 2011)</i></li> <li>• <i>Prioritize recommendations for EPO (June 2011)</i></li> <li>• <i>Analyze current and past data points to identify trends in test scores, attendance, suspensions, PLO</i></li> </ul>		

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>attendance (June 2011)</i></p> <ul style="list-style-type: none"> <li>• <i>Review 2010-11 school data (as soon as released from NYSED)</i></li> <li>• <i>Establish yearly progress points necessary to remove school from PLA list (summer 2011, though contract will specify that targets must be agreed upon and met each year )</i></li> </ul> <p><i>BCSD will continue the work with Learning Point Associates from September until December 2011 in the planning training and implementation of the performance contract established and customize the evaluation tool #9 included for BSCD Restart Schools.</i></p>		

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>VersiFit, a Wisconsin company, provides advanced analytic tools to State Departments of Education and School Districts that measure analyze and display data in the form of Key Performance Indicators (KPI) producing easy-to-read graphical indicators that alert district staff to at-risk conditions and monitor the effects of corrective actions. VersiFit's core data warehouse product is called Edvantage.</i></p> <p><i>The BPS Data Warehouse (BPSDW) is a customized version of Edvantage that continues to be implemented by VersiFit and the BPS data warehouse team. The BPSDW provides a real-time and historical data repository for ALL district data sources.</i></p> <p><i>The BPSDW provides</i></p>		

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>information to all BPS staff “To Identify Students with the Highest Needs and Move them to the Highest Level of Achievement”.</i></p> <p><i>The Research Aide will work full time in responding to data requests from the data coaches under the guidance of supervisors in the Office of Shared Accountability. These aides have participated in coach and team meetings in order to give them a better idea of the use of the data reports they compile.</i></p> <p><i>The Associate Superintendent – Compliance will collaborate with the EPOs and monitor and manage the EPO performance contracts.</i></p> <p>BCSD will develop a set of non-negotiable performance benchmarks such as raising</p>		

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p>attendance rates, decreasing disciplinary incidents, and raising student ELA and mathematics test scores, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will effectively monitor the EPO and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.</p> <p><i>An Administrative Secretary will support all PLA Restart schools and the Associate Superintendent – Compliance on a daily basis.</i></p>		
<p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
external providers to ensure their quality.	<p>review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional potential of the EPO.</p> <p>BCSD requires the provider to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.</p>		

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<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$6,784,770</b>	<b>\$6,000,000</b>	<b>\$784,770</b>

*Following the selection of an Educational Partnership Organization for this school funds will be broken out to identify the specific funds required for the implementation of the model. Funds will be provided by the selected agency. Putting the entire amount in a contract line allows for the flexibility needs to specialize the school program and allow school level decision making in the implementation of the model.*

*BCSD will maintain the level of funding at EPO schools in direct proportion to other district schools. The Office of Federal and State programs will provide oversight of the Federal funding including School Improvement Grant funds. BCSD finance department will maintain the distribution of local funds. The in-district accounting process provides a distinct code series for each federal and state project. Therefore, funds identified specifically for a restart school will be identified by code letters and building number.*

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

<b>Funding</b>	<b>Source</b>	<b>Amount</b>
Math Science Partnership – Math Focus	NYSED	\$47,106
Math Science Partnership – Science Focus	NYSED	\$41,020
Title I	NYSED	\$261,590

The EPO performance contract will provide funding to carry out the actions described in this restart model. Additional monies from Title I will follow the Title I students and provide supplemental activities, such as professional development opportunities and parent involvement activities.

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The District and EPO will ensure that any personnel hired by the EPO either will have been hired for only the grant period (to train teachers and build capacity) or assimilated into the District's budget by the end of the grant period. As the grant ends, the District, East High School, and the EPO partnership will have built the capacity within East High School and the District so that East High School can be incorporated back into the BSCD as a high performing school.

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There has been ongoing communication with the Buffalo Teachers Federation (BTF) and the Buffalo Council of Supervisors and Administrator (BCSA) during the SIG process. At this time, potential obstacles include a discussion regarding BCSD's contractual obligations to the Buffalo Federation of Teachers (BTF). The meetings of the Professional Council, comprised of BTF and District representatives, have continued throughout the school year. Communication will continue with the unions to achieve consensus regarding the SIG grants.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

The LEA and EPO will modify practices and policies that support a school improvement framework unique to East High School. The school's framework will be rooted in research about what works in school organization and operations of schools. Most importantly, the focus of the framework will be on the core work of instruction in the school.

Once the partnership between the District and the EPO is established via the performance contract and accountability plan, the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development;
- build internal capacity in order to develop long-term sustainability;

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- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement;
- provide additional supports and professional development to teachers and principals.

BCSD will have the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

Appendix B  
Restart Model  
Futures Academy #37

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**APPENDIX B: RESTART MODEL**

**LEA Implementation Plan for the Restart Model**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Restart Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** Buffalo City School District  
**School:** PS 37 Futures Academy  
**Grades Served:** Pre K - 8  
**Number of students:** 563 (BEDS data 2010)

**NCES#:** 3605850  
**NCES#:** 00335

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

<b>Needs Assessment Process</b>	<b>List Data Analyzed</b>	<b>Major Findings</b>
<i>Joint Intervention Team</i>  <i>February 2011</i>	<b>I. Curriculum</b>	<b>I. Curriculum</b> <ul style="list-style-type: none"> <li>• A review of curriculum documents indicates that there is an alignment between the district’s written curriculum and the New York State (NYS) standards; however, there is a disconnect between the written curriculum and the taught curriculum.</li> <li>• Scope and sequence documents and pacing calendars for each core academic subject documents are available for staff and aligned with the curriculum and the New York State standards; however, many teachers do not extend their instructional practice beyond the prescribed curriculum.</li> </ul>
	<b>II. Teaching and Learning</b>	<b>II. Teaching and Learning</b> <ul style="list-style-type: none"> <li>• Although the district and principal have provided ample opportunities for staff to employ differentiation of instruction, a large percentage of the</li> </ul>

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		<p>observed classes, particularly 7<sup>th</sup> and 8<sup>th</sup> grade, were still employing whole group instruction rather than using such proven techniques as cooperative learning, pair and share, triads, and conferencing. In the elementary classrooms, small group instruction was observed, while other types of differentiation were not consistently observed.</p> <ul style="list-style-type: none"> <li>• Although the district requires teachers to have visible clear objectives for each lesson, it was both observed from class visits and from interview sessions with students that they often did not understand the purpose of the lesson.</li> <li>• To some degree, transitions to the next activity in all classrooms and hallways were not orderly, smooth and seamless; in many cases there was a loss of instructional time, with lots of noise, teasing and pushing among students. In a number of 7<sup>th</sup> and 8<sup>th</sup> grade classrooms, this went on for a few minutes before the teacher gave the situation any attention. Also in some of these 7<sup>th</sup> and 8<sup>th</sup> grade classrooms, there is too much familiarity between teachers and students; several instances were noted where students called teachers by their last name with no salutation (Mr., etc.). This apparently is a long-standing pattern, since the teachers in question did not correct the student(s).</li> </ul>
	<p><b>III. School Leadership</b></p>	<p><b>III. School Leadership</b></p> <ul style="list-style-type: none"> <li>• An examination of the school schedule reveals that a minimum of 10-15 minutes is lost each school day due to its current configuration. Valuable instructional time is also periodically lost because a number of teachers do not have routines in place that would cause students to be seated immediately so that class could begin as soon as they arrive; this was more prevalent in the upper grades.</li> <li>• Although the principal and coaches plan grade level meetings (GLM) based on data, there is little evidence in the GLM minutes of clear action steps that teachers are to implement in their classrooms or of follow-up of the action steps in the next GLM. Common planning time is rare for subject classroom teachers; the inability to plan together and ascertain which skills of students needs addressing is a major problem. The Student Support Staff does not participate in grade level meetings; therefore they cannot assist the teachers,</li> </ul>

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		except by individual requests, with social and developmental problems that may be impacting learning. It is possible that this lack of coordination is a casual factor in the low performance of students on state assessments.
	<b>IV. Infrastructure for Student Success</b>	<p><b>IV. Infrastructure for Student Success</b></p> <ul style="list-style-type: none"> <li>• There appears to be a significant number of teachers who do not have high expectations for the lowest performing students and students with special needs. The assumption that these students cannot rise above a certain level of performance is a contributing factor to the low performance of this population on state assessments. In interviews, several teachers stated that only about 50 percent of the teaching staff had high expectations for these students.</li> <li>• This school has adopted the Positive Behavioral Intervention Supports (PBIS) model to address behavioral issues; however classroom visits revealed that many teachers were not following the procedures associated with the model. While all teachers were familiar with the district adopted code of conduct, there is much inconsistency in the application of school rules, an observation that was repeated time and again by teachers and students in interviews. Such inconsistency has lead to varying expectations on the part of both students and teachers relative to what consequences are to be applied for infractions. Numerous teachers have their own class rules, however it was reported in the student forums that these are not consistent from class to class.</li> </ul>
	<b>V. Collection, Analysis, and Utilization of Data</b>	<p><b>V. Collection, Analysis, and Utilization of Data</b></p> <ul style="list-style-type: none"> <li>• Based on examination of documents and teacher interviews, there does not appear to be continuous use of the data available to teachers in their planning process. The principal encourages staff to use the data available to them to help in developing their lesson objectives; however, its use is uneven at best.</li> <li>• Although there is evidence of some use of data, the school’s Comprehensive Education Plan (CEP) does not contain any comprehensive action plan for the utilization of data for identifying the effectiveness of current educational programs or for identifying school –wide priorities for improving student achievement.</li> <li>• Attendance is a problem at this school; absenteeism is higher in the winter</li> </ul>

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		and at other months because of the transient population of many families. The principal makes every effort to encourage students to come to school regularly through incentives programs and by using the limited personnel available to her.
	<b>VI. Professional Development</b>	<p><b>VI. Professional Development</b></p> <ul style="list-style-type: none"> <li>• A comprehensive staff development plan has been implemented by the district for all staff. Despite the presence of the robust in-service offerings, many teachers do not take advantage of these opportunities to enhance their professional growth.</li> <li>• The district has provided substantial resources in supporting the efforts of principals toward developing more effective teaching and learning. The principal is totally supportive of professional development opportunities for her staff.</li> <li>• Professional development in the use of appropriate benchmark data has been provided to staff through PLO and at many grade level meetings; however, there is ample evidence from interviews and observations that a substantial number of teachers do not integrate these strategies into actual practice.</li> </ul>
	<b>VII. District Support</b>	<p><b>VII. District Support</b></p> <ul style="list-style-type: none"> <li>• The district provides the school with support for numerous programs and initiatives. The principal and teachers expressed their appreciation for the efforts of the district in providing significant resources to the school.</li> <li>• The district has implemented an infrastructure to support teaching and learning in many facets of the school.</li> </ul>

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**Describe how the Restart Model addresses the major findings of the needs assessment.**

<b>CONTEXT</b>	<p>PS 37 Futures Academy, located in Buffalo’s Fruit Belt neighborhood, has been designated a persistently lowest-achieving school. Currently, Futures Academy serves 563 students in prekindergarten through grade 8. The student enrollment is 84 percent Black, four percent Hispanic, nine percent White, and one percent Multiracial. Twenty-three percent are students with disabilities. Almost ninety-six percent (95.7%) of students at PS 37 receive a free and reduced lunch.</p> <p>Educational inequity is one of the most pressing social problems facing the city of Buffalo and our country. BCSD proposes to address this problem at this school by creating a community school at the present Futures Academy that will be exceptionally high performing and a model of innovation.</p> <p><u>Community Schools:</u></p> <p>Buffalo’s Fruit Belt neighborhood derives its moniker from the abundant orchards planted by German settlers in the 1800s. The Harriet Tubman Way, which bounds the neighborhood to the west, denotes the area’s involvement with the Underground Railroad. Residents of the Fruit Belt remained a tight-knit community for many years until the Kensington Expressway was built in the 1950s, effectively splitting the neighborhood in half. In more recent times, the largely African-American neighborhood has fallen prey to poverty and social isolation.</p> <p>The Buffalo Niagara Medical Campus expansions will be one potential bridge toward neighborhood revitalization. Another is the Buffalo Municipal Housing Authority’s (BMHA) \$500,000 HUD award to develop a comprehensive neighborhood revitalization strategy through the Choice Neighborhood Initiative, uniting an organization of community leadership with plans to develop effective partnerships and the needed clout to sustain change efforts. The Choice Neighborhood Initiative proposes to transform the community by developing an educational pipeline that will carry children from early childhood to college and/or careers. A broad range of educational, health, economic and social services will provide support for the children and their families. Working in collaboration with BMHA, BCSD will use school improvement funding to develop a Life Chance Community Center within Futures Academy.</p>
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There are **Five Essential Principles of Community Schools**

1. Community schools have a **strong academic curriculum**. The school and community work together to ensure that students have a strong and rigorous curriculum that will further student success. The goal of academic success should advance all strategic partnership planning.
2. Community schools are a set of **coordinated and purposeful partnerships** with the school district that integrate services for students, their families and the community with the common goal of ensuring student success and building strong communities. Many schools offer afterschool tutoring or a series of unconnected programs. Their programs are too often unrelated, disconnected from any academic mission and necessary rigorous curriculum, and lack the support built through partnerships that engender sustainability. A full-service community school provides integrated programs and experiences that enrich learning as well as meet the needs of students and the community.
3. Community school **partners may include a variety of providers and funders**. They may be community-based, regional or national organizations and may have nonprofit, for-profit or faith-based status, but should provide equal access to all children.
4. Community schools **provide more than one type of service** to students and the community. These may include: academic services like tutoring, community-based learning and other enrichment activities; medical services like primary, vision, dental and nutritional services; mental health services like counseling and psychiatrists; and a variety of social services.
5. Community schools are **based on a comprehensive and strategic plan agreed to in writing** (e.g., contracts, memoranda of agreement and memoranda of understanding) between the partner organization(s), including the providers and funders, and the school. Oversight of the school site(s) requires written agreements to avoid problems of governance and operation of community schools. Written agreements also provide planning and a process for creating community school models that can be taken to scale with buy-in by all stakeholders (source: [www.AFT.org](http://www.AFT.org)).

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<b>MODEL</b>	<p><b><u>Restart:</u></b></p> <p>To close the achievement gap for this population, BCSD proposes to supplement the regular coursework by addressing factors beyond the control of teachers and schools, factors that nonetheless affect student performance, such as healthcare and social services. Therefore, part of the transformation of Futures Academy will include a community based model to address these barriers. A variety of funding streams would be drawn upon for these services. The school would be open all day and evening for tutoring, homework assistance and recreational activities, and medical, counseling and possibly child care services would be available to meet the community's needs. Futures Academy will create an inviting environment for parents and other adults by offering parents customized supports such as employment counseling, citizenship programs, and GED programs. Having these programs and social services in the school could encourage parents to become more involved in their children's education, and help to stabilize families so they can better support their children's learning.</p> <p>In order to provide students with the greatest opportunity, Futures will become a Restart model school contracted to be run by an Education Partnership Organization (EPO). The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO's responsibilities will be spelled out in a performance contract between the EPO and BCSD. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, meeting specified performance benchmarks, addressing elementary to middle and middle to high school transitions, creating specific work plans and outcomes for school-based teams, and providing data and relevant information through regular reports. BCSD will develop a set of non-negotiable performance benchmarks such as raising attendance rates, decreasing disciplinary incidents, and raising student ELA, mathematics test scores for all subgroups, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will assign a representative to effectively monitor the EPO and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.</p> <p><i>The performance contract between the EPOs and the BCSD will outline specific areas to be addressed as</i></p>
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*per the school's Joint Intervention Team (JIT) report, but each EPO must decide how best to address those areas. The performance contract for PS 37 Futures Academy will establish benchmarks that the EPO must meet in order to have its contract renewed, how will the EPO ensure that there is alignment between the EPO and the mission of the Community Schools Program, changes are made to the instructional program to ensure that instructional time is not wasted, and teachers receive training in being culturally responsive and are held accountable for positive expectations for students.*

*The Associate Superintendent for Compliance will monitor implementation of the performance contracts at the Restart model schools. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.*

BCSD believes that the Restart model with an external provider will be instrumental in the turnaround for Futures because the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement;
- provide additional supports and professional development to teachers and administrators.

A Restart model will be specifically effective in the case of Futures because of the school's need to establish a new culture that will embrace the new model and foster community involvement. There is an urgency to change the achievement levels of the students at this school, and a fresh start for the school

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	<p>will be fundamental to its success. The restart selection affords the selected EPO greater autonomy to implement radical change than the transformation or turnaround models can provide. During the process, BPS hopes to find an EPO that will be able to build sufficient capacity to enable the school to return into the Buffalo City School District with a sustainable program in place.</p> <p>Most importantly, the Restart model gives BCSD the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD’s lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school’s program, and in exchange for this autonomy will be held highly accountable for improvement in student data.</p> <p>To this end, and following consultation with the teachers’ union, BCSD has chosen the Restart model for this particular school as the best alternative. Please note that the Rule of Nine prohibits the District from applying for Transformation models at all of its Cohort II PLA schools; likewise, the school has been reconstructed and closure would not be a viable option.</p> <p><i>Following feedback from community stakeholders, including the teacher and administrator’s unions and a district parent group. The president of the Buffalo board of education proposed a resolution to accept the Restart model for School #37. On the May 5, 2011 Buffalo Board of Education determined to submit an application for Restart for School # 37. BCSD suggests the performance contract and rigorous review process of the selected model will provide the best opportunity to address the unique needs of the school community. The engaging of community educational partners will provide additional services and offers a unique opportunity for innovative school programs that could drastically impact achievement in this persistently lowest achieving school.</i></p> <p><i>School #37 received 8 total and 6 complete proposals following the RFP process. During June the selected review team will score complete proposals and request additional information during the continuation of the review process.</i></p>
Recommendations	

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**I. Curriculum**

*JIT Recommendations:*

- *The principal, with assistance from district office curriculum supervisors, must monitor lesson plans and curricular initiatives more closely to ensure that teachers are making the transition from the written to the taught curriculum in their daily instructional practice. Principal feedback must timely and consistent to ensure fidelity to the written standards-based curriculum.*
- *The principal must monitor lesson plans and curricular initiatives and provide corrective feedback closely to ensure that all teachers are using the scope and sequence documents and pacing calendars.*
- *More in-service should be provided for staff relative to best practices in the teaching of higher order thinking skills and other instructional practices such as scaffolding and differentiation of instruction.*

**II. Teaching and Learning**

*JIT Recommendations:*

- *The leadership team, directed by the principal (who must forcefully outline expectations) must conduct more focused walk-through with an eye towards observing differentiation. The administrative staff must develop a plan for ensuring that teachers offer more differentiation by providing support in grade level meetings and conferencing with teachers who are not meeting expectations.*
- *The principal should request that these activities be visible in the lesson plans and conduct follow-up classroom visits.*
- *There have been numerous professional development opportunities provided for writing student friendly objectives. It has also been the focus of walkthroughs by school administration and District site visits. The principal and Assistant Principal must hold teachers accountable whenever objectives are not written and students have not received a clear, direct explanation of the purpose of the lesson and how the lesson will be assessed.*
- *Transitions in the hallways must be monitored by the principal, assistant principal and teachers to ensure that students move quietly and orderly as the walk-throughs from one class to another. They must also articulate their expectation for transitions within the classroom and monitor to ensure compliance. The presence of the administration on the hallways and their frequent walkthroughs in classrooms will reduce the loss of instructional time.*

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- *The principal and assistant principal must articulate their expectations for 7<sup>th</sup> and 8<sup>th</sup> grade teachers and student alike, immediately, and must monitor both groups to ensure appropriate relationship are maintained among students and adults. There also need to be consequences for both groups if this situation persists, as failure to do so will only create more of the same.*

**III. School Leadership**

*JIT Recommendations:*

- *School administration must be proactive in examining the school schedule to determine if its configuration maximizes instructional time. Further, the administrators must develop routines for monitoring classroom instruction so that maximum time is used for teaching and learning in the classroom.*
- *GLM must include clear action steps tightly aligned to the data discussion for teacher to implement in their classrooms. The principal must require teachers to bring data from the action step implementation to the next GLM.*
- *The district should investigate funding sources to provide common planning time, perhaps through foundation grants and/or other agencies that provide research grants uniquely aimed at the effect of subject area coaches on the learning process. The monthly faculty meetings could also allow time for such collaborations. If this venue is considered, a well developed plan for the balance of the faculty centered on best instructional practices must occur simultaneously. Staff should be provided with proper notice and professional development priorities must be the focus of the workshops.*

**IV. Infrastructure for Student Success**

*JIT Recommendations:*

- *A thorough examination of this attitudinal problem on the part of teachers must be undertaken, followed by a series of culturally responsive training activities to address this issue. Teachers who fail to believe that all students can learn, given high expectations, motivation, time and resources must be either retrained or redirected to other career choices.*
- *The principal must, with her assistant principal, hold teachers and students accountable for implementing the PBIS model. Teachers must be held accountable for managing their classrooms and using these expectations, rather than making referrals to the administration before taking any responsibility for the students in the classroom. Parents must be made aware of these expectations on a regular basis, not just in the August back-to-school letter.*

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**V. Collection, Analysis, and Utilization of Data**

*JIT Recommendations:*

- *Teachers have been trained in the use of data for the purpose of planning for instruction; however there is little evidence of the use of data to plan or implement instructional practices. Perhaps the approach would be better if teachers were asked to focus on one or two best practices that require the use of data and then have those results published for the faculty. Another strategy to consider is the creation of a data turnkey trainer (teacher) who could assist the principal in working with teachers on a continuous basis in promoting the use and evaluation of data. This could be accomplished by giving that teacher a release period in lieu of a duty to bring assistance to the principal and teachers.*
- *Provide a review by the district assessment personnel for administrators regarding the use of data in relationship to effective planning. Direct the principal to develop in CEP-specific educational plans/activities for using data with a definitive timeline for accomplishing tasks and to share the knowledge gained with all staff.*
- *To the degree possible, request that staff be even more aggressive in attempting to have students come to school more regularly and work with as many families as possible to emphasize the importance of good attendance; consider the quest for grant funding to increase the district's ability to address this ongoing situation.*

**VI. Professional Development**

*JIT Recommendations:*

- *The administrative team should structure an individualized plan for all staff to follow relative to improving their ability to produce high quality focused lessons for all students. Special emphasis must be given to staff responsible for teaching the identified sub-groups of the population.*
- *Much more needs to be accomplished in many disciplines. There needs to be an ongoing discussion among teachers regarding professional development and its impact on instruction. The principal needs to be even more creative in fostering teachers' interest in gaining more skills that can be used to positively impact instruction.*
- *Evaluate the existing professional development plan and develop a more detailed approach that facilitates the use of data to drive instruction; determine which staff members have the best practice for using such data and use those individuals as turn-key trainers for their colleagues by grade level. Require periodic reviews of these practices by the curriculum supervisors and building administrators. The model used currently to ensure that required concepts and skills are taught*

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*(the pacing calendars) could be used to monitor the incorporation of data from benchmark and summative assessments into teacher practice.*

**VII. District Support**

*JIT Recommendations:*

- *The principal and assistant principal must develop a plan for monitoring teachers for skillfully delivering instruction based on district support of the programs and initiatives.*
- *The school principal and the assistant principals need to monitor more closely teachers' adherence to the prescribed curriculum, examine teacher prepared assessments and ensure that staff is taking advantage of professional development opportunities. The principal should evaluate their effectiveness and share her evaluations with the staff and her supervisor.*

**Specific information to support the District in determining how the above recommendation should be accomplished:**

- While there is substantive leadership at this school, there is a need for more PD for the administrative staff in observing teaching staff and recognizing best practices. Time management and the setting of priorities by the administrative staff in the daily management of the school and the implementation of District initiatives should also be addressed.
- Administrative staff should be trained in using data from both formative and summative assessments to impact the instruction of those staff members who are responsible for teaching students in the identified subgroups. This in-service should be focused on such factors as observing the instructional practices of teachers, examining assessments for patterns and sharing results with staff, and providing research proven strategies for quality instruction to identified subgroups.
- The present school schedule does not allow for optimum use of instructional time. Forty-five

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	<p>minutes a day could be gained by reconfiguring the schedule by eliminating homeroom and reducing the preparation time for dismissal and transition time between the breakfast period and the first class period.</p> <ul style="list-style-type: none"><li>• Substantial reviews of the curriculum should be periodically conducted by the school administrative staff and District curriculum and assessment personnel to ensure that it is having the intended effect on student achievement, especially for those students in the identified subgroups and that it is modified when ineffective.</li><li>• Embedded coaching of classroom teachers is needed in enabling them to present interesting lessons that involve the students. Teachers providing intervention services should also be receiving coaching services to improve their skills and to foster success for the identified subgroups.</li><li>• Providing more services to the school in addressing truancy and absenteeism would ensure that students gain the knowledge and skills that are necessary for student success.</li><li>• A comprehensive review of the skill sets of staff that are responsible for teaching mathematics, reading, and English/language arts, and the success of their classes is warranted. Results of this review may warrant replacing ineffective staff with teachers who have strong academic skills.</li></ul>
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**APPENDIX B: RESTART MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the model at the school.**

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<p>A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional potential of the EPO.</p> <p>The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO’s responsibilities will be spelled out in a performance contract between the EPO and BCSD.</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	<p>BCSD and EPO Performance Contract \$1,906,889</p>

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	BCSD requires the provider to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.		
Fulfill all New York State requirements for converting school into a charter school.	<p>This school will not be operating as a charter school. BCSD has no intention to convert Futures Academy School #37 to a charter school.</p> <p>The EPO will be evaluated each year based on progress toward school goals. By the end of Year 3 of the funding, the EPO will have supported the school and district in building capacity for the school to be incorporated back into BCSD</p>	June 2012, June 2013, June 2014	

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	<p>as a sustainable high performing school.</p> <p><i>BCSD advertised the RFP for potential EPO's in the local news paper, provided a link on the front page of the BCSD web site and e-mailed the link to several known Educational Partnership Organizations.</i></p> <p><i>The review process will be facilitated by Learning Point Associated. The review panel was selected by various community stakeholders. Please see attached Learning Point Restart assistance proposal. This proposal and suggested timeline has been a presented and accepted by the Buffalo Board of Education.</i></p> <p><i>If no EPO's are found BCSD administrators will propose to the Buffalo Board of Education and will initiate a plan for the</i></p>		

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	<i>implementation of the turnaround model.</i>		
Enroll, within the grades it serves, any former student who wishes to attend the school.	<p>All currently enrolled PK-7 students will be invited and encouraged to stay in Futures Academy School #37. The EPO will be evaluated on its ability to encourage students to remain. If seats are available, open enrollment will apply.</p> <p><i>BCSD will suggest branding and promotion of individual Restart schools will be negotiated via contract with the selected EPOs. This action is given the unique programs and opportunities the EPOs will provide for students. EPO's will best identify the specific needs of the schools. BCSD will include a restart school option as part of the district school choice promotion.</i></p>	May 2011	
Notify parents and community of conversion, and provide	Town hall meetings will be publicized and held.	Beginning April 2011 – Communication will take place	

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information on school choice options available	Information regarding the Restart school will be posted on the District website. Letters will be sent home to all parents of students attending Futures Academy School #37. Connect Ed calls will be made to parents. The Buffalo Board of Education will approve all school improvement grant applications.	between all stakeholders and the District regarding District PLA plans.	
Create a plan to transfer students who either a) cannot attend the new school because their grade is not served; or b) have parents who wish to opt-out of the new charter school. Provide NYSED with a list of schools that will receive transfer students.	Students currently attending Futures Academy School #37 will be invited to stay. The school will have the same grade levels – PreK – 8. Parents who wish to opt out of the restart school must complete a transfer application to attend a BCSD “receiving” school in good standing. This transfer will be completed through the BCSD Student Placement Office.	Beginning May 2011  <i>See attachment: Transfer Guidelines 2011-2012</i>	

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	<p><i>See attachment: Transfers NCLB Parent Letter</i></p> <p><i>The Central Registration Center for the BCSD tracks all student transfer data.</i></p> <p>See list of BCSD receiving schools in good standing in appendix.</p>		
<p>Create an accountability contract with the CMO, with clearly defined goals for student achievement</p>	<p>An RFP was written, along with an evaluation rubric to use when choosing EPOs for the District. See attached. EPO responsibilities will be spelled out in a performance contract. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, meeting specified performance benchmarks, addressing elementary to middle and middle to high school</p>	<p>Created evaluation rubric for potential EPOs – April 2011</p> <p>Once the EPOs are chosen, BCSD will continually revise rubric and expand into an accountability plan as EPO process progresses.</p>	

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	<p>transitions, creating specific work plans and outcomes for school-based teams, and providing data and relevant information through regular reports to BCSD.</p> <p><i>A Recruitment Bulletin for PS 37 was issued. The EPO will select the principal.</i></p> <p><i>The BCSD will work with the selected EPOs to negotiate Memoranda of Understanding with the Buffalo Teachers Federation (BTF) that will allow for staff to be removed or hired from outside of the school. The collective agreement between the BTF and the district permits involuntary transfers under specific circumstances, but the BTF has stated publicly that an additional MOU would be necessary to permit the transfer</i></p>		<p>VersiFit Software – Data Warehouse \$45,000</p>

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	<p><i>of large numbers of teachers involuntarily. Such an MOU may include special procedures for involuntary transfers, posting of positions, and interviewing. However, the EPO will also be responsible for evaluating teachers using the new APPR, which may necessitate that the EPO recommend that the Board of Education deny tenure to an employee. If the BOE rejects a recommendation to terminate a probationary employee or deny tenure to an employee, the BOE must transfer that teacher to another school within the district. BCSD expects that the selected EPOs will develop work plans for school-based teams prior to the start of the implementation. These work plans will be modified as needed. The performance contract must</i></p>		<p>.16 FTE Research Aide Year 1 - \$6,830 plus benefits Year 2 – \$7,035 plus benefits Year 3 - \$7,246 plus benefits</p> <p>.14 FTE Associate</p>

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	<p><i>identify specific areas that require training as per the school's Joint Intervention Team (JIT) report, but the EPO must decide how best to implement that training. EPOs will also be obligated to deliver 10 days of site based training to teachers, the same as the Transformation schools. The district's Network Teams will also work with the Restart schools just as they will with the Transformation schools. The EPOs will be held accountable by BCSD for delivering training and monitoring its effectiveness at the school level. EPOs may decide to negotiate Memorandums of Understanding with the Buffalo Teachers Federation (BTF) that will allow for additional mandatory training. EPOs will be required to use</i></p>		<p>Superintendent – Compliance Year 1 - \$18,620 plus benefits Year 2 - \$18,620 plus benefits Year 3 - \$18,620 plus benefits</p> <p>.14 FTE Administrative Secretary Year 1 - \$5,813 plus benefits</p>

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	<p><i>the Professional Growth System used by BCSD to track attendance at and ratings for professional development offerings.</i></p> <p><i>Network Teams must be allowed to meet with Inquiry Team members on a scheduled basis.</i></p> <p><i>The District will require the EPO enter into negotiations with the BTF to accommodate a longer school day and year.</i></p> <p><i>The Performance Contract will be specific to each school, but will include improved teacher and student attendance, improved test scores, and anything required under the terms of the School Improvement Grant.</i></p> <p><i>The EPO will provide Art, PE and music instruction per NYSED regulations.</i></p> <p><i>Also, after school and summer opportunities for enrichment in</i></p>		<p>Year 2 - \$5,987 plus benefits</p> <p>Year 3 - \$6,167 plus benefits</p>

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	<p><i>the arts and athletics may include accessing BCSD athletic and arts programs and initiatives.</i></p> <p><i>The District believes that each EPO should report to the Board, on at least a quarterly basis, its academic data, financial data and any compliance issue. To ensure that the EPO is working to accomplish its stated goals, the district will reserve the right to audit the EPO's financial, compliance, and academic data at any time. The District believes that such provisions should be included in a contract between the Board of Education and each EPO. It is the district's intention that such Contracts will include at least the following provisions:</i></p> <ul style="list-style-type: none"> <li><i>• Clear articulation of the autonomies to be provided to EMOs</i></li> </ul>		

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	<ul style="list-style-type: none"> <li>• <i>The delegation of responsibilities between the district and the EMO (transportation, suspension hearings, attendance, data reporting, food services, etc.)</i></li> <li>• <i>Delivery of required services to special education students and English language learners</i></li> <li>• <i>Compliance with federal Title I requirements</i></li> <li>• <i>Submission of a budget</i></li> <li>• <i>Submission of required data for State and Federal compliance purposes such as information on attendance, staffing, students, number of highly qualified teachers, parent</i></li> </ul>		

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	<p><i>participation, truancy, class size, time, and emergency drills conducted during the school year.</i></p> <ul style="list-style-type: none"> <li>• <i>Maintaining student enrollment of all subgroups previously enrolled at the school and at percentages relative to other demographically-like district schools</i></li> <li>• <i>Performance Benchmarks, such as student attendance, academic performance, fiscal stability, compliance with State and Federal regulations</i></li> </ul> <p><i>Additionally, the District's Associate Superintendent for Compliance will monitor the implementation of the</i></p>		

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	<p><i>performance contracts at the Restart Model schools -- although the EPOs will report directly to the Board of Education. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.</i></p> <p><i>The district intends to include a provision in each contract that permits the district to terminate the contract if the EPO has failed to fulfill its contractual obligations.</i></p> <p><i>The EPO will have full autonomy to sub-contract with external partners within the school so long as it complies with local, State and Federal regulations, and does not cause the District to violate any contractual obligation it has.</i></p> <p><i>The Associate Superintendent of EPO Compliance will report</i></p>		

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	<p><i>directly to the Buffalo Board of Education; serve as a liaison between the Advisory Boards of Educational Partnership Organizations (EPO) and District support offices to support the day to day operations of approved Restart Model Schools. The Associate Superintendent for EPO Compliance will recommend the initial implementation, establish policies and procedures, and make recommendations to the Buffalo Board of Education. With the support of Learning Point Associate and Buffalo Board of Education Members, the Associate Superintendent and EPO advisory boards will determine and place within the performance contracts specific levels of support that will adhere to the mission, vision and intent of selected EPO</i></p>		

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	<p><i>proposals as well as the mission of Buffalo City Schools.</i></p> <p><i>The performance contracts will include but not be limited to:</i></p> <ul style="list-style-type: none"> <li>• <i>the process by which the district will respond to an EPO's recommendation that staff be removed, or its desire to hire staff from outside the school</i></li> <li>• <i>the professional development requirements an EPO must meet within a school</i></li> <li>• <i>the level of school change that will be expected from the EPO, and how will this be communicated in the contract</i></li> <li>• <i>the district's requirement that an</i></li> </ul>		

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	<p><i>EPO provides students with access to athletics, arts, or music instruction</i></p> <ul style="list-style-type: none"> <li>• <i>the criteria that will be used to assess whether the EPO is meeting the terms of the contract</i></li> <li>• <i>how the district will ensure that the failure of the EPO to meet contract needs will not result in a loss of programs for students</i></li> <li>• <i>what responsibility the EPO will have regarding the recruitment, screening and selection of external partners</i></li> <li>• <i>all non-negotiable requirements of Race To The Top.</i></li> </ul> <p><i>Attached is a Posting and Job</i></p>		

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	<p><i>description for the Associate Superintendent of EPO Compliance.</i></p> <p><i>Activities to Set Performance Benchmarks:</i></p> <ul style="list-style-type: none"> <li>• <i>Review recommendations of Joint Intervention Team (April, May 2011)</i></li> <li>• <i>Prioritize recommendations for EPO (June 2011)</i></li> <li>• <i>Analyze current and past data points to identify trends in test scores, attendance, suspensions, PLO attendance (June 2011)</i></li> <li>• <i>Review 2010-11 school data (as soon as released from NYSED)</i></li> <li>• <i>Establish yearly progress points necessary to remove</i></li> </ul>		

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	<p><i>school from PLA list (summer 2011, though contract will specify that targets must be agreed upon and met each year )</i></p> <p><i>BCSD will continue the work with Learning Point Associates from September until December 2011 in the planning training and implementation of the performance contract established and customize the evaluation tool #9 included for BSCD Restart Schools.</i></p> <p><i>VersiFit, a Wisconsin company, provides advanced analytic tools to State Departments of Education and School Districts that measure analyze and display data in the form of Key Performance Indicators (KPI) producing easy-to-read</i></p>		

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	<p><i>graphical indicators that alert district staff to at-risk conditions and monitor the effects of corrective actions. VersiFit's core data warehouse product is called Edvantage.</i></p> <p><i>The BPS Data Warehouse (BPSDW) is a customized version of Edvantage that continues to be implemented by VersiFit and the BPS data warehouse team. The BPSDW provides a real-time and historical data repository for ALL district data sources.</i></p> <p><i>The BPSDW provides information to all BPS staff "To Identify Students with the Highest Needs and Move them to the Highest Level of Achievement".</i></p> <p><i>The Research Aide will work full time in responding to data</i></p>		

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>requests from the data coaches under the guidance of supervisors in the Office of Shared Accountability. These aides have participated in coach and team meetings in order to give them a better idea of the use of the data reports they compile.</i></p> <p><i>The Associate Superintendent – Compliance will collaborate with the EPOs and monitor and manage the EPO performance contracts.</i></p> <p>BCSD will develop a set of non-negotiable performance benchmarks such as raising attendance rates, decreasing disciplinary incidents, and raising student ELA and mathematics test scores, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these</p>		

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p>benchmarks. BCSD will effectively monitor the EPO and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.</p> <p><i>An Administrative Secretary will support all PLA Restart schools and the Associate Superintendent – Compliance on a daily basis.</i></p>		
<p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional potential of the EPO.</p> <p>BCSD requires the provider to</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.		

<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$6,832,584</b>	<b>\$6,000,000</b>	<b>\$832,584</b>

*Following the selection of an Educational Partnership Organization for this school funds will be broken out to identify the specific funds required for the implementation of the model. Funds will be provided by the selected agency. Putting the entire amount in a contract line allows for the flexibility needs to specialize the school program and allow school level decision making in the implementation of the model.*

*BCSD will maintain the level of funding at EPO schools in direct proportion to other district schools. The Office of Federal and State programs will provide oversight of the Federal funding including School Improvement Grant funds. BCSD finance department will maintain the distribution of local funds. The in- district accounting process provides a distinct code series for each federal and state project. Therefore, funds identified specifically for a restart school will be identified by code letters and building number.*

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**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

The Budget Narrative form provides detail on other funding sources.

<b>Funding</b>	<b>Source</b>	<b>Amount</b>
21 <sup>st</sup> Century - Northwest Community Center	NYSED	\$ 23,513
Title I	NYSED	\$254,015

The EPO performance contract will provide funding to carry out the actions described in this restart model. Additional monies from Title I will follow the Title I students and provide supplemental activities, such as professional development opportunities and parent involvement activities.

The District and EPO will ensure that any personnel hired by the EPO either will have been hired for only the grant period (to train teachers and build capacity) or assimilated into the District's budget by the end of the grant period. As the grant ends, the District, Futures Academy PS 37, and the EPO partnership will have built the capacity within PS 37 and the District so that PS 37 can be incorporated back into the BSCD as a high performing school.

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There has been ongoing communication with the Buffalo Teachers Federation (BTF) and the Buffalo Council of Supervisors and Administrator (BCSA) during the SIG process. At this time, potential obstacles include a discussion regarding BCSD's contractual obligations to the Buffalo Federation of Teachers (BTF). The meetings of the Professional Council, comprised of BTF and District

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representatives, have continued throughout the school year. Communication will continue with the unions to achieve consensus regarding the SIG grants.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

The LEA and EPO will modify practices and policies that support a school improvement framework unique to Futures Academy School #37. The school's framework will be rooted in research about what works in school organization and operations of schools. Most importantly, the focus of the framework will be on the core work of instruction in the school.

Once the partnership between the District and the EPO is established via the performance contract and accountability plan, the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement;
- provide additional supports and professional development to teachers and principals.

BCSD will have the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

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Appendix B  
Restart Model  
Lafayette High School #204

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**APPENDIX B: RESTART MODEL**

**LEA Implementation Plan for the Restart Model**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Restart Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** Buffalo City School District

**NCES#:** 3605850

**School:** Lafayette High School #204

**NCES#:** 00314

**Grades Served:** 7 - 12

**Number of students:** 689 (BEDS data 2010)

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

Needs Assessment Process	List Data Analyzed	Major Findings
<p><i>The Council of Great City Schools team that reviewed the BPS programs for English Language Learners (ELLs) concluded, among many other things, that the ELA and the mathematics curriculum and teacher resource materials make no specific reference to English language learners and provide no links to related standards (ESL) or helpful resources for teachers of ELLs. In addition, they found that teachers and administrators lacked specific training in working with ELLs. The council's team made 88 recommendations for improving services to ELLs, including the formation of an advisory committee to address the findings of the review. The district has formed a Multilingual Education Advisory Committee (MEAC) charged with reviewing the report and assisting the district in planning and implementing improvements in its ELL programs. The committee, composed of experts from universities, community agencies, and a variety of professional perspectives, along with administrators, teachers, and parents representing a variety of language groups has been formed and has begun meeting monthly. This committee will report regularly to the Board and the Superintendent on its progress.</i></p>		
<b>Raising the Achievement of English</b>	<b>Enrollment, ELA and Math</b>	<ul style="list-style-type: none"> <li>• Performance of ELLs is not</li> </ul>

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<p><b>Language Learners in the Buffalo Public Schools – report by the Council of the Great City Schools - Winter 2009-10</b></p>	<p><b>achievement, learning disabled, speech impaired, NYSESLAT</b></p>	<p>progressing as well as general performance in the district</p> <ul style="list-style-type: none"> <li>• Professional development is inadequate for both general education &amp; bilingual education teachers in differentiating instruction &amp; using materials &amp; models</li> <li>• Services for ELLs are not well integrated into the district’s instructional operations</li> <li>• Need to consolidate ELL enrollments into a select number of schools (grades K-8) in order to provide quality programming and support from central office.</li> </ul>
<p><b>Joint Intervention Team Report June 2010</b></p>	<p><b>I. Curriculum</b></p>	<p><b>I. Curriculum</b></p> <ul style="list-style-type: none"> <li>• The written curriculum is not aligned with the taught curriculum. Teacher training is required for learning how to plan and implement teaching the district’s approved curriculum.</li> </ul>
	<p><b>II. Teaching and Learning</b>  <b>Regents ELA – 52% pass</b>  <b>Regents Mathematics – 54% passed</b>  <b>NYSESLAT/ELL data</b>  <b>363 ELL</b></p> <ul style="list-style-type: none"> <li>• -147 SIFE</li> </ul>	<p><b>II. Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Teachers need training in direct and explicit instruction.</li> <li>• Administrators need training in providing high quality feedback on teaching and learning.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>-88 Long-term ELL (6+ years of services)</b></li> <li>• <b>-158 Bilingual Educatio</b></li> <li>• <b>-205 FESL</b></li> <li>• <b>SWD – the achievement gap continues to widen</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers need cognitive coaching</li> </ul>
	<b>III. School Leadership</b>	<b>III. School Leadership</b> <ul style="list-style-type: none"> <li>• Administrators need training to develop instructional leadership skills and they need more time to visit classrooms to supervise and support teaching and learning.</li> <li>• School leadership required PLO related to classroom observations and teacher improvement plans.</li> <li>• The report recommends closing the school due to lack of trust and support among the adults.</li> </ul>
	<b>IV. Infrastructure for Student Success</b> <ul style="list-style-type: none"> <li>• <b>Attendance rate – 78%</b></li> <li>• <b>Suspension rate – 53%</b></li> <li>• <b>Graduation rate - 50%</b></li> <li>• <b>ELL Graduation rate – 21%</b></li> </ul>	<b>IV. Infrastructure for Student Success</b> <ul style="list-style-type: none"> <li>• If the school is to remain, programs under the Safe and Civil School initiative must be implemented.</li> </ul>
	<b>V. Collection, Analysis, and Utilization of Data</b> <b>Little evidence of use of data to make</b>	<b>V. Collection, Analysis, and Utilization of Data</b>

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	<b>instructional decisions</b>	<ul style="list-style-type: none"> <li>• Data needs to flow in a more effective and timely manner from the district to the school building.</li> <li>• More focus must be placed on using data that has implications for student dropout rate.</li> <li>• Assessment data must be utilized to inform instruction.</li> </ul>
	<b>VI. Professional Development For teachers For school leaders</b>	<b>VI. Professional Development</b> <ul style="list-style-type: none"> <li>• Teachers must be mandated to attend training.</li> <li>• Teachers need both whole group and coaching PLO.</li> <li>• Focus on developing subject specialist as teacher leaders.</li> </ul>
	<b>VII. District Support</b>	<b>VII. District Support</b> <ul style="list-style-type: none"> <li>• Close the building based on the report</li> </ul>
<b>State Education SIG (1003g) implementation monitoring visit March 30, 2011</b>		<ul style="list-style-type: none"> <li>• During their focus group session, teachers indicated there was not a clear and well-delineated plan in place for the school to prepare itself for the implementation of one of the four school improvement models.</li> <li>• Teachers, leaders, and students indicated their concern and frustration regarding plans for the international students currently enrolled in the high school who are not scheduled to graduate at the end of this school year.</li> <li>• The staff indicated, and school leaders confirmed, there is a ‘grass roots’ movement throughout the school to engage students and promote a sense of</li> </ul>

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	<p>community. Examples include: increased use of interactive whiteboards; opening the library one hour prior to the beginning of the school day; voluntary staffing of the library two hours after the end of the school day; and after school tutoring.</p> <ul style="list-style-type: none"><li>• Teachers and school leaders have created a collaborative environment that has led to effective common planning, student-based lesson planning, and formative data analysis. It is based on the needs of the students, and is transparent and respectful.</li><li>• During focus group session, teachers and school leaders indicated the need for the training and support to better meet the needs of English language learners and students with interrupted formal education. The need for greater flexibility of scheduling was also expressed.</li><li>• Teachers and leaders stated a school improvement team was created by the staff to address the needs of the school. The team initiated attendance rewards, created a school-wide hallway pass system, and has promoted the use of formative data throughout the school.</li><li>• Staff indicated they have received professional development throughout the school year that has led to improvements in the use of technology. Training included the use of interactive whiteboards, interactive student response devices, and laptop computer carts.</li><li>• According to teachers and leaders, staff development has not been linked to long-range school improvement plans.</li><li>• Teachers and leaders indicated attendance is a major issue. The NYSED site visit team confirmed this through document review and classroom observations.</li></ul>
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**Describe how the Restart Model addresses the major findings of the needs assessment.**

<p><b>Description of Actions for Model Implementation</b></p>	<p>Based on preliminary progress as identified in the NYSED site monitoring visit of March 30, 2011 the model chosen for the 2011-2012 application is the restart model partnering with an Educational Partnership Organization (EPO). This model is based on creating and sustaining a culture of change by supplying resources and providing expert support and guidance for leadership and teachers based on proven theories and practices.</p> <p>The EPO will support the District to create a new international high school at Lafayette, a campus for grades 7-12. The work of the EPO will provide research, evidence-based practices that will address the academic needs of Newcomer/SIFE students in grades 7-12 through increased programmatic options.</p> <ul style="list-style-type: none"> <li>• Design and implement a sheltered English component in content areas</li> <li>• Create differentiated, clear pathways towards graduation based on language proficiency at time of enrollment with an emphasis on acceleration</li> <li>• Provide acculturation and other support services</li> <li>• Coordinate with external agencies, offer flexible service models, suitable to older students</li> <li>• Provide transitional services to ease into general classes, including a co-teaching model</li> </ul> <p>Both Lafayette High School and International School 45 have student populations predominantly composed of English language learners (ELL). At Lafayette, 363 of the 700 students are ELL, while at International School 45, 429 of 750 students are currently ELL. Under the restart model, an international PK-12 school with two campuses will be developed. The International School 45 will house grades PK-6 (current PK-8), while Lafayette will house grades 7-12 (current 9-12). There will be clear transition points at which students may exit the K-12 school and enroll in one of many other programs offered by the district.</p> <p>The two schools will collaborate to serve as a larger international campus to support the needs of ELL and newcomers. The international campus at Lafayette High School will provide students who speak a language other than English with the language acquisition support they need to succeed in all content</p>
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areas by integrating ESL strategies and making content comprehensible. The school will be built with a focus on academic rigor and high expectations. The language and culture of each student will be valued and used as a basis for building on the strengths students bring. The program will offer opportunities for extended learning in order to provide intervention, enrichment, and acceleration. Service learning and peer tutoring will be important components as will family involvement and collaboration with community based organizations.

In order to provide students with the greatest opportunity, Lafayette will become a Restart model school contracted to be run by an Education Partnership Organization (EPO). The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO's responsibilities will be spelled out in a performance contract between the EPO and BCSD. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, meeting specified performance benchmarks, addressing middle to high school transitions, creating specific work plans and outcomes for school-based teams, and providing data and relevant information through regular reports. BCSD will develop a set of non-negotiable performance benchmarks such as raising attendance rates, decreasing disciplinary incidents, raising student ELA, mathematics test scores for all subgroups, and increasing graduation rates, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will assign a representative to effectively monitor the EPO and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.

*The performance contract between the EPOs and the BCSD will outline specific areas to be addressed as per the school's Joint Intervention Team (JIT) report, but each EPO must decide how best to address those areas. The performance contract for Lafayette High School will establish benchmarks that the EPO must meet in order to have its contract renewed, specifically that teachers and staff have a clear understanding of the school's new mission as an international high school, the collaborative environment that has been created in the past school year is maintained, and coordination and collaboration of International Campus takes place between PS 45 and Lafayette HS.*

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*The Associate Superintendent for Compliance will monitor implementation of the performance contracts at the Restart model schools. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.*

BCSD believes that the Restart model with an external provider will be instrumental in the turnaround for Lafayette because the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement;
- provide additional supports and professional development to teachers and administrators.

A Restart model will be specifically effective in the case of Lafayette High School because of the school's need to establish a new culture that will embrace the new model and foster community involvement. There is an urgency to change the achievement levels of the students at this school, and a fresh start for the school will be fundamental to its success. The restart selection affords the selected EPO greater autonomy to implement radical change than the transformation or turnaround models can provide. During the process, BPS hopes to find an EPO that will be able to build sufficient capacity to enable the school to return into the Buffalo City School District with a sustainable program in place.

Most importantly, the Restart model gives BCSD the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest

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performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

To this end, and following consultation with the teachers' union, BCSD has chosen the Restart model for this particular school as the best alternative. Please note that the Rule of Nine prohibits the District from applying for Transformation models at all of its Cohort II PLA schools; likewise, the school has been reconstructed and closure would not be a viable option.

*Following feedback from community stakeholders, including the teacher and administrator's unions and a district parent group. The president of the Buffalo board of education proposed a resolution to accept the Restart model for Lafayette High School. On the May 5, 2011 Buffalo Board of Education determined to submit an application for Restart for Lafayette. BCSD suggests the performance contract and rigorous review process of the selected model will provide the best opportunity to address the unique needs of the school community. The engaging of community educational partners will provide additional services and offers a unique opportunity for innovative school programs that could drastically impact achievement in this persistently lowest achieving school.*

*Lafayette High School received 5 total and 3 complete proposals following the RFP process. During June the selected review team will score complete proposals and request additional information during the continuation of the review process.*

**I. Curriculum**

*Recommendations*

- *The district must focus on the development of curriculum in all core areas, and ensure that it is clearly aligned with the New York State learning standards and the new Common Core State Standards for English language arts and mathematics. This curriculum must be developed by knowledgeable and trained individuals (national, state, or local) who understand the key elements of curriculum development.*
- *All teachers and administrators must participate in professional development on how to plan and implement a curriculum with rigor, as well as delivery methods that are student-centered. The curriculum must be relied upon as*

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*the basis for assessing individual student mastery and progress. Walk-throughs and formal evaluations must include how well the teacher knows the curriculum and implements the curriculum for the subjects being taught.*

- *Text books and supplemental material need to be available to all students.*

**I. Teaching and Learning**

*Recommendations*

- *There needs to be intensive training on how to provide direct and explicit instruction.*
- *The administrative staff needs to be trained by outside experts in how to provide high quality feedback on teaching and learning and must commit themselves to being in classrooms every day.*
- *Lesson design and delivery must become focal points of required professional development*
- *Systematic classroom management routines need to be established.*
- *Mandatory PD and coaching support in planning and instructional delivery needed.*
- *Common planning time needs to be facilitated and become “sacred time” to work on teaching and learning and not on other miscellaneous activities such as book study and article review.*
- *Evaluating student work and discussing direct and explicit instruction must take a more prominent role in the building.*
- *Cognitive coaching of teachers and imbedded professional development which is ongoing throughout the year is imperative to the improvement of teaching and learning.*

**II. School Leadership**

*Recommendations*

- *It is recommended that this building be closed and restarted under an education management organization which would allow the district the flexibility in staffing to create a new instructional program at Lafayette.*

**III. Infrastructure for Student Success**

*Recommendations*

- *Continue to implement Safe and Civil Schools. The successful implementation of the Start on Time component has brought credibility to the program as reported by teachers and witnessed by the team. The staff is engaged in the process and is willing to continue to invest in it.*
- *Classroom management routines need to be established and emphasized through a systemic approach.*
- *In order to improve attendance and participation in afterschool activities, student support teams need to continue to be trained and must expand their focus to developing a climate within the building that welcomes all students and looks to keep all students engaged in school from the first encounter the students have with International Campus at Lafayette using needs-based, results-driven resource allocations.*
- *Counselors should be interacting with students to ensure that they have a supportive learning environment and serve as advocates for students with teachers and others to keep students at school, moving along with earning credits and*

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*focused on the need for education as a long-term solution for them.*

- *There must be a focus on developing trusting relationships between the adults in the building so that students develop similar relationships with each other and the adults in the building.*
- *The district must address the low attendance issue as a system through early intervention programs as well as consider returning to a community school model.*

**IV. Collection, Analysis, and Utilization of Data**

*Recommendations*

- *Develop a timeline for the collection and analysis of formative and summative assessments that is then used to focus the discussions during common planning time to how to improve instruction as a result of student assessments.*
- *Coaches need to work with teachers on how to interpret the data to drive instructional changes.*
- *Data needs to flow in a more efficient and timely manner from the district to the school building.*
- *Administrators and teachers must be trained on how to extract pertinent information from the data provided that will allow them to transform teaching and learning.*
- *On-going support of common planning time with coaches present is necessary.*
- *Use outside resources to “mine the data” and prepare it for common planning and building use.*
- *The quarterly assessments used by the district allow for incremental looks at student learning. However, it is important that curriculum leaders are developed through an embedded coaching model that provides the type of skills they need to assist their colleagues with data-driven decision making.*
- *More focus must be placed on using additional data elements such as attendance, suspensions and drop-outs in determining what additional supports the school needs.*

**V. Professional Development (Refer to Sections II and III above)**

*Recommendations*

- *While large group professional development is necessary to the communication of large-scale transformation, embedded coaching (when effective and research based) must be part of an efficient, continuous instructional professional development support system that transforms teaching into learning. In addition, the embedded coaching model includes direct classroom observations that are not evaluative and not reported to the administration but rather ensure fidelity and consistency to the implementation of the learning.*
- *Focus on the key elements of explicit and direct instruction, including lesson planning and delivery using student-centered methods.*
- *The district must be given flexibility to mandate participation in professional development activities that support improved teaching and learning.*

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**VI. District Support**

*Recommendations*

- *Develop and implement a systemic plan of early intervention for chronic attendance issues in the elementary schools. Begin to target certain groups of students in the late middle grades for a similar program. Follow up with these high risk students at the high school on a personal basis.*
- *Revisit the concept of a student attendance policy.*
- *Focus on developing subject specialists as teacher leaders who serve as district turnkey facilitators to the individual teams in the buildings. This should be done by having coaches work directly with the subject specialists on critical district initiatives such as common assessments.*
- *The development of a collegial support philosophy must occur between the district and the teacher's union by refining the teacher evaluation process and ensuring that the feedback provided to the teachers is reflective of research, concrete, and has little room for subjectivity or interpretation. This is integral to the development of a system of trust and support that will move the district forward in improving teaching and learning.*
- *Continue to implement the Nova-Net credit recovery program and strategically offer it to students who score between a 50 and 64 on key assessments. When students can continue in a sequence of courses, allow them to do so.*

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**APPENDIX B: RESTART MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the model at the school.**

<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
<p>A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional potential of the EPO.</p> <p>The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO’s responsibilities will be spelled out in a performance</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	<p>BCSD and EPO Performance Contract \$1,904,361</p>

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p>contract between the EPO and BCSD.</p> <p>BCSD requires the provider to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.</p>		
<p>Fulfill all New York State requirements for converting school into a charter school.</p>	<p>This school will not be operating as a charter school. BCSD has no intention to convert Lafayette High School #204 to a charter school.</p> <p>The EPO will be evaluated each year based on progress toward school goals. By the end of Year 3 of the funding, the EPO will have supported the school and district in building capacity for the school to be incorporated back into BCSD as a sustainable high performing school.</p>	<p>June 2012, June 2013, June 2014</p>	

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	<p><i>BCSD advertised the RFP for potential EPO's in the local news paper, provided a link on the front page of the BCSD web site and e-mailed the link to several known Educational Partnership Organizations.</i></p> <p><i>The review process will be facilitated by Learning Point Associated. The review panel was selected by various community stakeholders. Please see attached Learning Point Restart assistance proposal. This proposal and suggested timeline has been a presented and accepted by the Buffalo Board of Education.</i></p> <p><i>If no EPO's are found BCSD administrators will propose to the Buffalo Board of Education and will initiate a plan for the implementation of the turnaround model.</i></p>		

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<p>Enroll, within the grades it serves, any former student who wishes to attend the school.</p>	<p>All currently enrolled Grades 9 - 12 students will be invited and encouraged to stay in Lafayette High School #204. The EPO will be evaluated on its ability to encourage students to remain. If seats are available, open enrollment will apply.</p> <p><i>BCSD will suggest branding and promotion of individual Restart schools will be negotiated via contract with the selected EPOs. This action is given the unique programs and opportunities the EPOs will provide for students. EPO's will best identify the specific needs of the schools. BCSD will include a restart school option as part of the district school choice promotion.</i></p>	<p>Beginning May 2011</p>	
<p>Notify parents and community of conversion, and provide information on school choice</p>	<p>Town hall meetings will be publicized and held. Information regarding the</p>	<p>Beginning April 2011 – Communication will take place between all stakeholders and</p>	

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options available	Restart school will be posted on the District website. Letters will be sent home to all parents of students attending Lafayette High School. Connect Ed calls will be made to parents. The Buffalo Board of Education will approve all school improvement grant applications.	the District regarding District PLA plans.	
Create a plan to transfer students who either a) cannot attend the new school because their grade is not served; or b) have parents who wish to opt-out of the new charter school. Provide NYSED with a list of schools that will receive transfer students.	Students currently attending Lafayette High School will be invited to stay. The school will become a grades 7 – 12 building. Parents who wish to opt out of the restart school must complete a transfer application to attend a BCSD “receiving” school in good standing. This transfer will be completed through the BCSD Student Placement Office.  <i>See attachment: Transfer Guidelines 2011-2012</i>	Beginning May 2011	

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	<p><i>See attachment: Transfers NCLB Parent Letter</i></p> <p><i>The Central Registration Center for the BCSD tracks all student transfer data.</i></p> <p>See list of BCSD receiving schools in good standing in appendix.</p>		
<p>Create an accountability contract with the CMO, with clearly defined goals for student achievement</p>	<p>An RFP was written, along with an evaluation rubric to use when choosing EPOs for the District. See attached. EPO responsibilities will be spelled out in a performance contract. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, meeting specified performance benchmarks, creating specific work plans and outcomes for school-based teams, and</p>	<p>Created evaluation rubric for potential EPOs – April 2011</p> <p>Once the EPOs are chosen, BCSD will continually revise rubric and expand into an accountability plan as EPO process progresses.</p>	

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	<p>providing data and relevant information through regular reports to BCSD.</p> <p><i>A Recruitment Bulletin for PS33 was issued. The EPO will select the principal.</i></p> <p><i>The BCSD will work with the selected EPOs to negotiate Memoranda of Understanding with the Buffalo Teachers Federation (BTF) that will allow for staff to be removed or hired from outside of the school. The collective agreement between the BTF and the district permits involuntary transfers under specific circumstances, but the BTF has stated publicly that an additional MOU would be necessary to permit the transfer of large numbers of teachers involuntarily. Such an MOU may include special procedures</i></p>		<p>VersiFit Software – Data Warehouse \$45,000</p>

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	<p><i>for involuntary transfers, posting of positions, and interviewing. However, the EPO will also be responsible for evaluating teachers using the new APPR, which may necessitate that the EPO recommend that the Board of Education deny tenure to an employee. If the BOE rejects a recommendation to terminate a probationary employee or deny tenure to an employee, the BOE must transfer that teacher to another school within the district.</i></p> <p><i>BCSD expects that the selected EPOs will develop work plans for school-based teams prior to the start of the implementation. These work plans will be modified as needed.</i></p> <p><i>The performance contract must identify specific areas that require training as per the school's Joint Intervention</i></p>		<p>.16 FTE Research Aide Year 1 - \$6,830 plus benefits Year 2 – \$7,035 plus benefits Year 3 - \$7,246 plus benefits</p> <p>.15 FTE Associate Superintendent – Compliance Year 1 - \$19,950 plus benefits Year 2 - \$20,548 plus benefits Year 3 - \$21,165 plus benefits</p>

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	<p><i>Team (JIT) report, but the EPO must decide how best to implement that training. EPOs will also be obligated to deliver 10 days of site based training to teachers, the same as the Transformation schools. The district's Network Teams will also work with the Restart schools just as they will with the Transformation schools. The EPOs will be held accountable by BCSD for delivering training and monitoring its effectiveness at the school level. EPOs may decide to negotiate Memorandums of Understanding with the Buffalo Teachers Federation (BTF) that will allow for additional mandatory training. EPOs will be required to use the Professional Growth System used by BCSD to track attendance at and ratings for</i></p>		<p>.15 Administrative Secretary Year 1 - \$6,228 plus benefits Year 2 - \$6,414 plus benefits Year 3 - \$6,607 plus benefits</p>

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	<p><i>professional development offerings.</i>  <i>Network Teams must be allowed to meet with Inquiry Team members on a scheduled basis.</i>  <i>The District will require the EPO enter into negotiations with the BTF to accommodate a longer school day and year.</i>  <i>The Performance Contract will be specific to each school, but to include improved teacher and student attendance, improved test scores, and anything required under the terms of the School Improvement Grant.</i>  <i>The EPO will provide Art, PE and music instruction per NYSED regulations.</i>  <i>Also, after school and summer opportunities for enrichment in the arts and athletics may include accessing BCSD athletic and arts programs and</i></p>		

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	<p><i>initiatives.</i></p> <p><i>The District believes that each EPO should report to the Board, on at least a quarterly basis, its academic data, financial data and any compliance issue. To ensure that the EPO is working to accomplish its stated goals, the district will reserve the right to audit the EPO's financial, compliance, and academic data at any time. The District believes that such provisions should be included in a contract between the Board of Education and each EPO. It is the district's intention that such Contracts will include at least the following provisions:</i></p> <ul style="list-style-type: none"> <li><i>• Clear articulation of the autonomies to be provided to EMOs</i></li> <li><i>• The delegation of responsibilities between</i></li> </ul>		

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	<p><i>the district and the EMO (transportation, suspension hearings, attendance, data reporting, food services, etc.)</i></p> <ul style="list-style-type: none"> <li>• <i>Delivery of required services to special education students and English language learners</i></li> <li>• <i>Compliance with federal Title I requirements</i></li> <li>• <i>Submission of a budget</i></li> <li>• <i>Submission of required data for State and Federal compliance purposes such as information on attendance, staffing, students, number of highly qualified teachers, parent participation, truancy, class size, time, and</i></li> </ul>		

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	<p><i>emergency drills conducted during the school year.</i></p> <ul style="list-style-type: none"> <li>• <i>Maintaining student enrollment of all subgroups previously enrolled at the school and at percentages relative to other demographically-like district schools</i></li> <li>• <i>Performance Benchmarks, such as student attendance, academic performance, fiscal stability, compliance with State and Federal regulations</i></li> </ul> <p><i>Additionally, the District's Associate Superintendent for Compliance will monitor the implementation of the performance contracts at the Restart Model schools --</i></p>		

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	<p><i>although the EPOs will report directly to the Board of Education. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.</i></p> <p><i>The district intends to include a provision in each contract that permits the district to terminate the contract if the EPO has failed to fulfill its contractual obligations.</i></p> <p><i>The EPO will have full autonomy to sub-contract with external partners within the school so long as it complies with local, State and Federal regulations, and does not cause the District to violate any contractual obligation it has.</i></p> <p><i>The Associate Superintendent of EPO Compliance will report directly to the Buffalo Board of Education; serve as a liaison</i></p>		

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	<p><i>between the Advisory Boards of Educational Partnership Organizations (EPO) and District support offices to support the day to day operations of approved Restart Model Schools. The Associate Superintendent for EPO Compliance will recommend the initial implementation, establish policies and procedures, and make recommendations to the Buffalo Board of Education. With the support of Learning Point Associate and Buffalo Board of Education Members, the Associate Superintendent and EPO advisory boards will determine and place within the performance contracts specific levels of support that will adhere to the mission, vision and intent of selected EPO proposals as well as the mission of Buffalo City Schools.</i></p>		

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	<p><i>The performance contracts will include but not be limited to:</i></p> <ul style="list-style-type: none"> <li>• <i>the process by which the district will respond to an EPO's recommendation that staff be removed, or its desire to hire staff from outside the school</i></li> <li>• <i>the professional development requirements an EPO must meet within a school</i></li> <li>• <i>the level of school change that will be expected from the EPO, and how will this be communicated in the contract</i></li> <li>• <i>the district's requirement that an EPO provides students with access to athletics,</i></li> </ul>		

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	<p>arts, or music instruction</p> <ul style="list-style-type: none"> <li>• the criteria that will be used to assess whether the EPO is meeting the terms of the contract</li> <li>• how the district will ensure that the failure of the EPO to meet contract needs will not result in a loss of programs for students</li> <li>• what responsibility the EPO will have regarding the recruitment, screening and selection of external partners</li> <li>• all non-negotiable requirements of Race To The Top.</li> </ul> <p>Attached is a Posting and Job description for the Associate Superintendent of EPO</p>		

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	<p><i>Compliance.</i></p> <p><i>Activities to Set Performance Benchmarks:</i></p> <ul style="list-style-type: none"> <li>• <i>Review recommendations of Joint Intervention Team (April, May 2011)</i></li> <li>• <i>Prioritize recommendations for EPO (June 2011)</i></li> <li>• <i>Analyze current and past data points to identify trends in test scores, attendance, suspensions, PLO attendance (June 2011)</i></li> <li>• <i>Review 2010-11 school data (as soon as released from NYSED)</i></li> <li>• <i>Establish yearly progress points necessary to remove school from PLA list (summer 2011, though</i></li> </ul>		

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	<p><i>contract will specify that targets must be agreed upon and met each year</i></p> <p><i>BCSD will continue the work with Learning Point Associates from September until December 2011 in the planning training and implementation of the performance contract established and customize the evaluation tool #9 included for BSCD Restart Schools.</i></p> <p><i>VersiFit, a Wisconsin company, provides advanced analytic tools to State Departments of Education and School Districts that measure analyze and display data in the form of Key Performance Indicators (KPI) producing easy-to-read graphical indicators that alert district staff to at-risk</i></p>		

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	<p><i>conditions and monitor the effects of corrective actions. VersiFit's core data warehouse product is called Edvantage.</i></p> <p><i>The BPS Data Warehouse (BPSDW) is a customized version of Edvantage that continues to be implemented by VersiFit and the BPS data warehouse team. The BPSDW provides a real-time and historical data repository for ALL district data sources.</i></p> <p><i>The BPSDW provides information to all BPS staff "To Identify Students with the Highest Needs and Move them to the Highest Level of Achievement".</i></p> <p><i>The Research Aide will work full time in responding to data requests from the data coaches under the guidance of</i></p>		

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	<p><i>supervisors in the Office of Shared Accountability. These aides have participated in coach and team meetings in order to give them a better idea of the use of the data reports they compile.</i></p> <p><i>The Associate Superintendent – Compliance will collaborate with the EPOs and monitor and manage the EPO performance contracts.</i></p> <p>BCSD will develop a set of non-negotiable performance benchmarks such as raising attendance rates, decreasing disciplinary incidents, and raising student ELA and mathematics test scores, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will effectively monitor the EPO</p>		

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	<p>and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.</p> <p><i>An Administrative Secretary will support all PLA Restart schools and the Associate Superintendent – Compliance on a daily basis.</i></p>		
<p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional potential of the EPO.</p> <p>BCSD requires the provider to demonstrate that its strategies are research-based and that is</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	

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	has the capacity to implement the strategies it is proposing.		

<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$7,102,920</b>	<b>\$6,000,000</b>	<b>\$1,102,920</b>

*Following the selection of an Educational Partnership Organization for this school funds will be broken out to identify the specific funds required for the implementation of the model. Funds will be provided by the selected agency. Putting the entire amount in a contract line allows for the flexibility needs to specialize the school program and allow school level decision making in the implementation of the model.*

*BCSD will maintain the level of funding at EPO schools in direct proportion to other district schools. The Office of Federal and State programs will provide oversight of the Federal funding including School Improvement Grant funds. BCSD finance department will maintain the distribution of local funds. The in- district accounting process provides a distinct code series for each federal and state project. Therefore, funds identified specifically for a restart school will be identified by code letters and building number.*

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

The Budget Narrative form provides detail on other funding sources.

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Funding	Source	Amount
Math Science Partnership – Math Focus	NYSED	\$23,553
Math Science Partnership – Science Focus	NYSED	\$20,510
Title I	NYSED	\$367,640

The EPO performance contract will provide funding to carry out the actions described in this restart model. Additional monies from Title I will follow the Title I students and provide supplemental activities, such as professional development opportunities and parent involvement activities.

The District and EPO will ensure that any personnel hired by the EPO either will have been hired for only the grant period (to train teachers and build capacity) or assimilated into the District’s budget by the end of the grant period. As the grant ends, the District, Lafayette High School, and the EPO partnership will have built the capacity within Lafayette and the District so that Lafayette can be incorporated back into the BSCD as a high performing school.

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There has been ongoing communication with the Buffalo Teachers Federation (BTF) and the Buffalo Council of Supervisors and Administrator (BCSA) during the SIG process. At this time, potential obstacles include a discussion regarding BCSD’s contractual obligations to the Buffalo Federation of Teachers (BTF). The meetings of the Professional Council, comprised of BTF and District representatives, have continued throughout the school year. Communication will continue with the unions to achieve consensus regarding the SIG grants.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

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The LEA and EPO will modify practices and policies that support a school improvement framework unique to Lafayette High School #204. The school's framework will be rooted in research about what works in school organization and operations of schools. Most importantly, the focus of the framework will be on the core work of instruction in the school.

Once the partnership between the District and the EPO is established via the performance contract and accountability plan, the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development, especially related to the field of bilingual education and second language acquisition;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement, especially in the bilingual and Valley communities;
- provide additional supports and professional development to teachers and principals, especially regarding effective practices for the instruction of English language learners.

BCSD will have the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

Appendix B  
Transformation Model  
Riverside High School #205



Needs Assessment Process	List Data Analyzed	Major Findings
<p><i>Joint Intervention Team Report</i> June 2010</p>	<p><b>I. Curriculum</b></p>	<p><b>I. Curriculum</b></p> <ul style="list-style-type: none"> <li>• The written curriculum is not aligned with the taught curriculum.</li> <li>• Awareness of objectives by teachers and their connection to NYS standards does not appear to be a priority, nor routinely introduced or discussed with students in order to orient them to the day’s instruction.</li> <li>• Students report that the curriculum is often “too easy” and the required work minimal.</li> <li>• Completion of worksheets in a large group setting appeared to be the primary mode of instruction.</li> <li>• Textbooks purchased by the District for the benefit of the students are not being used in many classrooms.</li> </ul>
	<p><b>II. Teaching and Learning</b>  Graduation rate – 42%  Regents ELA – 69% from 71% the year before  Regents Mathematics –  Math A – 20% passed  Integrated Algebra – 24% passed</p>	<p><b>II. Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• There was inconsistent and ineffective delivery of instruction.</li> <li>• Direct instruction was not observed.</li> <li>• The majority of teachers do not engage students in the teaching and learning process.</li> <li>• Effectiveness of the consultant teacher (CT) model has been inconsistent.</li> <li>• Inconsistent expectations for achievement were observed and many teachers were not clear on the expectations they had for the lesson.</li> <li>• Rigor and higher-order thinking skills were lacking.</li> </ul>

	<p><b>III. School Leadership</b></p>	<p><b>III. School Leadership</b></p> <ul style="list-style-type: none"> <li>• The Principal does not believe the school is responsible for the students' academic success.</li> <li>• There is no evidence that the principal holds teachers accountable through systematic follow-up for implementing what is learned during professional development opportunities.</li> <li>• While the two-year split of the buildings has been problematic, bringing them back together as a successful high school will require exceptional leadership.</li> </ul>
	<p><b>IV. Infrastructure for Student Success</b>  Attendance rate – 73.7 %  Suspension rate – 15%</p>	<p><b>IV. Infrastructure for Student Success</b></p> <ul style="list-style-type: none"> <li>• Parent involvement is limited. Outreach to the parents in the community is minimal.</li> <li>• There is no culture of shared internal professional accountability for students' academic success.</li> <li>• Student and staff attendance remains a critical issue.</li> </ul>
	<p><b>V. Collection, Analysis, and Utilization of Data</b></p> <ul style="list-style-type: none"> <li>• Little evidence of use of data to male instructional decisions</li> </ul>	<p><b>V. Collection, Analysis, and Utilization of Data</b></p> <ul style="list-style-type: none"> <li>• There was no observable evidence that data from the AIS program was utilized.</li> <li>• Teachers report that they do not know what to do as a result of receiving testing data or how it correlates to their performance as a teacher.</li> <li>• Some collaboration in data analysis at the 9-10 building.</li> <li>• One of the teachers is collecting all the attendance information and trying to provide follow-up to chronic attendance issues.</li> </ul>

	<b>VI. Professional Development</b>	<b>VI. Professional Development</b> <ul style="list-style-type: none"> <li>• A large number of teachers do not participate in the professional development offered.</li> <li>• Professional development directly related to instructional strategies/techniques is lacking.</li> <li>• The Principal does not hold teachers accountable through systematic follow-up for implementing what is learned during professional learning opportunities.</li> </ul>
	<b>VII. District Support</b>	<b>VII. District Support</b> <ul style="list-style-type: none"> <li>• Benchmark assessments and resulting data analysis are lacking.</li> <li>• Subject specialists are not adequately monitoring/supporting teachers in teaching and learning strategies for successful implementation.</li> <li>• The view of the district by teachers and administrators is often articulated as an “I gotcha” attitude more than a collaborative/supportive role.</li> </ul>

<p><b>State Education SIG (1003g) implementation monitoring visit</b></p> <p><b>March 30, 2011</b></p>	<ul style="list-style-type: none"> <li>• During their focus group sessions, teachers and leaders described common themes (i.e., improving attendance, attention to hallway behavior, collaborative planning, increasing the use of technology, and raising academic expectations) throughout the building to promote the school’s efforts to implement one of the four school improvement models.</li> <li>• The leadership team has the support and respect of the teaching staff. Equally, the leadership team has promoted a collaborative atmosphere throughout the school that is based on transparency and respect.</li> <li>• School leaders indicated district representatives have been accessible and supportive. District walk-throughs have been conducted a number of times during the year, and subject area representatives have attended common planning sessions.</li> <li>• School leaders, teachers, students, and parents indicated attendance is a major concern,</li> </ul>
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	<p>dramatically affecting student achievement. Challenges in this regard include:</p> <ul style="list-style-type: none"> <li>○ Niagara Falls Transit Authority (NFTA) buses failing to stop for high school students, and limited bus pass hours;</li> <li>○ Parents' 'cricket' phone numbers change too often to track, and phone message memory boxes are often too full to leave messages;</li> <li>○ The need for a translator to assist with outreach calls and visits;</li> <li>○ Students caring for younger siblings; and</li> <li>○ Student engagement and/or accountability.</li> </ul> <ul style="list-style-type: none"> <li>● Numerous steps have been taken to address the attendance issue, including: <ul style="list-style-type: none"> <li>○ Mandatory calls home (20 calls per week) by each member of the staff to address absenteeism and behavior, and/or to promote positive behavior;</li> <li>○ Real-time student attendance data;</li> <li>○ A part-time (0.5 FTE) attendance teacher; and</li> <li>○ A school attendance team.</li> </ul> </li> <li>● Teachers stated professional development opportunities are abundant, convenient and appropriate. Training sessions are seen as aligned to school improvement efforts.</li> <li>● Students, teachers, and school leaders indicated the Safe and Civil Schools program has been universally adopted by the school and has led to improved hallway behavior and classroom attendance.</li> <li>● During their focus group sessions, teachers and leaders indicated common planning time has led to teacher-created common assessments, improved instructional planning, and increased collaboration across grade levels and subject areas.</li> <li>● Counseling staff indicated they are working the Ed Trust to conduct a student survey to acquire information regarding their needs.</li> <li>● Parents indicated the parent teacher organization is active, but they would like to increase membership. They also indicated the need for more clubs and after school opportunities for students</li> </ul>
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**Describe how the Transformation Model addresses the major findings of the needs assessment.**

Description of Actions for Model Implementation	<p>Riverside High School reopened in September 2010 with three new partnership career academies, schools within schools and school-to-work programs, as part of a comprehensive strategy to meet the educational needs of the students in bridging the high school to college gap. The themes for the different academies include Finance, Health Professions, and Entrepreneurship. Medaille College is the major partner with on-site services. A Medaille employee serves as the High School Project Manager/College Liaison whose primary purpose is to advocate for the success of Riverside High School and manage the overall Entrepreneurship Project. The Liaison works with the Principal of Riverside to ensure that students fulfill all requirements for college entrance, ensure that enrollment is available in college classes, ensure that student college schedules are complete and adequate, inform the Principal of Riverside of any problems or progress in performance of the Liaison’s job duties, advise instructional partners of suggested changes to strengthen the Program, represent Medaille at Riverside activities, and make recommendations to the Undergraduate Dean of Medaille as to Medaille faculty selection.</p> <p>A second partner is the National Academy Foundations (NAF); NAF’s mission is to support urban high schools. NAF provides the finance curriculum and resources for the Finance Academy such as staff development and support with both local and national advisory committees. Through the NAF program students are offered paid internships during the summer months.</p> <p>Based on the national success of NAF working with inner city youths, Riverside will also partner with them to develop and implement the new Health Sciences curriculum. The new academy premise is to include the four pillars of the academic model, curriculum, staff development, local advisory boards, and paid internships.</p> <p><b><u>Principal Selection</u></b></p> <p>The current principal was hired December 2, 2010 to implement the Transformation model. She served as an assistant principal at Riverside from July, 2009 until she became acting principal in October, 2010. Prior to becoming an assistant principal at Riverside, she was an assistant principal at Lafayette High School, City Honors School, Frederick Law Olmsted School, and Burgard High School. Two new assistant principals were hired in August, 2010 and an additional assistant principal was hired in February, 2011. One was identified and trained to take on the role of a School Administration Manager (SAM) to implement the Transformation model.</p> <p><b><u>I. Curriculum</u></b></p>
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*Recommendations:*

- *The district must continue to focus on the development of curriculum in all core areas, and ensure that it is clearly aligned with the current New York State learning standards and the new Common Core State Standards in English Language Arts and mathematics. This curriculum must be developed by knowledgeable and trained individuals (national, state, or local) who understand the key elements of curriculum development.*
- *All teachers and administrators must participate in professional development on how to plan with and implement a curriculum with rigor, as well as delivery methods that are student-centered. The curriculum must be relied upon as the basis for assessing the individual student mastery and progress.*
- *Walk-throughs and formal evaluations must include how well the teacher knows and implements the curriculum for the subjects being taught.*

**I. Curriculum (Actions)**

The district's overarching Curriculum Framework is outlined in BCSD's four Cornerstone Documents, the Academic Achievement Plan and Addendum, the Literacy across the Curriculum paper, and the Building a 21<sup>st</sup> Century School District paper. Departmental Curriculum Plans specify what students are to know and be able to do in each subject area at each grade level and are delineated in the subject area curriculum documents, which are aligned with New York State Learning Standards. In addition, the District is currently revisiting curricula to ensure that there is a complete alignment to the new Common Core Standards.

This alignment will occur through daily common planning time meetings where development of common subject area assignments and assessments will take place. Teachers will use the five steps of the Standards In Practice (SIP) process learned in the Education Trust professional learning opportunities (PLOs) and Backwards Planning to bridge the gap between standards and practice. The building administration will visit classrooms daily, attend common planning time meetings, and review weekly lesson plans for observation of curriculum alignment. Part of the formal observation process will include pre- and post-conference with teachers to discuss alignment with the written curriculum.

The scope and sequence for course offerings is being designed by Medaille College, the National Academy Foundation, Virtual Enterprise, and BPS staff during the 2011-2014 school years. Specific attention will be given to inclusion of the ELA Common Core State Standards into all curriculum areas. In addition, all curricula will be cross-walked with national industry and CDOS standards. As the program grows, student internships and college visits will be coordinated with the partners in alignment with academy themes.

*“Theme focused academies focus on students’ individual needs and provide them with a balanced mix of core academic preparation and opportunities to develop practical, work-based skills. The academy models are helping high schools successfully engage students and keep them on track for graduation.”*

(National High School Center, 2010)

## **II. Teaching and Learning**

### *Recommendations:*

- *Professional development must be designed and delivered on how to provide direct and explicit instruction including how to plan with and implement a curriculum with rigor, using delivery methods that are student-centered. This training must include opportunities for teachers to demonstrate competence in the elements of direct and explicit instruction. Teachers must leave the training with lesson plans and strategies for improving classroom instruction.*
- *Evaluating student work and discussing direct and explicit instruction must take a more prominent role in the building. The continuation of the School Improvement Plan will assist with this but will not replace the need for elements of good planning, delivery and monitoring of high quality classroom instruction.*
- *Cognitive coaching of teachers is imperative to the improvement of teaching and learning. Imbedded professional development must be used to ensure consistency and fidelity to understanding the core elements of what is meant by direct and explicit instruction and creating a culture of focus on high quality teaching and learning.*
- *It is of critical importance to ensure that professional development once aligned with assessment data and formatted in such a way as to engage teachers at an appropriated level, cannot be opted out of due to contractual language or at the discretion of individual teachers who prefer the status quo.*

## **II. Teaching and Learning (Actions)** **Professional Development For Teachers**

*“To produce large effects, at scale, improvement has to be managed at three levels simultaneously:*

- a. Individual - units of instruction*
- b. Organizational – across classrooms within a school*
- c. System – across schools within a network of schools.”*

(Richard Elmore, MSP Conference, 2006)

Teachers at Riverside High School will be engaged in four years of Professional Learning Opportunities (PLO)

specific to the Common Core State Standards, new curriculum and course offerings related to the three academies, as well as literacy across the curriculum, effective instructional methods, and data-informed decision making. During year one, the focus will be on delivery of direct and explicit instruction imbedded with differentiation for ESL and special education students and data-informed instructional decisions. Medaille College will provide additional PLO in the areas of learning communities and high impact pedagogies.

a. Individual Professional Development - units of instruction

Riverside High School will utilize on-site core area instructional coaches to support teachers in strengthening their instructional practices while deepening their content knowledge. A literacy coach will work to support all teachers teaching literacy in the content. Other areas of coaching support from the district level include:

- A shared PLA transformation high school data coach to support teachers in assessing data and strategizing on adjusting content and teaching strategies in light of student data.
- A District team of subject specific Instructional Technology Coaches (ITC) plus a part-time Math ITC will be utilized to assist teachers in planning and delivery of instruction utilizing new technological tools at Riverside in 2011-2012. This includes technologies such as Interactive White Boards, graphing calculators (Nspire and navigator system), scientific probeware, digital video equipment, and visualizers all aimed to engage teachers and students in hands-on learning and thinking to make concepts come alive with images, movement, and sounds in order to spark deep learning.

Coaching sessions will occur during the teacher's planning period and by having a substitute cover a non-instructional duty or during a regular class period in the form of a demonstration lesson. Coaching sessions will be individualized based on each teachers identified areas in need of strengthening (hours vary according to teacher needs). Additional individual teacher PLO is available as delineated in the District 2011-2012 PLO plan (Appendix A). Teachers are strongly encouraged to attend and will be compensated for attending district offered PLOs.

b. Organizational Professional Development – across classrooms within a school

Five monthly on site Early Release Days (Oct. 5, Dec. 7, 2011 and Jan. 11, Feb. 1, Mar. 14, 2012) provide teachers with ongoing PLO. These sessions will be designed and led by the Race To The Top Network Teams and school based Inquiry Teams in strategies as identified as an area of need and aligned with RTTT goals of Common Core Standards, instruction, and use of data (18 required hours). Teachers at Riverside High School will also be engaged in PLO specific to explicit instruction, Common Core State Standards (to set expectations for literacy for all), literacy in the content areas, co-integrating teaching model, and use of data to drive instruction. Common Curricular Planning Time (CCPT) participation is mandated for all teachers. During September and October, Regents data will be analyzed.

Riverside High School will utilize core area instructional coaches, on site, full time to provide teachers with collaborative, job-embedded opportunities to learn and refine effective instructional strategies combined with content specific instructional practices. A District team of subject specific Instructional Technology Coaches are utilized to support teachers in planning and delivery of instruction utilizing technological instruments such as Interactive White Boards (IWB) and flip charts, Nspire graphing calculators and navigator systems, scientific probeware, digital video equipment, and visualizers into the classroom all aimed to engage teachers and students in hands-on learning and thinking to make concepts come alive with images, movement, and sounds in order to spark deep learning (hours vary according to teacher needs). CTE District Academic support teachers provide integration of academic standards into all CTE academies.

Common Curricular Planning Time (CCPT) participation is mandated for all teachers, including CTE teachers. During CCPT teachers develop common lessons and assessments and learn how to systematically collect and review data to make instructional decisions (required - five class periods per week).

School counselors will continue to develop their leadership skills and transform their role within the school under The Education Trust (Ed Trust) *Transforming Counseling Program*, the primary goal being “to make school counseling essential to the mission of schools as the center of educational equity.” Participants will develop and implement data-driven action plans focused upon 1) facilitating systemic change in policies, practices, and attitudes so the school can better serve students and 2) helping students gain needed knowledge and skills in order to better navigate the educational system as successful learners. In addition, these action plans will be designed to show how school counseling contributes to student academic success. These trainings will be held on Superintendent's Conference Days, Nov. 8, 2011, May 8 and 15, 2012 Counselors will provide individual/small group counseling as a prevention rather than a response to student crisis. Moreover, the Medaille College Project Liaison will work with counselors to develop career road maps associated with CARE advisory seminar, as well as the learning academies.

c. System Professional Development – across schools within a network of schools

Superintendent's Conference Days

- Nov. 8, 2011, May 8 and 15, 2012 – required District level PLO

Summer Institute for Secondary Teachers, June 27 – June 30, 2011

- School based data team members will attend “Unleashing the Power of Collaborative Inquiry: A Professional Development Program for Data Coaches” (37.5 hour course conducted by Research For Better Teaching staff)
- Pre-AP Strategies, AP Vertical Teams (24 hour course conducted by College Board trainers)

- Industry trainings to update CTE teacher skills (automotive hybrid training, computer numeric control training, etc.).

#### *High School SIG Forum*

- *Two-day summer institute for four PLA transformation model and two restart model high schools, June 27-28 2011. The institute will serve to increase the knowledge base about implementing research and evidence-based practices for turning around low-performing high schools; build and strengthen supportive relationships among high school staff; gain a better understanding of challenges and solutions related to implementing, supporting, and sustaining high school turnaround initiatives, and explore and develop strategies for implementing and sustaining high school reform efforts in the School Improvement Grant.*

During the summer of 2011, an Extended Learning Opportunity will be provided for both students and teachers at Riverside. Students will have increased learning time through the Extended Learning Opportunities morning program that runs from July 20 to August 18 with credit recovery course offerings, preparation for Regents examinations and a Freshman Academy. During the afternoon session teachers within and across grades and subjects will remain to engage in Professional Learning Opportunities (PLO) designed to study the knowledge base on teaching and apply it to their own work the next morning. They will further their own learning in support of putting together the pieces of sustainable school improvement through skillful teaching, skillful leadership, and skillful data use as designed by Research For Better Teaching. PLO offerings will require active engagement rather than passive learning by participants and include research of best practices and practical application of explicit instruction methodology. To ensure that learnings from the afternoon PLOs become part of embedded practice, consultants will also be on hand in the mornings at each site to observe classroom practice and provide side-by-side coaching for teachers as they practice the skills they learned during afternoon sessions. Principals are required to attend the PLOs with their staff in order to share in the learning and be better able to hold teachers accountable for implementing what they learned. Teachers will also have time during the ELOP program to plan for the coming school year.

Teachers of Algebra, Geometry, Living Environment and Earth Science participate in the Math Science Partnership grant activities both during the summer and after hours during the school year.

Teacher leaders/coaches at Riverside High School are required to attend monthly lead teacher meetings. They are also provided with an opportunity to enroll in the Teacher Leader Certificate of Advanced Study program offered at Niagara University at no charge. Candidates in the program take six three-hour graduate courses for a total of 18 graduate hours. The Teacher Leader Advanced Certificate of Study Program is registered with the New York State Education Department and candidates will receive an Advanced Certificate upon completion. The teacher

leaders/coaches receive additional training in developing coaching skills through participation in the district wide coaching academy.

Riverside will implement Intensified Algebra to address the high failure rate of students on the Regents Integrated Algebra exam. Intensified Algebra is a comprehensive program for struggling students that includes double-period algebra classes. The core algebra instruction is organized around adaptation of algebra instructional materials built upon a technology-based delivery system. The course's scope and sequence covers the topics that are most critical for success in algebra. Intensified Algebra uses a comprehensive set of formative assessment activities and tools that provide struggling learners and their teachers with regular and targeted feedback to help them monitor progress. Intensified Algebra advisor services will support teachers, coaches, and building administrators to establish an effective first year implementation. Advisory services include data analysis, planning and preparation, delivery, and follow-up with participants.

### **III. School Leadership**

*Recommendations:*

- *Restructure the administrative team so that the current Assistant Principal at the 9-10 building has the necessary authority to create a climate and culture of mutual respect when the two buildings come together in 2010-11.*
- *The administrative staff needs to be trained in how to provide high quality feedback on teaching and learning and must commit themselves to being in classrooms every day and working directly with teachers. This training should be done by individuals from outside the district who are skilled in teacher evaluation and feedback.*
- *Work with the administrators to ensure they have the necessary training to provide high quality feedback to teachers and work with teachers to change classroom instruction.*

*“The first step toward becoming an exemplary high school was that a small group of leaders accepted responsibility to lead the change process.”*

*-How High Schools Became*

*Exemplary, Achievement Gap Initiative at Harvard University, 2009*

*“Much of the research on Whole-School Reform focuses on the key role school leaders play in effective reform efforts. However, the focus needs to be on a broader school leadership than just the school principal. Thus, it is necessary to build a strong leadership team and decision-making structure.”*

*-Alliance for Excellent Education, Policy Brief, July 2009*

### **III. School Leadership (Actions)**

The entire school leadership team was newly appointed in 2010-2011. The current principal was hired December 2,

2010 to implement the Transformation model. She served as an assistant principal at Riverside from July, 2009 until she became acting principal in October, 2010. Prior to becoming an assistant principal at Riverside, she was an assistant principal at Lafayette High School, City Honors School, Frederick Law Olmsted School, and Burgard High School. Two new assistant principals were hired in August, 2010 and an additional assistant principal was hired in February, 2011. One was identified and trained to take on the role of a School Administration Manager (SAM) to implement the Transformation model.

Increasing the number of assistant principals, including the addition of a School Administration Manager (SAM), allows more time for the administrative team to visit classrooms, supervise and support the teaching-learning experience, and attend common planning time sessions. The Associate Superintendent for Secondary is providing the new administrators with a strategic plan and setting clear expectations for conducting walkthroughs, teacher observations/evaluations and support to teachers through both on-site visits and monthly cluster meetings. Administrators are required to attend common planning time meetings on a weekly basis to ensure teachers are focusing on objective writing and developing comprehensive lesson plans with delivery of explicit instruction. Each administrator will follow a schedule and maintain a spreadsheet to visually display accountability of classroom visits. This will be reviewed and discussed at the weekly administrative team meeting. Shorter daily debriefing meetings are held at the end of the day to collaborate and discuss progress of plan and make any necessary changes (ongoing). The principal and assistants also keep daily instructional time logs through a new time tracker calendar as part of the SAM project.

Joint walkthroughs with school administrators and Teaching and Learning administrators are scheduled (see attachment) on a biweekly basis using the District Walkthrough Tools and Learnings on collecting low-inference data when conducting classroom observations. In addition, each school-based administrator has a walkthrough schedule. Substitute administrators will be brought in occasionally to provide additional coverage for the administrative team to attend PLO. School-based teacher substitutes will be utilized to allow for pre and post conferencing with teachers.

The administrative team has been actively involved in developing the three new academies in collaboration with Medaille College staff and other partners. One of the new assistant principals and a teacher leader visited Johnson High School in St. Paul, Minnesota to learn about developing a theme based academy high school by examining curricula, instruction and the structural needs necessary to support an academy high school. Medaille College will continue to collaborate with the building administrators to further develop the academies.

### **Professional Development For Leaders**

To develop the administrative team's awareness of urban education, five teacher leaders plus the assistant principals participated in four days of Culturally Responsive and Courageous Practices training with Gary Howard (Nov. 16-17, 2010 and Mar. 10-11, 2011).

The four new administrators are required to participate in the Buffalo Public Schools Leadership Development Plan created in partnership with facilitators from the New York City Leadership Academy. This plan includes a coaching program for the first three years for both the principal and assistants. In addition, the assistant principals are mandated to participate in the Aspiring Principals' Leadership Academies, I, II, and III. This Academy takes place over three years (2010-2012) encompassing thirty-six all day sessions. The principal will be enrolled in the Instructional Leadership Development Academy I whose purpose is to build the principal's capacity to implement culturally responsive and distributed leadership within the school setting to ensure improved academic achievement for all students. The administrative team will be provided professional learning opportunities that focus on improving teaching and learning in every classroom during the monthly PLA high school articulation meetings conducted by the Associate Superintendent for Secondary Instruction. A consultant contract has been developed with Research for Better Teaching organization to continue the instructional leadership training with John Saphier and associates where administrators will learn to combine pressure and support to teachers to make improvements in teaching and learning outcomes as identified in the JIT reports.

The National School Administration Manager (SAM) Project has trained the principal and designated assistant principal to set goals for increasing instructional time on task by creating protocols for first responders to situations that arise during a typical day. This allows the principal to focus on building instructional leadership capacity, achieving students' learning goals, and improving instruction. The addition of a SAM allows the principal and the instructional assistant principal more time to visit classrooms, supervise/support the teaching/learning experience and attend common planning time and grade level meetings. Substitute administrators are brought in occasionally to provide the continuance of effective school operations when the administrative team attends PLOs.

Principals and assistant principals will be involved in monthly PLA articulation meetings focusing on improving instruction through classroom observation and the APPR walkthroughs. Skill sets and the knowledge base required to master observing and analyzing teaching will be developed.

A consultant contract will be developed with the Research for Better Teaching organization to continue the instructional leadership training with John Saphier. Principals will learn to combine pressure and support on teachers to make improvements in teaching and learning outcomes as identified in the JIT reports. The principal and assistant principals are involved in monthly PLA articulation meetings focusing on improving instruction through classroom

observation and the APPR walkthroughs. Skill sets and the knowledge base required to master observing and analyzing teaching will be developed. “School leaders must have a common image of what good teaching and learning looks and sounds like. They also need a common language and concept system for talking about it.” (Research For Better Teaching, 2010).

Medaille College will provide professional development in the learning communities concept, a high impact pedagogy proven to be successful with all students and particularly for at-risk students.

**IV. Infrastructure for Student Success**

*Recommendations:*

- *The lack of technology in the building may be addressed when the buildings merge. Any increase in technology should be combined with sufficient teacher preparation and clear expectations.*
- *Implement Safe and Civil Schools. The successful implementation of the Start on Time component in one building has brought credibility to the program as reported by teachers and witnessed by the team. Effective implementation of Safe and Civil Schools will improve student academic success. The staff seems willing to be engaged in the process and is willing to invest in it.*
- *In order to improve attendance and participation in afterschool activities, Student Support Teams need to continue to be trained and must expand their focus to develop a climate within the building that welcomes all students and looks to keep all students engaged in school from the first encounter the students have with Riverside High School, using needs-based, results-driven resource allocations.*
- *The school needs to develop a system to increase parent involvement.*
- *Effective supports and services must be provided to students with disabilities in order to increase their performance. Current programs for students with disabilities must be evaluated for effectiveness and eliminated if necessary to provide a better focus on improving student achievement.*

**IV. Infrastructure for Student Success (Actions)**

The 0.5 attendance teacher will be increased to 1.0 based on the recommendation in the monitoring report. The team will be directly supervised by the Supervisor of Attendance and attend weekly team meetings. Under the direction of the Associate for Secondary, a monthly meeting will take place with the Associate for Educational Services, school counselors, SST members, and attendance teachers to review Key Performance Indicator data

The District has a new suspension policy. Monitoring for compliance with suspension procedures will be done by the Associate Superintendent for Educational Services. The data will be shared with the Associate Superintendent for Secondary.

The administrative team is revising student rules and regulations procedures to create a more equitable system for holding students accountable for compliance with school policies and procedures. Practices from Safe and Civil School and Culturally Responsive Teaching Practice PLO sessions and materials are being incorporated into the plan. The student support team attended four days of Culturally Responsive Teaching with Gary Howard on November 16-17, 2010 and March 9-10, 2011. This work will continue with additional sessions in November 2011 and March 2012.

The school staff will continue with implementation of the Start On Time program. The student support team will continue their training in Safe and Civil Schools. New practices will be brought back to the school based Redesign Team for consideration and adoption.

Active engagement of students is a hallmark of NAF and Virtual Enterprise programs. During the student's three years in one of the academy programs at Riverside High School participation in post secondary visits, internships, work site visitations and student competitions at local, regional, state and national levels will take place.

In September, all first-time freshmen will be enrolled in a new course called CARE (Cultivating Awareness, Responsibility, and Excellence) where more personalized attention will be provided during the freshman transition year. In addition, students will learn study, reading, and writing skills. Exposing students to core curriculum and career ready skills associated with each academy will occur during the remaining three ten-week sessions. In sophomore through senior years, elective course work and senior internship will be related to academy themes, as chosen by students in the spring of 2011. Over the next three years, additional curriculum will be developed for new courses to be added in the different academy strands in conjunction with Medaille professors and other partners. College courses (dual enrollment) will be offered to seniors at the school site both during the day and after hours. Seniors will create a senior exit portfolio that includes a culminating senior project as well as taking the related industry assessment for a CTE technical endorsement on their high school diploma.

To address the graduation rate, a new College and Career Resource Center (CCRS) with a counselor was established in March 2011. The CCRC will provide students and parents/guardians with a wide variety of resources and activities, including: exploring interests and careers, preparing for SAT and ACT examinations, industry assessments, filling out college and job applications, interview skills, professional resumes, applying for scholarships, and applying for financial aid (FAFSA and filing income tax forms). The counselor will update student records and maintain accurate data regarding each student's progress toward meeting graduation requirements. The counselor will assist students, along with their parents/guardians, to prepare for a successful post high school plan (3-5 years after high school). This includes helping students find information on scholarships and College/Career Planning. The counselor will also put

out a quarterly e-newsletter and maintain an active website with information for students and parents and coordinate workshops and activities with the schools' parent facilitators. The counselor will be responsible for providing financial aid nights and college application workshops for both students and parents/guardians, including having interpreters for parents speaking languages other than English. Medaille College will collaborate in these efforts to educate students and their families on college-planning and college-going.

Medaille College will collaborate with the parent coordinator and community to help increase parent involvement. In addition, Medaille College's Center for Leadership and Change will work with the community and the College to develop service learning and internship opportunities that will provide opportunities for Riverside students to experience career possibilities within their chosen academy field.

Students will be provided an opportunity to enroll in online credit recovery courses after school and during the summer months keeping them on track for graduation. Incoming freshmen will attend a two-week freshman academy in August and parent orientation will be held at that time.

After tracking student progress on important learning goals and intervening as necessary on results from formative assessment, students, teachers, and the entire faculty should be invited to celebrate success as it becomes evident and sustained. It is satisfying to see that one's hard work has paid off, and that sense of satisfaction translates into continued engagement and increased levels of effort for both students and teachers. Individual students should be recognized for achieving personal learning goals.

Staff attendance will be addressed with the assistance of the Human Resources Department on an individual basis under the guidelines of NYS law and the collective bargaining agreement.

#### **V. Collection, Analysis, and Utilization of Data**

##### *Recommendations:*

- *Develop a timeline for the collection and analysis of formative and summative assessments that is then used to focus the discussions during common planning time on how to improve instruction as a result of student assessments. Coaches need to work with teachers on how to interpret the data to drive instructional changes.*
- *Data needs to flow in a more efficient and timely manner from the district to the school building. Administrators and teachers must be trained on how to extract pertinent information from the data provided that will allow them to transform teaching and learning. In addition, on-going support of common planning time with coaches is necessary to ensure that data is constantly being discussed and used in the planning and delivery of instruction. Use outside resources to "mine the data" and prepare it for common planning and building use.*

- *The quarterly assessments used by the district allow for incremental looks at student learning. However, it is important that curriculum leaders are developed through an imbedded coaching model that provides the type of skills they need to assist their colleagues with data driven decision-making.*
- *More focus must be placed on using additional data elements such as attendance, suspensions and dropouts in determining what additional supports the school needs. A district data repository is being created to enable direct links between student achievement data and other relevant data having an impact on student success, including teacher attendance and professional development.*

**V. Collection, Analysis, and Utilization of Data (Actions)**

A district data repository has been created to enable a direct link between student achievement data and other relevant data having an impact on student success, including teacher attendance and professional development. The repository is continuing to grow both in sources of data and in displays of data to different stakeholders. This warehouse is part of the overall data plan in place to support the unique needs of the Persistently-Lowest Performing schools. The focus of the plan is to:

- Ensure efficient and timely data flow from district to schools. This is an area of concern specifically noted in the JIT report for Riverside HS.
- Follow a timeline to provide specific data related to accountability cohorts to principals for verification and review.
- Establish a communication protocol related to data and changes in accountability.
- Establish a training protocol that includes a coaching model, creating leaders within schools to facilitate data driven decision-making.
- Develop methodologies that are inclusive of multiple measures of student performance, such as suspension, attendance, and drop-out data to make decisions. Again, the JIT report for Riverside notes the need for more focus to be placed on these additional measures

Teachers and administrators will be involved in a multi-year professional learning opportunity on analyzing data at the school level for comprehensive and continuous improvement in how to reach the schools goals. This will occur during common planning time, coaching sessions, early release days, etc. Everyone will learn to adopt a systematic process for using data in order to bring evidence to support instructional and programmatic decisions to improve their ability to meet students' learning needs.

In the 2011-2012 school year, and moving forward, there will significant additional support for Riverside HS staff and administration to improve their use of data in making instructional decisions. A consultant, Nancy Love, will be working with the school on data use and on the development of data teams. In addition, July 2011 begins the Race to the Top Network Teams which will work to support Inquiry Teams at the school, making use of data to support the

implementation of the new Core Curriculum standards. These teams will provide an additional specific focus on the groups of English Language Learners and Students with Disabilities in the school.

Training will occur during common planning time, coaching sessions, early release days, etc. This will lead to the development of a culture of data use where teachers and administrators have regularly scheduled opportunities to analyze student data together (US Department of Education, 2010; Tung & Ouimette, 2007). The focus of the data work is to provide a framework for disseminating information related to supporting a strategy that pinpoints unique needs of Riverside HS and leads to improved student achievement.

Common Curricular Planning time, a daily meeting, is in place for all teachers. These meetings will continue the development of common assessments at the school. Once common formative assessments are in place, this time will be used to work together to analyze student results and adjust instruction. The JIT report for Riverside notes that there is a need for the process to be more focused on student data. There will be on-site support for this data analysis in the form of the Riverside instructional coaches, the secondary data coaches, and staff from the Office of Shared Accountability as needed. PLA research aides in the Office of Shared Accountability will mine the data and present it in a form easily accessed by the school staff. With the initial exposure of analyzing student data on commonly developed assessments, teachers will then receive scaffolded training to further the use of more data sources (NYS assessments, program assessments, etc) to better drive their instruction and be able to differentiate based on student need. Currently these data are available to all district staff through the BOCES Data Warehouse and through NYStart. Staff and administration at Riverside are being surveyed to see if additional access or support in navigation of these sites is needed.

The completion of the District Data Warehouse will allow for the use of additional data elements to allow staff to better identify student needs and to begin making links between other data elements and learning. The warehouse will allow for the linking not only student information to student achievement, but information on teacher professional development, experience, and attendance as well. An early warning dashboard will use the metrics research show to be critical intervention opportunities to support drop out prevention and increase graduation. Professional development on this Warehouse has begun and will continue through 2012, with the specific dates dependent on the successful technological phases being completed.

Teacher accountability for this use of data in their classrooms comes from the collective responsibility for contributions during Common Curricular Planning Time, and through the individual conversations following classroom walkthroughs by administrators.

**VI. Professional Development** (Refer to sections II, III and IV above)

*Recommendations:*

- *While large group professional development is necessary to the communication of large-scale transformation, embedded-coaching (when effective and research based) is part of an efficient, continuous instructional professional development support system that transforms teaching and learning.*
- *Teachers and administrators need professional development that focuses on assessment/data analysis and how to translate findings into effective instruction.*
- *School leadership needs professional development related to classroom observations and ‘what-next’ steps for teachers in need of improvement.*
- *The district must be given flexibility to mandate participation in professional development activities that support improved teaching and learning.*

*“Improving professional learning for educators is a crucial step in transforming schools and improving academic achievement. To meet federal requirements and public expectations for school and student performance, the nation needs to bolster teacher skills and knowledge to ensure that every teacher is able to teach increasingly diverse learners, knowledgeable about student learning, competent in complex core academic content, and skillful at the craft of teaching.”*

*(Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad, National Staff Development Council, 2009)*

This report serves as the guiding document for creating effective professional learning opportunities to improve teacher quality and student achievement.

**VII. District Support**

*Recommendations:*

- *Textbooks and supplemental material need to be available to all students.*
- *Focus on developing subject specialists as teacher leaders who serve as district turn-key facilitators to the individual teams in the buildings. This should be done by having coaches work directly with the subject specialists on critical district initiatives, such as common assessments.*
- *The development of a collegial support philosophy must occur between the district and the teachers’ union. The process of refining the teacher evaluation process is on-going to ensure that the feedback provided to the teacher is reflective of research, concrete and has little room for subjectivity or interpretation. This continued dialogue and development of the new Annual Professional Performance review is integral to the development of*

*a system of trust and support that will move the district forward in improving teaching and learning.*

- *Clarify the roles of central office staff; in particular, align and coordinate their work to support improvements in the buildings.*
- *Ensure that there are clear lines of authority for holding staff in central office and buildings accountable not only for student results, but for providing necessary support to achieve them.*

#### **VII. District Support (Actions)**

District central offices, personnel and resources are being fundamentally shifted as part of district-wide support for the turnaround process for the Persistently-Lowest Achieving (PLA) schools. Under the new guidelines for PLA schools, Buffalo City School District now has six PLA high schools and seven elementary schools. The first step in supporting these schools through the transformation process began with a strategic plan for Central Office turnaround. The Cohort I PLA high schools along with two Cohort II PLA transformation high schools have been reassigned from the Office of School Performance to the new Department of High School Turnaround in the Office of Teaching and Learning, Secondary. This Department was created in October 2010 under new leadership, an Associate Superintendent for Secondary. This Department will serve as the hub for coordination of services and supports for the PLA transformation high schools. Under the direction of the superintendent and deputy superintendent, the associate will continually review multiple data sources to gauge the effectiveness of each central office department and their personnel in relationship to their efforts in supporting student achievement (refer to *Section B: Descriptive Information* in the overall SIG appendix B for additional details on the turnaround strategic plan).

The Office of School Performance has replaced two of the community superintendents responsible for supervision of principals and overseeing school operations. The Office of Shared Accountability is creating a new Data Warehouse system (Appendix B) and increasing research aides and coaches to support teachers and principals in learning how to make data to inform decisions. The Offices of Human Resources and Finance will work with the Associate Superintendent and PLA principals to allow for an increase in flexibility in creating the school budget and hiring the staff.

Under the Department of High School Turnaround, the Associate Superintendent for Secondary is responsible for:

- triangulating the services of all Central Office Divisions to support improvements in teaching and learning in the transformation high schools;
- assisting principals in focusing on crucial aspects of instruction throughout the year;
- coaching principals for maximizing use of instructional time;
- monitoring the school CEP, SIG, and meeting targeted goals;
- providing professional development for district and school based coaching initiatives;
- supervising PLA principals and evaluating them with the new APPR instrument aligned with 3012c;

- supervising and evaluating secondary subject area supervisors and directors.

All subject area directors and supervisors will participate in PLOs related to instructional leadership practices and in the use of data to understand student progress as related to passing courses, Regents examinations, and graduation rates. Regularly scheduled learning experiences and joint school walkthroughs in line with these expectations will be held on site, in PLA group sessions, and team attendance at conferences. This core group will continuously communicate about the strategies in use to support the schools in the turnaround process. Data will be routinely examined to identify areas in need of midstream adjustments to the turnaround plan of each high school and the role of central office.

District support teachers will work with the building level coaches through weekly meetings to review district priorities, common planning time agendas, common assessments and unit lessons created by teachers, and student assessment data.

The principal will be monitored for follow-through, and interventions and further support will be provided when needed. This entire process will assist in identifying gaps in the principal’s leadership and allow a process for ongoing monitoring and discussion with principals about school performance and improvement plans, and informal advising and coaching interventions.

The Associate Superintendent for Secondary will host a joint Buffalo Teachers Federation/District/School teacher representative meetings each year with each or all schools to assess progress, needs, and adjustments that should be made. Likewise, the Associate will host bi-annual on-site meetings with all staff so they can bring their concerns or ideas to the table. The Associate will use this data to provide the staff with updates and/or opportunities available to them.

**In the chart below, provide a description of the LEA plan for implementation of the model at the school.**

Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period, and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
<b>Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u></b>			

<p>Replace the principal who led the school prior to commencement of the transformation model</p>	<p>The current principal was hired December 2, 2010 to implement the Transformation model. She served as an assistant principal at Riverside from July, 2009 until she became acting principal in October, 2010. Prior to becoming an assistant principal at Riverside, she was an assistant principal at Lafayette High School, City Honors School, Frederick Law Olmsted School, and Burgard High School. A set of rigorous competencies was utilized in selecting the school leader to ensure that the new principal selected had proven success in areas identified by the AYP data.</p>	<p>September-November 2010: Search conducted for new principal. Comprehensive screening and interviewing utilizing transformation leader competencies.</p> <p>December 2010 New principal appointed.</p>	<p>No cost</p>
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and</p>	<p>The Deputy Superintendent will convene the Professional Councils of BCSA and BTF responsible for the development of the APPR for the purpose of amending the current principal and teacher evaluations (APPR) to align with the new educational law, section 3012-c, during the 2010-2011 school year.</p> <p>Teacher's performance is rated with respect to the New York State Education Department's eight criteria of teaching (content knowledge, preparation, instructional delivery, classroom</p>	<p>Beginning October 28, 2010 - A series of monthly meeting will be held to accommodate and implement the Commissioner's Regulation 3012-c into the APPR.</p> <p><i>The principal and assistant principals will attend nine training sessions on teacher observation, feedback, support and evaluation including content specific training. Part of the training will be delivered by staff who attend the Network Team Training in August and the ten day NYSED APPR training</i></p>	<p>Consultant Contract with Research For Better Teaching principal coursework in</p>

<p>principal involvement;  <u>Note:</u> LEAs can demonstrate commitment through developing teacher evaluations that are based on a significant percentage of student growth in achievement. “Significant” will be defined pursuant to NY’s Round 1 and, if submitted, Round 2 Race to the Top applications.</p>	<p>management, knowledge of student development, student assessment, collaborative relationships, and reflective and responsive practice). Evidence from pre-conference(s), formal observation(s), optional self-review, teacher portfolio, self-directed growth plan, and/or other evidence submitted by the teacher, will be examined as part of the process. If required a Teacher Improvement Plan will be developed to address areas of weakness.</p> <p><i>The Research for Better Teaching organization will provide nine sessions on Observation and Analysis of Teaching beginning in fall 2011 aimed at expanding formal and informal leaders’ capacity to influence teachers’ teaching—and thus to have a positive impact on student performance.</i></p> <p><i>For all work with Research for Better Teaching a Cooperative Agreement will be developed between both parties to monitor and evaluate the effectiveness of the work (refer to RBT course descriptions and collaborative</i></p>	<p><i>scheduled Sept 2011 – May 2012</i></p> <p><i>Research for Better Teaching organization will provide seven all day classes and two on site coaching sessions through their Observation and Analysis of Teaching (OAT) course. Observation and Analysis of Teaching course dates:</i></p> <p><i>09/28/2011 1 of 7</i>  <i>10/19/2011 2 of 7</i>  <i>11/17/2011 3 of 7</i>  <i>12/08/2011 4 of 7</i>  <i>01/05/2012 5 of 7</i>  <i>01/06/2012 site coach visit</i>  <i>01/25/2012 6 of 7</i>  <i>01/06/2012 site coach visit</i>  <i>02/09/2012 7 of 7</i></p>	<p>Observing and Analyzing Teaching  Year 1 - \$40,000  Year 2 - \$30,000</p>
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<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p><i>agreement documents, attached).</i></p> <p><b>Rewarding Staff:</b> An MOU will be developed between the district and its Buffalo Teachers Federation (BTF) that will establish the multiple measures of student performance that will be used <i>to define success for each school</i> for incentives and the process that will be used to implement the incentives. Performance-based incentives will be school-wide and based on the collective performance of all staff members in the school. Each school will determine the incentive for their school based on the needs of the school. All teachers and staff will have a voice in this decision. Examples of incentives are: an additional week of professional development in the summer, afterschool professional development, an educational retreat, or instructional supplies.</p> <p><b>Removing Staff:</b> The goals and measures of the established evaluation system will be used to provide targeted training or assistance for an employee receiving an unsatisfactory evaluation. The district will follow</p>	<p><i>Fall 2011, an MOU will be signed to define success for each school so staff is aware of the measures that will be used for the incentives. The MOU will determine both what to measure and how to measure. Interim progress and ultimate outcomes related to both school environment and student performance will be examined to determine if school leaders, teachers, and other staff have met identified goals.</i></p> <p><i>Monitoring of progress will occur in Nov. and Apr. of each year. Purchase orders, contracts, and other resources to support the chosen incentive(s) will be implemented in: May – June 2012 May – June 2013 May – June 2014</i></p> <p>Staff members who are not effectively meeting the needs of the students should receive district support immediately.</p> <p><b>Removing Staff:</b></p>	<p>Student Achievement Incentives will be moved to appropriate lines as determined by the staff Year 1 - \$34,680 Year 2 - \$34,680 Year 3 - \$34,680</p>
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	<p>the established procedures, complying with the BTF contract, to remove teachers who have been provided with ample opportunities to improve their professional practice but have not done so.</p> <p>A section of the APPR includes a Teacher Improvement Plan for teachers needing to improve in specific areas. If it is determined that as a result of the APPR and TIP process a teacher's employment should be terminated, the new Supplementary Teacher Evaluation Form shall be completed and 3020a proceedings will begin.</p>	<p>Teacher observations commence in September 2011. Formal APPR will be completed in January and June for all temporary and probationary teachers. All contract teachers will have an APPR completed by June. School administration will begin conducting walkthroughs and classroom observations beginning in September and offer support immediately to new teachers and veteran teachers identified as in need of improvement.</p>	
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement</p>	<p><i>Details for the majority of the PLO included in the consultant contracts listed in this section is depicted in the <u>Description of Actions for Model Implementation</u> above. The JIT report was reviewed to develop a comprehensive PLO plan for Riverside High School.</i></p> <p><b><u>RECOMMENDATION:</u></b>  <i>"More focus must be placed on using additional data elements such as attendance, suspensions and dropouts in determining what additional supports the school needs."</i></p>		

<p>school reform strategies;</p>	<p><u>PLO</u>  <i>Education Trust – Transforming School Counseling course. School counselors will be armed with the data and knowledge to help the school raise achievement and close gaps.</i></p> <p><i>The school counselor and attendance teacher are also on the school Inquiry Team. As part of the team they are required to attend the Data Coach course by RBT where skills are developed and data is reviewed to identify and review Early Warning signs.</i></p> <p><i>All staff will be trained on the new DATA DASHBOARD  Custom data dashboards will be developed for different staff.</i></p> <p><u>RECOMMENDATION:</u>  <i>“All teachers and administrators must participate in professional development on how to plan with and implement a curriculum with rigor, as well as delivery methods that are student-centered.”</i></p> <p><u>PLO</u>  <i>Faculty meetings and the SIG forum</i></p>	<p><i>Summer 2011 through June 2012</i></p> <p><i>Spring 2011- Winter 2012</i></p> <p><i>Summer 2011</i></p> <p><i>This training will take place</i></p>	<p>Consultant Contracts:</p> <p>Education Trust PLO for school counselors  Year 1 – \$5,000  Year 2 - \$4,000</p> <p><i>Research For Better Teaching org.:</i></p> <ul style="list-style-type: none"> <li>• <i>Administrators course: <u>Observation and Analysis of Teaching</u></i></li> <li>• <i>Teachers course: <u>Skillful Teacher</u></i></li> <li>• <i>Inquiry Team/data coach course: <u>Data Coaches course</u></i></li> </ul> <p>Noted in previous section</p> <p>Pearson - Sheltered Instruction Observation Protocol (SIOP)</p>
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	<p><i>stress the importance of accepting responsibility for being involved in the change process. The majority of the staff is expected to attend. JP associates will provide some of this Teachers will develop skills and specific teaching tasks in four categories: curriculum skills, motivational skills, instructional skills, and management skills</i></p> <p><b>RECOMMENDATION:</b>  <i>“Cognitive coaching of teachers is imperative to the improvement of teaching and learning. Imbedded professional development must be used to ensure consistency and fidelity to understanding the core elements of what is meant by direct and explicit instruction and creating a culture of focus on high quality teaching and learning.”</i></p> <p><b>PLO</b>  <i>Each core subject area will have a Instructional Specialist Coach (ISC) to work on site coaching classroom teachers, leading Common Curricular Planning Time meetings, provide professional learning opportunity afterschool and on early release days.</i></p>	<p><i>during the summer ELOP/PLO session. The staff will be compensated at 1/200<sup>th</sup> pay.</i></p> <p><i>During the spring semester and early summer of 2012 the RBT Skillful Teacher course will begin.</i></p> <p><i>Instructional Specialist Coaches will be appointed July 1, 2011 and trained during the summer.</i></p> <p><i>Coaching Professional Learning Opportunity sessions 2011-2013</i></p> <p><i>Teacher Leadership Academy 2011-2014</i></p> <p><i>Attend conferences and trainings</i></p>	<p>Model facilitates high quality instruction for ELs in content area teaching  Year 1 - \$30,000  Year 2 - \$30,000  Year 3 - \$10,000</p> <p><b>JP Associates explicit instruction PLO</b>  Year 1 - \$10,000  Year 2 - \$10,000  Year 3 - \$5,000</p> <p>Agile Mind  <b>PLO for new Intensified Algebra course</b>  Year 1 - \$15,140  Year 2 - \$10,000  Year 3 - \$5,000</p> <p>4 full-time Substitute Teachers assigned to school to cover teachers’ classes for coaching meetings, common planning time, data review, teacher pre and post observation conferences with administration.  Year 1 - \$83,328 plus benefits  Year 2 - \$83,328 plus benefits  Year 3 - \$83,328 plus benefits</p>
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	<p><b>RECOMMENDATION:</b>  <i>“Teachers and administrators need professional development that focuses on assessment/data analysis and how to translate findings into effective instruction.”</i></p> <p><b>RECOMMENDATION:</b>  <i>“Formative and summative assessments that is used to focus the discussions during common planning time on how to improve instruction as a result of student assessments. Coaches need to work with teachers on how to interpret the data to drive instructional changes.”</i></p> <p><b>PLO</b>  <i>The Instructional Coaches and building administrators on the Inquiry Team will role out the Data Inquiry process with teachers during the afternoon ELOP/PLO sessions. RBT consultations will conduct on-site coaching visits during the first week of August and additional on-site coaching visits to common planning time sessions will take place during the school year.</i></p> <p><b>RECOMMENDATION:</b>  <i>“The administrative staff needs to</i></p>	<p><i>July 2011 and ongoing</i></p> <ul style="list-style-type: none"> <li><i>Intensified Algebra training math coach, assistant principal, three teachers summer 2011, Location TBA</i></li> </ul> <p><i>The school Inquiry Team began training in the RBT course for Data Coaches in May 2011. Two additional sessions will be held in June and the final two sessions in August.</i></p>	<p>National Academy Foundations (NAF) - NAF supports urban high schools with PLO and planning services <i>for the Finance Career Academy staff</i></p> <p>Year 1 - \$19,000  Year 2 - \$19,000  Year 3 - \$19,000</p> <p>Consultant Contract for SBMT leadership training – provider TBD  Year 1 - \$1,000</p> <p>Association for Career and Technical Education Membership  Year 1 - \$5,000  Year 2 - \$5,000  Year 3 - \$5,000</p>
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	<p><i>be trained in how to provide high quality feedback on teaching and learning and must commit themselves to being in classrooms every day and working directly with teachers. This training should be done by individuals from outside the district who are skilled in teacher evaluation and feedback.”</i></p> <p><u><b>PLQ</b></u>  <i>The Research for Better Teaching organization will provide nine sessions on Observation and Analysis of Teaching aimed at expanding formal and informal leaders’ capacity to influence teachers’ teaching and thus to have a positive impact on student performance.</i></p> <p><i>The principal and SAM will continue in the project training and coaching sessions focused on increasing instructional leadership. The National SAM Innovation Project of Jefferson County Schools will provided baseline data collection and analysis (shadowing and surveys) to ascertain the initial amount of time spent in instructional leadership. Support for the use of the Time Track tool</i></p>	<p><i>Refer to OAT dates in previous section. Additional APPR dates will be scheduled after the NYSED Network team training Aug 1-5. The district Network Team members will provide APPR trainings following the NYSED APPR trainings scheduled from September 2011- through May 2012 certifying all administrators responsible for conducting teacher evaluations.</i></p> <p><i>Principal and SAM will attend the National SAM conference in January 2012 and have monthly SAM coaching sessions at the individual school sites.</i></p>	<p>Jefferson County Schools – SAM support  Year 1 - \$9,900  Year 2 - \$9,900  Year 3 - \$9,900</p> <p>Employee Tuition  Year 1 - \$27,000  Year 2 - \$27,000  Year 3 - \$27,000</p> <p>Teacher hourly for PLO afterschool and Saturdays  Year 1 - \$28,257 plus benefits  Year 2 - \$28,257 plus benefits  Year 3 - \$28,257 plus benefits</p> <p>Administrator hourly for PLO afterschool and Saturdays  Year 1 - \$1,153 plus benefits</p>
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	<p><i>on a daily basis will continue to be provided. Training for the SAMs/principal team will be provided along with monthly coaching sessions onsite.</i></p> <p><i>One hour every week after school for teacher PLO.</i></p> <p><i>It is of critical importance to ensure that professional development once aligned with assessment data and formatted in such a way as to engage teachers at an appropriated level, cannot be opted out of due to contractual language or at the discretion of individual teachers who prefer the status quo.</i></p> <p><i>Increase leadership training for School Based Management Team (SBMT).</i></p> <p><b><u>RECOMMENDATION:</u></b></p> <p><i>Content specific training, including attendance at National Professional Area Conferences for coaches (NCTM, NSTA ...)</i></p> <ul style="list-style-type: none"> <li><i>• Intensified Algebra training</i></li> </ul> <p><i>Conferences to be attended by</i></p>	<p><i>Nov 17-19 St Louis, MO</i></p> <p><i>Harvard dates: Nov. 2011, April 2012, June 2012</i></p>	<p>Year 2 - \$1,153 plus benefits Year 3 - \$1,153 plus benefits</p> <p>Discussion Leader will pay teachers to present PLO Year 1 - \$2,225 plus benefits Year 2 - \$2,225 plus benefits Year 3 - \$2,225 plus benefits</p> <p>Teachers will be paid 1/200<sup>th</sup> of annual salary per day for 7 days of summer PLO Year 1 - \$159,600 plus benefits Year 2 - \$159,600 plus benefits Year 3 - \$159,600 plus benefits</p> <p>Math Support Teacher work during ELOP Year 1 - \$1,500 plus benefits Year 2 - \$1,500 plus benefits Year 3 - \$1,500 plus benefits</p> <p>4.0 FTE Instructional Specialist Coaches Year 1 - \$280,000 plus benefits Year 2 - \$288,400 plus benefits Year 3 - \$297,052 plus benefits</p> <p>0.25 FTE Data Coach Year 1 - \$17,500 plus benefits Year 2 - \$18,000 plus benefits Year 3 - \$18,000 plus benefits</p>
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	<p><i>select staff in support of developing the Career Academies: Association for Career and Technical Education National Conference including Association for Career and Technical Education Membership</i></p> <p><i>Content specific training, including attendance at National Conferences for coaches</i></p> <ul style="list-style-type: none"> <li>• <i>Harvard Achievement Gap</i></li> <li>• <i>Harvard Instructional Rounds</i></li> <li>• <i>National Academy Foundation Conference in San Francisco, CA</i></li> <li>• <i>Association for Career &amp; Technical Education National Conference</i></li> <li>• <i>College Board Fall Conference</i></li> <li>• <i>School visit to Johnson High School in Saint Paul, MN</i></li> <li>• <i>Ed Trust Conference</i></li> <li>• <i>USDE School Improvement Grant Conference in Washington, DC</i></li> </ul>	<p><i>NAF conference, July 2011</i></p> <p><i>Ed trust conference, Nov. 2011</i></p>	<p>0.4 FTE Instructional Technology Coach  Year 1 - \$26,000 plus benefits  Year 2 - \$27,000 plus benefits  Year 3 - \$28,000 plus benefits</p> <p>Conference expenses for travel and registration.  Year 1 - \$31,500  Year 2 - \$ 28,000  Year 3 - \$ 25,000</p> <p>Teacher hourly for curriculum work  Year 1 - \$59,928 plus benefits  Year 2 - \$59,928 plus benefits  Year 3 - \$59,928 plus benefits</p> <p>Teacher hourly for chairing curriculum work  Year 1 - \$1,000 plus benefits  Year 2 - \$1,000 plus benefits  Year 3 - \$1,000 plus benefits</p> <p>Administrator hourly curriculum work  Year 1 - \$2,904 plus benefits  Year 2 - \$2,904 plus benefits  Year 3 - \$2,904 plus benefits</p> <p>Special Events – will pay for meeting space to kick-off the Transformation PLO; all staff</p>
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			will be invited to attend Year 1 - \$1,000
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	<i>The district will reimburse teachers and administrators taking graduate level course work. Registration fees will be covered for teachers and administrators to attend professional learning opportunities such as content specific training, National Board Certification, and/or professional organization conferences during the school year and summer as an incentive to attract and retain skilled staff members who can meet the needs of the students.</i>	2011 - 2014	Tuition for graduate course work (some funds may be moved to Travel to pay for attendance at professional conferences) Noted in previous section
<b>Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u></b>			
Instituting a system for measuring changes in instructional practices resulting from professional development	Professional Growth System (PGS) data to be reviewed to determine teacher attendance. Administrators, school and central office, will attend training with the teachers and conduct follow up walkthroughs to observe implementation and changes in instruction.	Monthly PGS data reports and weekly walkthroughs beginning September 2011	N/A
Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	Administrators will interview potential candidates and complete appropriate paperwork to support their decision to not accept a teacher.	Summer 2011, ongoing	N/A

<b>Required Activities: Comprehensive instructional reform strategies</b>			
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>The Office of Shared Accountability, in collaboration with the Departments of High School Turnaround, has already begun implementing a plan for collecting, analyzing, and interpreting instructional practice data. This work is aiding in the strengthening of the implementation of an aligned and research based instructional program at the school and will continue and be intensified in 2011-2012</p> <p>A thorough analysis of the school's needs was performed during the 2010-2011 school year. Data was examined from multiple databases including the developing BPS data warehouse, and coupled with the insights from the 2010 JIT report, in order to give an accurate picture of Riverside High School's needs and to provide the basis for action planning. Two research aides, assigned specifically to the PLA schools have been added to the Office of Shared Accountability and a data coach has been added to the Department of High School Turnaround in order to meet the specific data needs of Riverside and</p>	<p>Preliminary work - October 2010 through June 2011</p> <p>Summer 2011 begins the professional development</p> <p>Work continues through 2011-2012 school year</p>	<p>Coaches Noted in previous section</p> <p>Teacher hourly for PLO during after-school hours Noted in previous section</p> <p>Data Warehouse System Year 1</p> <ul style="list-style-type: none"> <li>• \$45,000 VersiFit software</li> <li>• \$13,000 Technology Supplies</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• \$23,000 VersiFit software</li> <li>• \$2,000 Technology Supplies</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• 23,000 VersiFit software</li> <li>• \$2,000 Technology Supplies</li> </ul> <p>.25 FTE Data Coach Noted in previous section</p> <p>0.16 FTE Research Aide Year 1 - \$6,830 plus benefits Year 2 - \$7,000 plus benefits Year 3 - \$7,000 plus benefits</p>

	<p>the other PLA transformation high schools. <i>Research aides are assigned to the Office of Shared Accountability and have a working knowledge of all district and state data bases. Their role is to respond to information requests as they come in, and to be proactive in generating reports for the data coaches and staff in the Turnaround Office and the Office of Shared Accountability, to share with the PLA schools. They have met with the principals at the PLA schools in order to better understand their important role in school turnaround.</i></p> <p>Throughout the year, staff has been working directly with the Transformation principal and school staff in order to create data reports that specifically target areas in need of improvement. <i>Examples of these reports include error and item analysis reports on the NYS Regents, available through the data warehouse, which would identify areas to be more effectively addressed in the curriculum.</i> This work has taken place both in grade level meetings and in professional development sessions. This work is</p>		
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	<p>critical, and as the JIT findings indicate, the linkage has not yet been made between analysis of data and making instructional decisions at either the department or classroom levels.</p> <p><i>The district plan puts in place data and content area coaches at each PLA school to provide on-site support for teachers in making data based instructional decisions. Grade level meetings and departmental meetings will support the shared practice in this linkage. In addition the district is instituting additional data team training (Nancy Love “Using Data, Getting Results”) for each school through Race to the Top.</i></p> <p><i>Based on the JIT team findings of a need to look more regularly at the formative assessments given in the school, district curricular offices have begun working with school staff to improve the school-based common planning time practices to support formative assessment practices and the following:</i></p> <ul style="list-style-type: none"><li>- Figuring out the precise alignment between the curriculum materials, standards, and created</li></ul>		
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	<p>tests</p> <ul style="list-style-type: none"> <li>- Coming to agreement about 8-10 learning expectations for the students in a given unit</li> <li>- Coming to agreement about criteria and exemplars of students work by using or developing rubrics</li> <li>- Setting SMART goals for the course or unit</li> <li>- Making up a common diagnostic task for students to do; analyze how students performed and plan re-teaching lessons</li> <li>- Doing error analysis of student work for intervention and re-teaching</li> <li>- Designing together to re-teach a certain concept or skill</li> <li>- Planning lessons together where they did deeply into content for concepts, possible misconceptions, and evidence of learning they will look for</li> <li>- Designing final exams or products and common interim and formative assessments.</li> </ul> <p>The assessments will be augmented as appropriate, incorporating an assessment calendar for common formative assessments.</p> <p>The data coaches, instructional coaches, principal, assistant</p>		
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	<p><i>principal and counselors (school Inquiry Team) are enrolled in a 37.5 course with on site follow up coaching to gain essential skills and knowledge in four areas that will provide them with a structured process for collaborative inquiry during common planning time that will lead to increasing professional community, effective uses of data, and student achievement.</i></p> <p><i>The 2011-2012 this work will continue with additional training sessions and on-site coaching. A partnership is in place with Research for Better Teaching and author Nancy Love of “Using Data, Getting Results”, for this professional development. Additionally, 2011-2012 begins the Race to the Top work of network teams at the district level who will provide additional support to the inquiry/data teams at the schools, in order to support the use of data and to identify best practices in the implementation of the new Common Core Standards.</i></p>		
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to</p>	<p>A district data warehouse has been created and is developing in terms of both data sources and data displays. This will efficiently allow</p>	<p>2010-2011 school year – weekly data work sessions with administration and teachers at Riverside HS, initial data</p>	<p>Teacher hourly for PLO during after-school hours Noted in previous section</p>

<p>inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>access to multiple measures of data to inform teachers and differentiate instruction. Evaluation linked to these protocols will focus on clear, measurable outcomes so that key stakeholders are apprised of the progress being made by Riverside High School.</p> <p><i>VersiFit is a Wisconsin company that provides advanced analytic tools to State Departments of Education and School Districts that measure analyze and display data in the form of Key Performance Indicators (KPI) producing easy-to-read graphical indicators that alert district staff to at-risk conditions and monitor the effects of corrective actions. VersiFit's core data warehouse product is called Edvantage.</i></p> <p><i>The BPS Data Warehouse (BPSDW) is a customized version of Edvantage that continues to be implemented by VersiFit and the BPS data warehouse team. The BPSDW provides a real-time and historical data repository for ALL district data sources.</i></p> <p><i>The BPSDW provides information</i></p>	<p>warehouse training and access</p> <p>July 2011 Continued work with the new Riverside administrative team and staff on both data sources and working with data</p>	<p>.25 FTE Data Coach Noted in previous section</p> <p>0.16 FTE Research Aide Noted in previous section</p>
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	<p><i>to all BPS staff “To Identify Students with the Highest Needs and Move them to the Highest Level of Achievement”.</i></p> <p>Professional development opportunities will be held as described in Section 6. The work with both the external consultants (Love and associates) as well as with the Network Teams (in place July 2011) will strengthen the school and teacher specific work with data.</p> <p>Teachers will meet in teams to develop common formative assessments and pacing schedules for all core area courses.</p>		
<b>Permissible Activities: Comprehensive instructional reform strategies</b>			
<p>Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity is having the intended impact on student achievement and is modified if ineffective</p>	<p>Central Office staff will conduct biweekly walkthroughs. School administrators have set a schedule and are conducting daily walkthroughs.</p> <p>The secondary principal coach, associate superintendent and principal will conduct quarterly walkthroughs followed by a debriefing day to determine implications for next steps.</p>	<p>September –June 2011-2012</p>	<p>N/A</p>
<p>Providing additional supports</p>	<p>Co-teaching model will be adopted</p>	<p>2011-2012</p>	<p>Data Coach</p>

<p>and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content</p>	<p>and implemented during the year.</p>	<p>Special education teachers attend common planning time meetings with core area teachers.</p>	<p>Noted in previous section Teacher hourly for PLO during after-school hours Noted in previous section</p>
<p>Using and integrating technology-based supports and interventions as part of the instructional program</p>	<p>Use of NovaNET Credit Recovery program will be increased to allow more students to make up course credit.</p> <p>Interactive Whiteboards and computers have been installed in most classrooms. Technology is integrated into all instructional areas.</p> <p>Instructional Technology Coaches will work with teachers to effectively integrate and implement educational technology.</p>	<p>2011-2014 21<sup>st</sup> Century program for students to attend extended day for credit recovery</p> <p>Onsite coaching for teachers after school and Saturday PLO sessions.</p>	<p>21<sup>st</sup> Century funds support teachers and administrator for extended day to work with students</p> <p>Teacher hourly for PLO during after-school hours Noted in previous section</p> <p>Administrative hourly for PLO during after-school hours Noted in previous section</p> <p>Instructional Technology Coach Noted in previous section</p>
<p>In secondary schools-- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics</p>	<p>Planning for increased AP course work and dual enrollment with Medaille College will be addressed in year one.</p> <p>Teachers and administrators will attend training by the College Board on AP Vertical Teams to develop</p>	<p>2011-2014</p>	<p>Consultant contract for College Board vertical alignment sessions Noted in previous section</p> <p>Teachers - 1/200 of annual salary per day for 4 sessions for AP Vertical Alignment Teams</p>

<p>courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;</p>	<p>and implement a vertically aligned curriculum for the following school year.</p> <p>Teachers will attend summer training for AP courses.</p> <p>Teachers will become adjunct professors with college partner, planning for 2011-12 will occur during year 1 of the grant.</p> <p>School counselors will work with Education Trust consultant to ensure correct student placement.</p>		<p>Noted in previous section</p> <p>Attendance at College Board Conference – AP teachers and/or school counselors Noted in previous section</p> <p>Consultant contract for Ed Trust Noted in previous section</p>
<p>In secondary schools-- Improving student transition from middle to high school through summer transition programs or freshman academies</p>	<p>The district Freshmen Academy will be expanded from 5 to 10 days.</p> <p>Freshmen at Riverside will spend one week on a college campus (Medaille) and one week on the school campus.</p> <p>Teachers of freshmen and school counselors will participate in the program. (eight staff members)</p>	<p>Summer 2011</p> <p>Spring 2012</p>	<p>Teacher hourly for 5 additional days for Freshman Academy (8 teachers) Year 1 - \$3,898 plus benefits Year 2 - \$3,898 plus benefits Year 3 - \$3,898 plus benefits</p> <p>Contract Service with Medaille College Noted in previous section</p>
<p>In secondary schools-- Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction</p>	<p>Riverside High reopened with three new career academies commencing with cohort 2010. The academies simultaneously teach college and career ready skills in the fields of health, finance, and entrepreneurship.</p>	<p>Fall 2011, ongoing</p>	<p>4.0 FTE Instructional Specialist coaches to support students and programs in each academy. This includes advisory, college and career readiness skills, monitoring student attendance, contacting parents or legal</p>

<p>and performance-based assessments, and acceleration of basic reading and mathematics skills</p>	<p>Freshmen will be exposed to the various academy themes to determine future course work. The upper grades will focus on college and career readiness through college visits, internships, and writing research papers. Three coordinator/student support teachers will review student data in a multitude of areas on a weekly basis. Students identified as high risk of dropping out will be identified early and appropriate supports will be put in place.</p>		<p>guardians, arranging for academy speakers for students, and other duties related to developing the academies. Noted in previous section</p> <p>Counselor 1.0 FTE for college and career readiness center  Year 1 - \$65,000  Year 2 - \$67,000  Year 3 - \$69,000</p> <p>Hourly rate for Counselors to work during afterschool hours  Year 1 - \$1,253 plus benefits  Year 2 - \$1,253 plus benefits  Year 3 - \$1,253 plus benefits</p>
<p>In secondary schools--  Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate</p>	<p>Reduce dropout rates through development of an early-warning system for each high school. The district is in the process of implementing a data warehouse system that will include a diagnostic process for identifying potential dropouts based on research findings of early indicators such as missing 30 days early in the freshman year, failing two or more core subject areas in the first quarter of freshman year, etc.</p> <p>This data will be presented to the school weekly to identify individual</p>	<p>Coordinator/ student support teacher and school counselor will present data to all staff bi-weekly to identify individual students at high risk of dropping out and to set up appropriate intervention.</p> <p>Every three weeks a district data meeting will be held to monitor the success of strategies implemented and adjust approaches as needed.</p> <p>With the development of the dashboard in Spring 2011 these data will be immediately</p>	<p>Research Aide  Noted in previous section</p> <p>Counselor  Noted in previous section</p> <p>Attendance Teachers 0.5 FTE  Year 1 - \$65,000 plus benefits  Year 2 - \$67,000 plus benefits  Year 3 - \$69,000 plus benefits</p>

	students at high risk of dropping out.	accessible to all appropriate staff.	
<b>Required Activities: <u>Increasing learning time and creating community-oriented schools</u></b>			
Establish schedules and strategies that provide increased learning time	<p>An afterschool instructional program is available for all students. The classes are taught by Riverside teachers to ensure integration and coordination of academic core work. <i>This afterschool program is funded through the 21<sup>st</sup> Century grant.</i></p> <p>Additional skill building sessions for reading and writing in the content area are also offered.</p> <p>In years two and three, Medaille will offer college courses on site after hours.</p> <p><u>Extended school year</u> will add 20 days of instruction during the summer in the Extended Learning Opportunity Program (ELOP) for students to make up course credit and/or preparation to retake Regents examinations.</p>	<p><u>Extended school day</u> October 2011- June 2012 Two and one-half (2.5) extra hours of instruction daily in Regents review and core academic subjects course work.</p> <p><u>Extended school year</u> <i>All incoming freshmen will be required to attend a week-long one-half day freshman academy from Aug 8-12. This academy is co-planned and co-taught in partnership with Medaille College faculty. During this week students will have instruction in mathematics, public speaking, writing, entrepreneurship, study and organizational skills, and character education. This week will culminate in a picnic with students, faculty, parents and guardians.</i></p> <p><i>Current 9th graders who are not on track for graduating with their cohort will be required to attend a half-day ELOP program for course credit recovery and/or</i></p>	<p>Salary for administrator and four core area teachers funded under 21<sup>st</sup> Century grant. This is year two of a five-year grant.</p> <p>Consultant Contract with Medaille College Noted in previous section Year 1 - \$237,000 Year 2 - \$237,000 Year 3 - \$237,000</p> <p>Contract Service with Princeton Review Year 1 - \$19,975 Year 2 - \$19,975 Year 3 - \$19,975</p> <p>Teacher Hourly for Freshman Academy Noted in previous section</p>

		<p><i>Regents examination review at Riverside High School.</i></p> <p>Tenth and eleventh graders will have the option of attending the Regents Review program for a half-day program, or a credit recovery class if needed. Seniors who need credit recovery will attend a half-day program for seniors only. Juniors and seniors may take college prep work with Medaille College. Students taking college classes will attend acceleration classes in the summer, along with independent study work assignments.</p> <p><i>In the Bridging the High School to College Gap: Medaille College – Riverside HS Partnership contract the college provides trained tutors to lead groups of students and one-on-one tutoring sessions on-site when school is in session and at Medaille College during school vacations and on Saturdays. Particular attention will be paid to supporting mathematics instruction.</i></p> <p><i>Princeton Review will provide SAT preparation.</i></p>	
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<p>Provide ongoing mechanisms for family and community engagement</p>	<p>Increase the number of hours a parent facilitator works in the school from 16.5 hours per month to 100 hours per month, as requested by parents during the collaboration meetings Parent Facilitator duties include: increase all parent involvement by contacting and working with school staff and parents, maintaining the parent portion of the website to keep parents informed about school events, monitoring and reporting on the effectiveness of the school's family involvement program, and finding translators to assist parents who don't speak English. They will also assist in reaching out to families of students identified at high risk of dropping out. This is based on the Epstein framework.</p>	<p>2011-2014</p>	<p>Consultant contract for parent facilitator Year 1 - \$8,350 Year 2 - \$8,350 Year 3 - \$8,350</p>
<p><b>Permissible Activities: <u>Increasing learning time and creating community-oriented schools</u></b></p>			
<p>Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs</p>	<p>Increase leadership training for School Based Management Team (SBMT).  Medaille College will provide leadership workshops and training for students and community through its Center for Leadership and Change. for students and community through its Center for Leadership and Change.</p>	<p>2011-2014</p>	<p>Consultant Contract for SBMT leadership training – provider TBD Noted in previous section  Medaille College Noted in previous section</p>

<p>Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff</p>	<p>After school program (four days week) for students</p>	<p>October – May each year</p>	<p>Teacher Hourly Noted in previous section</p> <p>Administrator Hourly Noted in previous section</p>
<p>Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment</p>	<p>Work with Safe and Civil Schools program on enhancing the implementation of the high schools' behavior management efforts by improving the degree to which teachers are actively engaging students in meaningful instruction.</p> <p>Medaille College will provide leadership workshops and training for students and community through its Center for Leadership and Change for students and community through its Center for Leadership and Change.</p>	<p>2011-2014</p>	<p>Safe and Civil Schools is a district initiative</p> <p>Medaille College Noted in previous section</p>
<p><b>Required Activities: <u>Providing operational flexibility and sustained support</u></b></p>			
<p>Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p><i>Together with District Turnaround staff and examination of school data the principal was able to prioritize budget allocations in a way that is consistent with their mission. The building administration team, BTF teacher representatives, and Medaille partners were involved in writing the SIG and requesting staff and materials in support of the turnaround plan. The following</i></p>	<p>September 2011</p> <p>A College and Career Resource Center [CCRC] will be established in 2011-2012. The CCRC will provide students and parents/guardians with a wide variety of resources and activities, including: exploring interests and careers, preparing for SAT and ACT examinations, filling out</p>	<p>Additional Staff:</p> <p>1.0 Assistant Principal (SAM) Year 1 - \$84,000 Year 2 - \$86,000 Year 3 - \$89,000</p> <p>1.0 Assistant Principal Instructional- Year 1 - \$84,000 Year 2 - \$86,000 Year 3 - \$89,000</p>

	<p><i>positions were included based what is needed to support the school's student population:</i></p> <p>An attendance teacher will monitor student attendance and provide support to students and families.</p> <p><i>One assistant principal to serve as the SAM</i></p> <p><i>One Assistant Principal instructional</i></p> <p>Medaille College will provide additional support through collaboration with its Academic Support Center, Office of Career Planning, and Center for Leadership and Change.</p> <p><i>The course work for the Career Academies will continue to be developed through the 2011-12 school year. An MOU with the CBA will be developed in the spring of 2012 to accommodate changes to the master schedule.</i></p>	<p>college applications, applying for scholarships, and applying for financial aid (FAFSA and filing income tax forms).</p> <p><i>The recruitment bulletin for the CCR counselor will be posted in June 2011 with a start date of July 1, 2011.</i> The job of the counselor is to assist students and parents/ guardians to prepare for a successful post high school future. This includes helping students in finding information on scholarships and College/Career Planning. The counselor will also put out a quarterly newsletter with information for students and parents and coordinate workshops and activities with the schools' parent facilitators. The counselor will be responsible for providing financial aid nights and college application workshops for both students and parents/guardians, including having interpreters for parents speaking languages other than English.</p>	<p>Instructional Specialist Coaches Noted in previous section</p> <p>Data Coach Noted in previous section</p> <p>Teacher hourly for afterschool hours Noted in previous section</p> <p>Administrator hourly for afterschool hours Noted in previous section</p> <p><b>1.0 FTE</b> Attendance Teacher Year 1 - \$65,000 plus benefits Year 2 - \$66,000 plus benefits Year 3 - \$67,000 plus benefits</p> <p><b>1.0 FTE College and Career Readiness Counselor</b> Noted in previous section</p> <p>Medaille College Noted in previous section</p>
<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner</p>	<p>The district has established a Department of High School Turnaround to provide a concentrated and coordinated effort of resources to the four</p>	<p>Fall 2011, ongoing Partnership work will commence with the 2011-2012 school year. The district has reviewed the "Instructional Partnerships to</p>	<p>0.19 FTE Associate Superintendent for Secondary – Department of High School Turnaround Year 1 - \$25,270 plus benefits</p>

<p>organization (such as a school turnaround organization or an EMO)</p>	<p>transformation PLA high schools. The Associate Superintendent for Secondary Instruction will conduct biweekly walkthroughs and data reviews with the building principal to ensure that the curriculum is being implemented with fidelity; is having the intended impact on student achievement gains; and is modified if ineffective through realignment of supports. <i>The associate and the principal will conduct a joint debriefing session and development of a written plan for follow up. This will occur as both an individual school and as a cluster of schools.</i></p> <p><i>In 2009 the Superintendent attended a meeting in Washington, DC on innovative schools that resulted in the partnership with Medaille College to create a high school for entrepreneurship. This idea was then expanded in 2010 to include three career academies as a vehicle for whole-school reform. The CTE department assisted in securing the National Academy Foundations (NAF) to partner with the school for the Finance Academy. The third academy, health, has local business partners, Kaledia Health and Blue</i></p>	<p>Extend Learning in Urban High Schools – Lessons from New York City and Boston” report by Policy Studies Associates, Inc. (2009) and is in the process of developing a plan to address:</p> <ul style="list-style-type: none"> <li>• defining the purpose of the partnership, governance,</li> <li>• resources, professional development and facilitation,</li> <li>• and evaluation.</li> </ul> <p>Reviewing this document and developing partnerships and evaluation will be critical as Riverside moves forward in establishment of partnerships for the three new academies.</p>	<p>Year 2 - \$25,270 plus benefits Year 3 - \$25,270 plus benefits</p> <p>0.25 FTE Supervisor – Department of High School Turnaround Year 1 - \$19,192 plus benefits Year 2 - \$19,500 plus benefits Year 3 - \$20,000 plus benefits</p> <p>0.25 FTE Administrative Secretary - Department of High School Turnaround Year 1 - \$10,380 plus benefits Year 2 - \$10,500 plus benefits Year 3 - \$10,500 plus benefits</p>
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	<p><i>Cross and Blue Shield that provide guest speakers and internships for juniors and seniors.</i></p> <p><i>Technical assistance provided through the Medaille partnerships includes:</i></p> <ul style="list-style-type: none"> <li>- <i>Freshman and sophomore advisory course</i></li> <li>- <i>Tutoring</i></li> <li>- <i>Development of Academy for Creativity and Entrepreneurship</i></li> <li>- <i>Center for Leadership and Change</i></li> </ul> <p><i>The National Academy Foundations provide industry-focused curricula, work-based learning experiences, and business partner expertise for the Finance Academy. They also provide speakers and paid internships for students. Professional development opportunities are provide for teachers through attendance at the national conference and the NAF advisory board.</i></p>		
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**Permissible Activities: Providing operational flexibility and sustained support**

<p>Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA</p>	<p>Riverside High will no longer be in a cluster of schools under a Community Superintendent for School Operations. The school will be part of the Department of High</p>	<p>Sept 2011, ongoing</p>	<p>Associate Superintendent for Secondary- Department of High School Turnaround Noted in previous section</p>
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	School Turnaround under the Associate Superintendent for Secondary.		Supervisor – Department of High School Turnaround Noted in previous section  Administrative Secretary - Department of High School Turnaround Noted in previous section
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Cost of Implementation of Model (over 3 years)	Amount of 1003(g) funds LEA will allocate to school	Amount of additional funds, to be provided by other sources, LEA will allocate to school
\$ 6,905,970	\$6,000,000	\$905,970

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

The Budget Narrative form provides detail on other funding sources for 2011-2012.

Funding	Source	Amount
<b>Math Science Partnership – Math Focus</b>	<b>NYSED</b>	<b>\$47,106</b>
<b>Math Science Partnership – Science Focus</b>	<b>NYSED</b>	<b>\$41,020</b>
<b>STEM &amp; ELA Enrichment, PD &amp; Leadership</b>	<b>NYSED</b>	<b>\$8,153</b>
<b>Perkins Secondary</b>	<b>NYSED</b>	<b>\$21,800</b>
<b>Title I</b>	<b>NYSED</b>	<b>\$301,990</b>

Behavioral change is the key to school improvement. To be fully realized and lasting, reform efforts will be accompanied by a fundamental cultural shift throughout the District. This shift will result in new mindsets and accompanying behaviors among administrators, teachers, and students.

The professional development that will take place over the course of the grant will provide teachers and administrators with the skills that are necessary for the teaching of reading, mathematics and other academic content areas. The largest expenditures will occur as we train every staff member in instructional and curricular strategies to implement the turnaround. The ongoing job-embedded professional learning opportunities (PLO) are initially performed through consultant training and coaching of teachers, administrators, and building coaches. The grant will fund three years of training to ensure mastery for the teachers as well as coaches and administrators. By the end of the grant period, the coaches will have the capacity to conduct the training and follow-up, which will eliminate the expense of hiring outside consultants. The administrators who are a part of the grant will know the qualities of solid instruction and how to work with teachers to improve practice. The professional development of these staff members will allow the work to continue even after the grant has ended because internal capacity is being established. The culture of the school will change as a result of the professional development sessions and facilitated discussions within the schools during common planning time meetings.

*Specific goals will be set and affiliated with measures of progress and success for both the students and the school. As the school moves forward the supports that were in place will be reviewed to determine which might need to be continued and which will be able to be phased out over years two and three of the School Improvement Grant. Student activities and teacher professional development in the Career Academies will continue to be supported through the CTE department and PERKINS funding. Most of the Career Academy initiatives will be sustained through these funds.*

*As teachers become more skilled and knowledgeable in their teaching practices the instructional coaches will be reduced from a 1.0 position to a 0.4 position. This will allow the coaches to continue to provide the leadership for the professional learning communities*

*and common planning time sessions. New teachers will be supported and mentored during the day. New grant funding sources will be pursued to support some SIG initiatives and other initiatives will be phased out the school improves. Data will be reviewed during each year of the grant to determine the effectiveness of practices and staff.*

*The Riverside leadership will need to establish effective processes and systems for the long term building upon the turnaround culture, assessments, instructional approaches and programs put in place during the time of the grant that allowed the school to improve student performance. Efforts developed during the SIG years need to continue to ensure that the school does not return to PLA status. The school-level turnaround efforts must also be sustained and supported with corresponding changes at the district level.*

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There has been ongoing communication with the Buffalo Teachers Federation (BTF) and the Buffalo Council of Supervisors and Administrator (BCSA) during the SIG process. At this time, potential obstacles include a discussion regarding BCSD's contractual obligations to the Buffalo Federation of Teachers (BTF). The meetings of the Professional Council, comprised of BTF and District representatives, have continued throughout the school year. Communication will continue with the unions to achieve consensus regarding the SIG grants.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

The LEA, through its Department of High School Turnaround and with the assistance of its external partners, will modify practices and policies that support a school improvement framework unique to each high school. The school's framework will be rooted in research about what works in high school organization and operations of schools. Most importantly the focus of the framework will be on the core work of instruction in the school. The primary responsibility of the school principal and the majority of the assistant principals' responsibilities will be on improving instructional work in classrooms. Additionally, partners like Medaille College, whose missions are student success, are committed to a student-centered focus and whole-school improvement at Riverside.

*The District is forming a committee to review current procedures and practices around student placement and transfers. Data is being examined to determine the impact some of the current policies and procedures have had on contributing to schools becoming identified as PLA. A review of student with disabilities and ESL placement data showed a disproportionate amount of SWD and ESL students were being assigned to the PLA schools. A three-year plan has been created to increase these student populations in non-PLA schools while decreasing the numbers in PLA schools.*

*Currently the district is reviewing the number of incoming freshman to Riverside that are two or more years overage to determine if the student is off track for graduation and establish a continuum of appropriate interventions, specialized attention and supports, or specialized alternative programming.*

*Riversides growth of the Career Academy program into the junior year during the 2012-2013 school year may require changes to the master Schedule. A committee will be formed in the fall of 2011 to begin examining the master schedule needs for the following school year. Any recommendations for changes will be presented to the entire faculty in the spring of 2012 and a vote on a new schedule will take place following the CBA contract.*

*The finance department will work closely with the principal to ensure school needs are met in the general operating budget.*

Appendix B  
Restart Model  
Waterfront Elementary #95



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		<p>alignment and modify, if necessary, the content being taught and instructional practice.</p> <ul style="list-style-type: none"> <li>▪ Pacing calendars and scope and sequence documents are in place and are used by staff. It was observed in these documents however, that many teachers offer little enrichment instruction beyond what is in the standard required lesson.</li> </ul>
	<p><b>II. Teaching and Learning</b></p>	<p><b>II. Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Overall, differentiated instruction including the use of specific instructional strategies, materials and groupings were not evident in most of the classrooms visited.</li> <li>• Instruction for ELLs is inconsistent and lacks differentiation. Most of the instruction observed was whole group with few opportunities presented that involved modeling, scaffolding or think-a-louds. In some English as Second Language (ESL) classes where the push-in model was used, teachers were providing content instruction, not language development, which is the purpose of having a push-in teacher for this subgroup of students. Additionally, one of the ESL teachers is often absent for long periods of time.</li> <li>• Instructional time is lost in grades 7 and 8 classes when transitions take place. Students in these grades do not always proceed to class in an orderly manner. There is no sense of urgency on the part of students to arrive at class on time.</li> </ul>

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	<p><b>III. School Leadership</b></p>	<p><b>III. School Leadership</b></p> <ul style="list-style-type: none"> <li>• The school Principal and the APs plan grade level meetings to discuss instruction and student achievement; however, there appears to be no systematic comprehensive plan intended to address the many needs of the identified population.</li> <li>• There is no evidence that the majority of teachers have incorporated strategies from the scope and sequence documents into their lesson planning. Teachers complain about the prescriptive curriculum; however, observations of classroom practice suggest that many teachers are not implementing the curriculum. The lack of fidelity is clearly noticeable in many classrooms and confirms the earlier reference to a disconnect between the “written” and “taught” curriculum.</li> </ul>
	<p><b>IV. Infrastructure for Student Success</b></p>	<p><b>IV. Infrastructure for Student Success</b></p> <ul style="list-style-type: none"> <li>• Students with disabilities and ELLs remain at-risk and continue to under perform on State assessments. These students often have other issues that cause them to remain identified and frequently struggle to get to the mastery level in ELA and mathematics.</li> <li>• The suspension rate is high; there was an increase from 101 in 2007-08 to 1,023 in 2008-09. Also, in the 2008-09 school year, 244 students were suspended for five or more days.</li> <li>• A section of the facility is designed as an open-space teaching area. Observations indicated that a suitable learning environment was not in place. Noise is a major factor, and the presence of it impacts</li> </ul>

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		teacher ability to provide acceptable instruction.
	<b>V. Collection, Analysis and Utilization of Data</b>	<p><b>V. Collection, Analysis and Utilization of Data</b></p> <ul style="list-style-type: none"> <li>• Most teachers do not use results of data in the construction of lesson plans or consistently in classroom practice.</li> <li>• There was little evidence that the data analysis results are specifically targeted to students with disabilities and ELLs or the other identified subgroups. Teachers reported that they are bombarded with data, but they have difficulty applying the data to instructional practice.</li> </ul>
	<b>VI. Professional Development</b>	<p><b>VI. Professional Development</b></p> <ul style="list-style-type: none"> <li>• Although PD is supported by the Principal, who encourages teachers to take advantage of the numerous opportunities offered by the District and provides for in-house staff development by the literacy coach and the building mathematics teacher, much remains to be done in this area.</li> <li>• Classroom observations and review of the teacher evaluations indicated that staff who are responsible for instructing students with poor performance on NYS assessments and who do not exhibit specific skills needed to promote student academic achievement are not required to participate in targeted PD.</li> <li>• PD that focuses on action research, peer review, and mentoring was not evident.</li> </ul>

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	<b>VII. District Support</b>	<p><b>VII. District Support</b></p> <ul style="list-style-type: none"> <li>• There is a need for additional ESL resources because of the increasing number of new students arriving who have varying degrees of familiarity with English.</li> <li>• Twenty-four percent of the students are ELLs, with fifteen different languages being spoken by the students. There are many children who have little or no formal education.</li> </ul>
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**Describe how the Restart Model addresses the major findings of the needs assessment.**

	<p><b><u>Context:</u></b> Buffalo City School District’s (BCSD) Waterfront School is an ethnically diverse PK - 8 school located in downtown Buffalo, just one block from City Hall. Originally constructed in the 1970s, Waterfront School was the first PK - 8 magnet school in the city of Buffalo. The architect, Paul Rudolph, introduced the open floor concept to Buffalo. Under reconstruction in 2007, this concept was modified to meet the changing needs of today’s 21<sup>st</sup> Century classrooms. The interior was renovated and two additions were built, including space for prekindergarten and kindergarten classrooms. Interactive Whiteboards were also installed, and the expanded space now serves as a district meeting facility.</p> <p>At the time that BEDS data was collected in October of 2010, there were 914 students attending Waterfront School. During the 2009-10 school year, 89% of the students were eligible for a free or reduced price lunch. For many years the school maintained a relatively low population of students with limited English proficiency. However, in the past few years, Waterfront School has had an influx of English language learners (ELL). Whereas the percentage of ELL students hovered in the single digits throughout the early 2000s, it doubled from 8% in 2007-08 to 16% in 2009-10. During the 2010-11 school year the ELL population increased to</p>
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	<p>approximately 24%. Twenty-seven different languages are currently spoken by students at the school (see attached).</p> <p>To capitalize on the growing international population and characteristics of the school, BCSD proposes that Waterfront will pursue authorization to offer both an International Baccalaureate (IB) Primary Years Programme (PYP) and IB Middle Years Programme (MYP). Schools in the IB programme are committed to providing rigorous, international education through a core curriculum designed to develop critical thinking skills, second-language skills, and understanding of other cultures. With an integrated approach to learning focusing on concepts rather than content, and using formative and summative assessments, IB will support the emotional, social and academic development of each student at Waterfront School.</p>
<p><b>Description of Actions for Model Implementation</b></p>	<p><b><u>Model Selection: Restart</u></b></p> <p>In order to provide students with the greatest opportunity, Waterfront will become a Restart model school contracted to be run by an Education Partnership Organization (EPO). The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO’s responsibilities will be spelled out in a performance contract between the EPO and BCSD. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, establishing an International Baccalaureate programme, meeting specified performance benchmarks, addressing elementary to middle and middle to high school transitions, creating specific work plans and outcomes for school-based teams, and providing data and relevant information through regular reports. BCSD will develop a set of non-negotiable performance benchmarks such as raising attendance rates, decreasing disciplinary incidents, and raising student ELA, mathematics test scores for all subgroups, especially ELLs, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will assign a representative to effectively monitor the EPO and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO’s tenure.</p>

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*The performance contract between the EPOs and the BCSD will outline specific areas to be addressed as per the school's Joint Intervention Team (JIT) report, but each EPO must decide how best to address those areas. The performance contract for PS 95 Waterfront Elementary School will establish benchmarks that the EPO must meet in order to have its contract renewed, specifically ensuring a dramatic decrease in the number of student suspensions, meeting the needs of the high percentage (24%) of English language learners, and differentiated instruction for ELLs is occurring and is consistent.*

*The Associate Superintendent for Compliance will monitor implementation of the performance contracts at the Restart model schools. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.*

BCSD believes that the Restart model with an external provider will be instrumental in the turnaround for Waterfront because the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development, especially related to the International Baccalaureate programme;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement;
- provide additional supports and professional development to teachers and administrators, especially regarding effective practices for the instruction of English language learners.

A Restart model will be specifically effective in the case of Waterfront because the Restart model affords the selected EPO greater autonomy to implement radical change than the Transformation or Turnaround models

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can provide. The District will issue an RFP accepting proposals from local and national partners that demonstrate the needed capacity to implement the Restart. During the process, BPS hopes to discover pioneering educators who will try out new approaches to education that, if effective, can be transplanted into the Buffalo City School District.

Most importantly, the Restart model gives BCSD the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

To this end, and following consultation with the teachers' union, BCSD has chosen the Restart model for this particular school as the best alternative. Please note that the Rule of Nine prohibits the District from applying for Transformation models at all of its Cohort II PLA schools; likewise, the school has been reconstructed and closure would not be a viable option.

*Following feedback from community stakeholders, including the teacher and administrator's unions and a district parent group. The president of the Buffalo board of education proposed a resolution to accept the Restart model for School # 95. On the May 5, 2011 Buffalo Board of Education determined to submit an application for Restart for School # 95. BCSD suggests the performance contract and rigorous review process of the selected model will provide the best opportunity to address the unique needs of the school community. The engaging of community educational partners will provide additional services and offers a unique opportunity for innovative school programs that could drastically impact achievement in this persistently lowest achieving school.*

*School #95 received 4 total and 2 complete proposals following the RFP process. During June the selected review team will score complete proposals and request additional information during the continuation of the review process.*

**I. Curriculum**

*JIT Recommendations:*

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- *Teacher practice should be monitored in English language arts (ELA), English as a Second Language (ESL) and mathematics classrooms so that in lesson presentations the learning objectives, i.e., what students need to know and/or be able to do to succeed are not replaced with learning activities, e.g., keeping a journal, book reading circle, writing an essay. Objectives that set the purpose for learning should be clearly stated in a language meaningful to students. Further, the literacy coach and the building mathematics teacher, who is the leader for mathematics instruction, should provide effective strategies for teachers to address areas on State assessments where students do not perform well.*
- *The Principal should adjust the agendas at grade level and staff meetings so that implementation of the curriculum is addressed through pacing calendars. Use of the pacing calendars should be one of the topics discussed at such meetings and an action plan should be developed and implemented to ensure that all curriculum topics are being addressed*
- *The Principal should examine the manner in which teachers are using the pacing calendars and the degree to which they are following the scope and sequence documents. The introduction of curricular maps for the targeted areas would facilitate more articulation across grade levels for identified subjects and subgroups. Once the curriculum mapping is in place, the Principal should review lesson plans to determine the status of units as outlined in lesson plans and make provisions for professional (PD) in the appropriate use of this strategy.*

**II. Teaching and Learning**

*JIT Recommendations:*

- *The Principal should instruct staff to use differentiated instructional strategies based on the results of State assessments. This technique should be one of the strategies employed to provide intervention for struggling students; assessment data should be used to group students with similar needs and to modify lessons for identified subgroups as well as those students who are not at-risk. An evaluation of this*

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*instructional strategy should be done by the Principal, and the instructional coaches should address these results in grade level meetings and develop a plan of corrective action for teachers to implement.*

- *The Principal and APs, in their walkthroughs and during the formal required observations, should look for evidence of effective instructional techniques that are focused on language development and implicit questioning that promotes higher order thinking and problem solving skills. Because of the large ESL population, the Principal should consult with the District staff responsible for this area to seek more in-service training in examining the test results of the ESL cohort in order to provide appropriate instructional practices for these students. The Principal should also review lesson plans and monitor the ESL “push-in” program to ensure that it is being used appropriately and require that staff adhere to its intended purposes.*
- *The Principal, the APs and the grades 7 and 8 teachers should be visible in the corridors during transition periods to ensure that students are moving quickly to their classrooms. The administrative staff should hold teachers and students accountable for their actions during transition and apply consistent consequences as necessary.*

**III. School Leadership**

*JIT Recommendations:*

- *The administrators should develop and implement a structured organizational plan that contains long and short term goals, clear objectives and achievable activities that will impact the identified subgroups. A number of actions are outlined in the Comprehensive Educational Plan (CEP); however, they do not clearly speak to timelines for all of the identified students in a systemic manner. The actions noted in the CEP can serve as a starting point, but much more detail is needed.*
- *The Principal and AP should look for more rigorous instruction in their walkthroughs and observations. Teachers should be reminded constantly to adjust their practices to meet the needs and learning styles of the struggling students who have been identified by either their performance on the State assessments or District provided measures of accountability. Improving educational practices of*

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*staff should be the Principal's number one priority.*

**IV. Infrastructure for Student Success**

*JIT Recommendations:*

- *The Principal and the staff should implement strategies for students at risk, not only to address the skills and concepts that are lacking as evidenced by their test scores but also to offer them opportunities to become a community where their academic as well as their social needs are met. Results of State assessments should be carefully analyzed and instructional plans should be developed that directly address the deficiencies of at risk students. Further, teachers and administration can help to diminish the stigma attached to these students by providing them with rich cultural experiences, programs and materials designed to meet their unique needs*
  
- *The results of the implementation of the Positive Behavioral Intervention Supports (PBI) model should be examined to determine its effectiveness. The Principal and APs should be proactive in addressing the causes of disruptive behavior among all students. Teachers should be accountable for providing the consistent application of school rules in their classrooms. The Principal and APs should aggressively monitor staff efforts toward implementing the PBIS model. Data associated with the use of the model should be shared at grade level and faculty meetings. Teachers should have high expectations for students, and teachers should consistently work toward improving their classroom management skills. Occasionally there should be small group assemblies for grade 7 and 8 students to remind them about their responsibility to follow school rules. Also, the Principal should develop a focused plan for increasing parental support with the goal of seeking parental reinforcement of school efforts to decrease the number of suspensions.*
  
- *The Principal and APs should be more visible in the open space teaching area. The open space should be reconfigured or divided with moveable partitions. Teachers assigned to this area should receive in-service training regarding effective techniques for teaching in this type of space as well as managing behavior in this learning environment. Research should be conducted by the Principal to determine if the learning environment is appropriate for the learning styles of the identified subgroups. This*

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*research should be shared with faculty, with the goal of improving teaching and learning for students who are assigned to this area.*

**V. Collection, Analysis, and Utilization of Data**

*JIT Recommendations:*

- *Data gleaned from formative and summative measures of accountability should be a primary focus for the administration in planning for successful instructional practice. Consideration should be given to further training staff at grade level and faculty meetings on the appropriate use of data. The Principal should lead this process and consider requesting assistance from the District directors to explain its relevance for planning effective instruction. The administration should set the expectation that the teachers include in their instructional practices strategies for using data. The administration should monitor the use of data when observing teachers, both formally and informally.*
- *The Principal should choose at least one specific strategy that involves data from the State assessment results for ELLs and students with disabilities, and develop, in conjunction with the literacy and mathematics building teacher, model lessons on the relevance of data and its use in the planning and instruction of classroom lessons. These mini-workshops can be held during grade level meetings, faculty meetings and on early release days. After a number of strategies have been tried, the Principal should evaluate this process and share the results with staff. If the strategies prove effective, they should be continued by teachers and the administration should regularly monitor their use.*

**VI. Professional Development (Also refer to sections II, III and V above)**

*JIT Recommendations:*

- *The administrative staff should use the grade level meetings to engage teachers in conversations about the performance of ELLs and students with disabilities on State assessments and develop a plan whereby teachers can collaborate and focus on improving student performance. Staff should develop a focused plan (to be incorporated into the CEP) that includes specific methodologies and strategies to*

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*be implemented. The plan should have an evaluative process for determining what works and what does not and should be modified if the process is not meeting its goals and objectives.*

- *The administration should require that teachers receive targeted PD in the areas in which they do not exhibit competency. This should be reflected on teacher evaluations and monitored by the administration to assure the long term use of the PD strategies in the classroom.*
- *The administration should explore PD that focuses on action research, peer review, and mentoring. One of the APs should then work with a small group in developing teacher capacity for implementing one of the elements of staff development. The other AP should monitor the group's progress and provide feedback that should lead to the beginning of a continuous improvement cycle.*

**VII. District Support**

*JIT Recommendations:*

- *Although the District assigned additional staff to this school to meet compliance requirements, there is still a need for additional support for the ESL program. More ESL staff should be assigned to this school to address the ever increasing number of students who arrive with little knowledge of the English language.*
- *Contracted translation services for the dominate languages at this school would be beneficial since many of the ESL students currently receive Academic Intervention Services(AIS) and yet do not perform well on State assessments. It appears that the issue may be language acquisition rather than academic intervention.*

**Specific information to support the District in determining how the above recommendation should be accomplished.**

- Examination of the ESL program is warranted. Although the school is in compliance in regard to staffing, the doubling of this population over the last two years has taxed the school administration and staff ability to provide appropriate intervention services. These students for the most part do not

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	<p>perform well on State assessments and additional resources should give them a chance to improve their literacy skills.</p> <ul style="list-style-type: none"> <li>• A clinic, similar to ones contracted out at other District schools, would alleviate some of the referral work now done by the Pupil Personnel Services staff. This would assist the administration in dealing with a myriad of family and home related issues that have an impact on student emotional and social development.</li> <li>• Twenty percent of this school faculty of 60 full-time teachers and 11 part-time teachers are new to the school. A formal mentoring program would be helpful in providing coaching services to this group, many of whom are teaching the ELA and mathematics to ELLs and students with disabilities. An ongoing program of embedded coaching in these disciplines while targeting the subgroups would strengthen new teacher instructional practice during their first year.</li> <li>• A review of the current curricular offerings evaluated against the present series of texts/programs used should be undertaken to ascertain if there is misalignment that is a contributing cause of students not making satisfactory progress on the State assessments. This review of the curricular offerings, current programs and instructional materials may indicate that curricular changes or use of different instructional materials should be used.</li> <li>• A thorough study of the efficacy of the “open-spaced” teaching area should be completed. The present configuration is not a conducive learning environment because of the noise level. The possibility of sound deadening six-foot sliding partitions should be considered as this refinement would allow for a better learning environment.</li> </ul>
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**APPENDIX B: RESTART MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the model at the school.**

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
<p>A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school and evaluating the fiscal, operational, instructional potential of the EPO.</p> <p>The selected EPO will work with school administration and BCSD to ensure proper implementation of the Restart model, making decisions regarding staffing, budgeting, and instruction and providing direct or sub-contracted academic and student services. The parameters of the selected EPO’s responsibilities will be spelled out in a performance contract between the EPO and BCSD.</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	<p>BCSD and EPO Performance Contract \$1,906,889</p>

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	BCSD requires the provider to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.		
Fulfill all New York State requirements for converting school into a charter school.	<p>This school will not be operating as a charter school. BCSD has no intention to convert Waterfront Elementary School #95 to a charter school.</p> <p>The EPO will be evaluated each year based on progress toward school goals. By the end of Year 3 of the funding, the EPO will have supported the school and district in building capacity for the school to be incorporated back into BCSD as a sustainable high-performing school.</p> <p><i>BCSD advertised the RFP for potential EPO's in the local newspaper, provided a link on</i></p>	June 2012, June 2013, June 2014	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>the front page of the BCSD web site and e-mailed the link to several known Educational Partnership Organizations.</i></p> <p><i>The review process will be facilitated by Learning Point Associated. The review panel was selected by various community stakeholders. Please see attached Learning Point Restart assistance proposal. This proposal and suggested timeline has been a presented and accepted by the Buffalo Board of Education.</i></p> <p><i>If no EPO's are found BCSD administrators will propose to the Buffalo Board of Education and will initiate a plan for the implementation of the turnaround model.</i></p>		
Enroll, within the grades it serves, any former student who wishes to attend the school.	All currently enrolled PK-7 students will be invited and encouraged to stay in	May 2011	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p>Waterfront Elementary School #95. The EPO will be evaluated on its ability to encourage students to remain. If seats are available, open enrollment will apply.</p> <p><i>BCSD will suggest branding and promotion of individual Restart schools will be negotiated via contract with the selected EPOs. This action is given the unique programs and opportunities the EPOs will provide for students. EPO's will best identify the specific needs of the schools. BCSD will include a restart school option as part of the district school choice promotion.</i></p>		
<p>Notify parents and community of conversion, and provide information on school choice options available</p>	<p>Town hall meetings will be publicized and held. Information regarding the Restart school will be posted on the District website. Letters will be sent home to all parents</p>	<p>Beginning April 2011 – Communication will take place between all stakeholders and the District regarding District PLA plans.</p>	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p>of students attending Waterfront Elementary School #95. Connect Ed calls will be made to parents. The Buffalo Board of Education will approve all school improvement grant applications.</p>		
<p>Create a plan to transfer students who either a) cannot attend the new school because their grade is not served; or b) have parents who wish to opt-out of the new charter school. Provide NYSED with a list of schools that will receive transfer students.</p>	<p>Students currently attending Waterfront Elementary School #95 will be invited to stay. The school will have the same grade levels – PreK – 8. Parents who wish to opt out of the restart school must complete a transfer application to attend a BCSD “receiving” school in good standing. This transfer will be completed through the BCSD Student Placement Office.</p> <p><i>See attachment: Transfer Guidelines 2011-2012</i></p> <p><i>See attachment: Transfers NCLB Parent Letter</i></p>	<p>Beginning May 2011</p>	

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
	<p><i>The Central Registration Center for the BCSD tracks all student transfer data.</i> See list of BCSD receiving schools in good standing in appendix.</p>		
<p>Create an accountability contract with the CMO, with clearly defined goals for student achievement</p>	<p>An RFP was written, along with an evaluation rubric to use when choosing EPOs for the District. See attached. EPO responsibilities will be spelled out in a performance contract. These may include, but will not be limited to, providing PLO to prepare staff to properly implement the Restart model, establishing a focus on the International Baccalaureate programme, meeting specified performance benchmarks, addressing elementary to middle and middle to high school transitions, creating specific work plans and outcomes for</p>	<p>Created evaluation rubric for potential EPOs – April 2011</p> <p>Once the EPOs are chosen, BCSD will continually revise rubric and expand into an accountability plan as EPO process progresses.</p>	

**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

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	<p>school-based teams, and providing data and relevant information through regular reports to BCSD.</p> <p><i>A Recruitment Bulletin for PS 95 was issued. The EPO will select the principal.</i></p> <p><i>The BCSD will work with the selected EPOs to negotiate Memoranda of Understanding with the Buffalo Teachers Federation (BTF) that will allow for staff to be removed or hired from outside of the school. The collective agreement between the BTF and the district permits involuntary transfers under specific circumstances, but the BTF has stated publicly that an additional MOU would be necessary to permit the transfer of large numbers of teachers involuntarily. Such an MOU</i></p>		<p>VersiFit Software – Data Warehouse \$45,000</p>

**New York State Education Department  
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	<p><i>may include special procedures for involuntary transfers, posting of positions, and interviewing. However, the EPO will also be responsible for evaluating teachers using the new APPR, which may necessitate that the EPO recommend that the Board of Education deny tenure to an employee. If the BOE rejects a recommendation to terminate a probationary employee or deny tenure to an employee, the BOE must transfer that teacher to another school within the district.</i></p> <p><i>BCSD expects that the selected EPOs will develop work plans for school-based teams prior to the start of the implementation. These work plans will be modified as needed.</i></p> <p><i>The performance contract must identify specific areas that require training as per the</i></p>		<p>.16 FTE Research Aide Year 1 - \$6,830 plus benefits Year 2 – \$7,035 plus benefits Year 3 - \$7,246 plus benefits</p> <p>.14 FTE Associate Superintendent – Compliance Year 1 - \$18,620 plus benefits</p>



**New York State Education Department  
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	<p><i>attendance at and ratings for professional development offerings.</i></p> <p><i>Network Teams must be allowed to meet with Inquiry Team members on a scheduled basis.</i></p> <p><i>The District will require the EPO enter into negotiations with the BTF to accommodate a longer school day and year.</i></p> <p><i>The Performance Contract will be specific to each school, but will include improved teacher and student attendance, improved test scores, and anything required under the terms of the School Improvement Grant.</i></p> <p><i>The EPO will provide Art, PE and music instruction per NYSED regulations.</i></p> <p><i>Also, after school and summer opportunities for enrichment in the arts and athletics may include accessing BCSD</i></p>		

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	<p><i>athletic and arts programs and initiatives.</i></p> <p><i>The District believes that each EPO should report to the Board, on at least a quarterly basis, its academic data, financial data and any compliance issue. To ensure that the EPO is working to accomplish its stated goals, the district will reserve the right to audit the EPO's financial, compliance, and academic data at any time. The District believes that such provisions should be included in a contract between the Board of Education and each EPO. It is the district's intention that such Contracts will include at least the following provisions:</i></p> <ul style="list-style-type: none"> <li><i>• Clear articulation of the autonomies to be provided to EMOs</i></li> <li><i>• The delegation of</i></li> </ul>		

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	<p><i>responsibilities between the district and the EMO (transportation, suspension hearings, attendance, data reporting, food services, etc.)</i></p> <ul style="list-style-type: none"> <li>• <i>Delivery of required services to special education students and English language learners</i></li> <li>• <i>Compliance with federal Title I requirements</i></li> <li>• <i>Submission of a budget</i></li> <li>• <i>Submission of required data for State and Federal compliance purposes such as information on attendance, staffing, students, number of highly qualified teachers, parent participation, truancy,</i></li> </ul>		

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	<p><i>class size, time, and emergency drills conducted during the school year.</i></p> <ul style="list-style-type: none"> <li>• <i>Maintaining student enrollment of all subgroups previously enrolled at the school and at percentages relative to other demographically-like district schools</i></li> <li>• <i>Performance Benchmarks, such as student attendance, academic performance, fiscal stability, compliance with State and Federal regulations</i></li> </ul> <p><i>Additionally, the District's Associate Superintendent for Compliance will monitor the implementation of the performance contracts at the</i></p>		

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	<p><i>Restart Model schools -- although the EPOs will report directly to the Board of Education. Because of its ability to discontinue the EPO's contract, the Board will ultimately hold the EPOs responsible for success.</i></p> <p><i>The district intends to include a provision in each contract that permits the district to terminate the contract if the EPO has failed to fulfill its contractual obligations.</i></p> <p><i>The EPO will have full autonomy to sub-contract with external partners within the school so long as it complies with local, State and Federal regulations, and does not cause the District to violate any contractual obligation it has.</i></p> <p><i>The Associate Superintendent of EPO Compliance will report directly to the Buffalo Board of</i></p>		

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	<p><i>Education; serve as a liaison between the Advisory Boards of Educational Partnership Organizations (EPO) and District support offices to support the day to day operations of approved Restart Model Schools. The Associate Superintendent for EPO Compliance will recommend the initial implementation, establish policies and procedures, and make recommendations to the Buffalo Board of Education. With the support of Learning Point Associate and Buffalo Board of Education Members, the Associate Superintendent and EPO advisory boards will determine and place within the performance contracts specific levels of support that will adhere to the mission, vision and intent of selected EPO proposals as well as the mission</i></p>		

New York State Education Department  
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Action Required By Restart Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p><i>of Buffalo City Schools.</i></p> <p><i>The performance contracts will include but not be limited to:</i></p> <ul style="list-style-type: none"> <li>• <i>the process by which the district will respond to an EPO's recommendation that staff be removed, or its desire to hire staff from outside the school</i></li> <li>• <i>the professional development requirements an EPO must meet within a school</i></li> <li>• <i>the level of school change that will be expected from the EPO, and how will this be communicated in the contract</i></li> <li>• <i>the district's requirement that an EPO provides students</i></li> </ul>		

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	<p><i>with access to athletics, arts, or music instruction</i></p> <ul style="list-style-type: none"> <li>• <i>the criteria that will be used to assess whether the EPO is meeting the terms of the contract</i></li> <li>• <i>how the district will ensure that the failure of the EPO to meet contract needs will not result in a loss of programs for students</i></li> <li>• <i>what responsibility the EPO will have regarding the recruitment, screening and selection of external partners</i></li> <li>• <i>all non-negotiable requirements of Race To The Top.</i></li> </ul> <p><i>Attached is a Posting and Job description for the Associate</i></p>		

New York State Education Department  
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 Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Action Required By Restart Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p><i>Superintendent of EPO Compliance.</i></p> <p><i>Activities to Set Performance Benchmarks:</i></p> <ul style="list-style-type: none"> <li>• <i>Review recommendations of Joint Intervention Team (April, May 2011)</i></li> <li>• <i>Prioritize recommendations for EPO (June 2011)</i></li> <li>• <i>Analyze current and past data points to identify trends in test scores, attendance, suspensions, PLO attendance (June 2011)</i></li> <li>• <i>Review 2010-11 school data (as soon as released from NYSED)</i></li> <li>• <i>Establish yearly progress points necessary to remove school from PLA list</i></li> </ul>		

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	<p><i>(summer 2011, though contract will specify that targets must be agreed upon and met each year )</i></p> <p><i>BCSD will continue the work with Learning Point Associates from September until December 2011 in the planning training and implementation of the performance contract established and customize the evaluation tool #9 included for BSCD Restart Schools.</i></p> <p><i>VersiFit, a Wisconsin company, provides advanced analytic tools to State Departments of Education and School Districts that measure analyze and display data in the form of Key Performance Indicators (KPI) producing easy-to-read graphical indicators that alert</i></p>		

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	<p><i>district staff to at-risk conditions and monitor the effects of corrective actions. VersiFit's core data warehouse product is called Edvantage.</i></p> <p><i>The BPS Data Warehouse (BPSDW) is a customized version of Edvantage that continues to be implemented by VersiFit and the BPS data warehouse team. The BPSDW provides a real-time and historical data repository for ALL district data sources.</i></p> <p><i>The BPSDW provides information to all BPS staff "To Identify Students with the Highest Needs and Move them to the Highest Level of Achievement".</i></p> <p><i>The Research Aide will work full time in responding to data requests from the data coaches</i></p>		

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	<p><i>under the guidance of supervisors in the Office of Shared Accountability. These aides have participated in coach and team meetings in order to give them a better idea of the use of the data reports they compile.</i></p> <p><i>The Associate Superintendent – Compliance will collaborate with the EPOs and monitor and manage the EPO performance contracts.</i></p> <p>BCSD will develop a set of non-negotiable performance benchmarks such as raising attendance rates, decreasing disciplinary incidents, and raising student ELA and mathematics test scores, to use as the foundation for EPO accountability. BCSD will also establish clear consequences for failure to meet these benchmarks. BCSD will</p>		

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	<p>effectively monitor the EPO and manage the performance contracts. The EPO will make regular reports to the Board of Education, which will have the ultimate say in the EPO's tenure.</p> <p><i>An Administrative Secretary will support all PLA Restart schools and the Associate Superintendent – Compliance on a daily basis.</i></p>		
<p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.</p>	<p>BCSD puts out an RFP for eligible EPO(s)</p> <p>BCSD conducts a rigorous review process to ensure that the EPO has a meaningful plan for reforming the targeted school, evaluating fiscal, operational, instructional potential of the EPO</p> <p>BCSD requires the provider to demonstrate that its strategies</p>	<p>RFP posted by April 29, 2011</p> <p>Identify partner by July 1, 2011</p>	

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	are research-based and that is has the capacity to implement the strategies it is proposing.		

<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$7,195,335</b>	<b>\$6,000,000</b>	<b>\$1,195,335</b>

*Following the selection of an Educational Partnership Organization for this school funds will be broken out to identify the specific funds required for the implementation of the model. Funds will be provided by the selected agency. Putting the entire amount in a contract line allows for the flexibility needs to specialize the school program and allow school level decision making in the implementation of the model.*

*BCSD will maintain the level of funding at EPO schools in direct proportion to other district schools. The Office of Federal and State programs will provide oversight of the Federal funding including School Improvement Grant funds. BCSD finance department will maintain the distribution of local funds. The in- district accounting process provides a distinct code series for each federal and state project. Therefore, funds identified specifically for a restart school will be identified by code letters and building number.*

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

The Budget Narrative form provides detail on other funding sources.

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<b>Funding</b>	<b>Source</b>	<b>Amount</b>
Title I	NYSED	\$398,445

The EPO performance contract will provide funding to carry out the actions described in this restart model. Additional monies from Title I will follow the Title I students and provide supplemental activities, such as professional development opportunities and parent involvement activities.

The District and EPO will ensure that any personnel hired by the EPO either will have been hired for only the grant period (to train teachers and build capacity) or assimilated into the District's budget by the end of the grant period. As the grant ends, the District, Waterfront Elementary School #95, and the EPO partnership will have built the capacity within PS 95 and the District so that PS 95 can be incorporated back into the BSCD as a high performing school.

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There has been ongoing communication with the Buffalo Teachers Federation (BTF) and the Buffalo Council of Supervisors and Administrator (BCSA) during the SIG process. At this time, potential obstacles include a discussion regarding BCSD's contractual obligations to the Buffalo Federation of Teachers (BTF). The meetings of the Professional Council, comprised of BTF and District representatives, have continued throughout the school year. Communication will continue with the unions to achieve consensus regarding the SIG grants.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

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The LEA and EPO will modify practices and policies that support a school improvement framework unique to Waterfront Elementary School #95. The school's framework will be rooted in research about what works in school organization and operations of schools. Most importantly the focus of the framework will be on the core work of instruction in the school.

Once the partnership between the District and the EPO is established via the performance contract and accountability plan, the EPO will:

- Run a whole-school operation;
- afford the school a chance to create a new culture;
- have the authority to make fundamental changes to process and structure in order to improve student achievement;
- provide technical expertise to help the school evaluate data and make changes based on those data;
- leverage its expertise in areas of management, instruction, and professional development, especially related to the field of bilingual education and second language acquisition;
- build internal capacity in order to develop long-term sustainability;
- provide incentives to impact student and teacher attendance and performance;
- streamline procedures because of the change in the decision making structure;
- encourage family and community engagement, especially in the bilingual and Valley communities;
- provide additional supports and professional development to teachers and principals, especially regarding effective practices for the instruction of English language learners.

BCSD will have the ability to set clear, consistent, rigorous expectations from the outset of the partnership, effectively raising the bar at one of BCSD's lowest performing schools. The EPO will be empowered to make dramatic, rapid change to the school culture by overseeing all relevant aspects of the school's program, and in exchange for this autonomy will be held highly accountable for improvement in student data.

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***Appendix C:  
Consultation &  
Collaboration Form***

New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

**APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM**

LEA Name: Buffalo City School District

BEDS Code: 

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Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) 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 in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted		2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Shirley Dore</i>	Signature <i>[Signature]</i>	President Buffalo Teachers Fed	5/6/2011 memo to SED	
Individual's Name (Print/Type)	Signature			
Individual's Name (Print/Type)	Signature			

President PHILIP RUMORE



May 6, 2011

BUFFALO TEACHERS  
FEDERATION, INC

271 PORTER AVENUE  
BUFFALO, N.Y. 14201  
(716) 881-5400  
FAX (716) 881-6678

**MEMO TO:** Dr. David M. Steiner, NYS Commissioner of Education  
Dr. James A. Williams, Superintendent, Buffalo Public Schools

**FROM:** Philip Rumore, President, BTF 

**RE:** Buffalo School District SIG Submission

To the best of our knowledge, the District has approved utilizing the Educational Partnership Organization (EPO) model for the Buffalo School of Technology School #06, Bilingual Center School #033, Futures Academy School #037, Dr. Charles R. Drew Science Magnet School #059, Waterfront School #095, Lafayette High School and East High School.

We support the District's decision to use the E.P.O. model for these schools at this time; however, we reserve the right to withhold final support for these schools until the plans for each school are delineated and presented to the teachers (and, we would hope all the stakeholders at the schools) for their input and the final plan is complete and presented with adequate time for the faculty to review.

We look forward to working co-operatively with all stakeholders to develop and implement school improvement plans that will greatly improve student success.

PR:ls

New York State Education Department  
 LEA School Improvement Grant Application, FY 2010  
 Under 1003 (g) of the Elementary and Secondary Education Act of 1965

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>[Signature]</i> Signature Individual's Name (Print/Type)	<i>BCSA, President</i>	<i>Periodic Meetings</i>	
Signature Individual's Name (Print/Type)			
Signature			

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**APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM**

LEA Name: Buffalo City School District

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Alecia James</i> Signature <i>[Signature]</i> James	Parent 7th gr		
Individual's Name (Print/Type) <i>Arling Wright</i> Signature <i>[Signature]</i> Wright	Parent 4 <sup>th</sup> & 8 <sup>th</sup> gr		
Individual's Name (Print/Type) <i>Michelle Bant</i> Signature <i>[Signature]</i> Bant	Parent 8 <sup>th</sup> gr		

New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

**APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM**

LEA Name: Buffalo City School District

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
MARY ANNALD - Bishop Individual's Name (Print/Type) <i>Mary Annald Bishop</i> Signature	Parent of 12th gr Parent of 3-5th gr		
AHMED SHARIF Individual's Name (Print/Type) <i>Ahmed Sharif</i> Signature	Parent of 4th gr		
PATRICIA NELSON Individual's Name (Print/Type) <i>Patricia Nelson</i> Signature	Coordinator of 3 grades Parent of 7th gr		



New York State Education Department  
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Individual's Name (Print/Type) DALE A. DUE Signature Karen Moore	Board Parent - <del>Gr 2</del> Gr 6	Gr 6	
Individual's Name (Print/Type) Arlene Hadaway Signature Arlene Hadaway	Parent PreK + Gr 2		
Individual's Name (Print/Type) Agency Johnson Signature	Par Conf - Pre-K		

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Parents

New York State Education Department  
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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>WATINA JAMES</i>	Parent Gr 4		
Signature <i>WATINA JAMES</i>			
Individual's Name (Print/Type) <i>MINA STEWART</i>	Grandparent Gr 2		
Signature <i>MINA STEWART</i>			
Individual's Name (Print/Type) <i>BENG JOHNSON</i>	" Prek		
Signature <i>BENG JOHNSON</i>			

*Gr 2*  
*Gr 6*

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*03/09/11*

*3-29-11*

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
OCELANA Individual's Name (Print/Type)	Parent		
Signature <i>[Signature]</i> Individual's Name (Print/Type)			
Signature Individual's Name (Print/Type)			
Signature Individual's Name (Print/Type)			

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Individual's Name (Print/Type) DAVID J. BRADSHAW Sr. Signature: <i>David J. Bradshaw Sr.</i>	Parent	3/28/11 - Meeting	
Individual's Name (Print/Type) PATRICIA A. SULLIVAN Signature: <i>Patricia A. Sullivan</i>	Parent (Facilitator) DPEC	3/28/11	
Individual's Name (Print/Type) Signature			

New York State Education Department  
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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>MAJ NIU</u>	<u>Parent</u>	<u>3/28/11</u>	
Signature			
Individual's Name (Print/Type) <u>MAJ NIU</u>			
Signature			
Individual's Name (Print/Type)			
Signature			

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1. Individuals Consulted		2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>JEAN SAPISSIE TWAGIBAYEZO</i>		<i>Parent</i>	<i>Meeting</i>	
Signature <i>Jean Sapissie Twagibayezo</i>				
Individual's Name (Print/Type)				
Signature				

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1. Individuals Consulted		2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type)	Wayne Portefield	PARENT	3/21/11 Meeting	
Signature	<i>Wayne Portefield</i>			
Individual's Name (Print/Type)				
Signature				
Individual's Name (Print/Type)				
Signature				

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**New York State Education Department  
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STEVEN BIVERA Individual's Name (Print/Type) Signature Individual's Name (Print/Type)	Mama	2/4/11	
JOSE BIVERA Individual's Name (Print/Type) Signature Individual's Name (Print/Type)	papa		
Signature Individual's Name (Print/Type)			
Signature Individual's Name (Print/Type)			

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/Summary of Documentation
Desiree Cooper Individual's Name (Print/Type)	Parent	3-24-11	Desiree Cooper
Signature: Desiree Cooper Individual's Name (Print/Type)			
Signature Individual's Name (Print/Type)			
Signature Individual's Name (Print/Type)			

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print Type) <i>PARLAHE SPA</i>	VCA	3/29/11	
Signature <i>[Signature]</i>			
Individual's Name (Print Type) <i>MIKE MURPHY</i>	VCA	3/29/11	
Signature <i>[Signature]</i>			
Individual's Name (Print Type) <i>JOSE TIJADO</i>	PARENT	3/29/11	
Signature <i>[Signature]</i>			

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1. Individuals Consulted		2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Lillian N. [Signature]	[Signature]	Grandparents	3/24/11	
Individual's Name (Print/Type) Sherry Sob	[Signature]	Parent	3/24/11	
Individual's Name (Print/Type) Stephanie Krueger	[Signature]	Parent	3/24/11	

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Individual's Name (Print/Type)				
Signature				
Individual's Name (Print/Type)	Damaris Burgos	Parent	3/24/11	Meeting
Signature	Damaris Burgos			
Individual's Name (Print/Type)	Kely Casillas	Parent	3/24/11	meeting
Signature	Kely Casillas			

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Individual's Name (Print/Type)	<i>Ken Coletta</i>	Parent	3/24/11	<i>meeting</i>
Signature	<i>[Signature]</i>			
Individual's Name (Print/Type)	<i>Step Camuletovz Camilo</i>	Parent	3/25/2011	
Signature	<i>[Signature]</i>			
Individual's Name (Print/Type)	<i>James Wenzelowski</i>	Parent	3-25-11	<i>meeting</i>
Signature	<i>[Signature]</i>			

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Copy and use additional pages as necessary

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>[Signature]</i> Signature Individual's Name (Print/Type) ROSE CICHY Signature Individual's Name (Print/Type) NICOLE ROCKE Signature ANNE ROORE	Parent           Parent           Parent	3/24/10           3/24/11           3/24/11	                                 

DRAFT 2/10/11

**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM**

LEA Name: Buffalo City School District

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
FRANCIS Catala Individual's Name (Print/Type)			
Signature			
Francis Catala Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

DRAFT 2/10/11

New York State Education Department  
 LEA School Improvement Grant Application, FY 2010  
 Under 1003 (g) of the Elementary and Secondary Education Act of 1965

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>M. J. Fyfe</i> Signature Individual's Name (Print/Type)			
Signature Individual's Name (Print/Type)			
Signature Individual's Name (Print/Type)			

DRAFT 2/10/11

**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/Summary of Documentation
Individual's Name (Print/Type) <b>KAYLE CARDUAS</b>			
Signature <i>Kayla Carduas</i>			
Individual's Name (Print/Type) <b>Patricia Pano</b>			
Signature <i>Patricia Pano</i>			
Individual's Name (Print/Type) <b>Shanelle Jella</b>			
Signature <i>Shanelle Jella</i>			

DRAFT 2/10/11

**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM**

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1. Individuals Consulted		2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>John J. Overdorf</i>	<i>John J. Overdorf</i>	Dir. of Youth Services	3/24/11	
Individual's Name (Print/Type) <i>Dawn Carpino</i>	<i>Dawn Carpino</i>	Mus. & Art. Assoc. Family & Childcare in this school	3/24/11	
Individual's Name (Print/Type) <i>Dawn Carpino</i>	<i>Dawn Carpino</i>		3/24/11	

DRAFT 2/10/11

New York State Education Department  
 LEA School Improvement Grant Application, FY 2010  
 Under 1003 (g) of the Elementary and Secondary Education Act of 1965

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Michelle Cochran Signature <i>Michelle Cochran</i>	Parent	3/24/11	Meeting
Individual's Name (Print/Type) Mabel Cochran Signature <i>Mabel Cochran</i>	Grandparent	3/24/11	Meeting
Individual's Name (Print/Type) Nicolette Reczek Signature <i>Nicolette Reczek</i>	Student	3/24/11	Meeting

DRAFT 2/10/11

New York State Education Department  
 LEA School Improvement Grant Application, FY 2010  
 Under 1003 (g) of the Elementary and Secondary Education Act of 1965

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Individual's Name (Print/Type) <i>Dea Fitzgery</i>	<i>Parent</i>	<i>3-24-11</i>	
Signature <i>Dea Fitzgery</i>			
Individual's Name (Print/Type)			
Signature			

DRAFT 2/10/11

signed 3/29/11  
Faculty - PLA  
meeting

Buffalo Public Schools  
Buffalo, New York  
**WATERFRONT ELEMENTARY SCHOOL**  
**TEAM DESIGNATIONS**  
2010-2011

\* designates Team Leader

**Early Childhood**

<b>Pre-Kindergarten</b>		<b>Kindergarten</b>	
PK-1	Joanne Coyne (112)	K-1	Barbara Moser (115) <i>Barbara Moser</i>
PK-2	Beth Colby (110) <i>Beth Colby</i>	K-2	Amy Wolfson (121) <i>Amy Wolfson CSE</i>
		K-3	Shannon Chirico (116) <i>Shannon Chirico</i>

**Primary**

<b>Grade 1</b>		<b>Grade 2</b>	
1-1	Candy Zak (142) <i>Candy Zak</i>	2-1	Donna Bennett (145) <i>Donna M. Bennett</i>
1-2	Lisa Brill (144) <i>Lisa Brill</i>	2-2	Mike Starzynski (122) <i>DK Starzynski</i>
1-3	Deanna Veltri (127) * <i>DI Deanna Veltri CSE</i>	2-3	Anne Powers (147) * <i>Anne Powers CSE</i>

**Grade 3**

3-1	Mike Teloh (130) <i>Mike Teloh</i>	<b>Grade 4</b>	
3-2	Carolyn Ohlson (129) * <i>DI Carolyn Ohlson</i>	4-1	Mary Kate Hojsan (322) <i>Mary Kate Hojsan</i>
3-3	Redahlia Elmore (131) <i>Redahlia Elmore</i>	4-2	Dawn Hill (320) * <i>Dawn Hill</i>
3-4	James Thompson (133) <i>James Thompson CSE</i>	4-3	Janell Cartonia (334) <i>DI Janell Cartonia</i>
		4-4	Joanne Rizeq (318) <i>DI Joanne Rizeq CSE</i>

**Intermediate**

<b>Grade 5</b>		<b>Grade 6</b>	
5-1	Kelly Glomb (313) Kelly Glomb DI	6-1	Chris Gelsomino (305) Chris Gelsomino
5-2	Bill Parucki (311)	6-2	Tina Anello (306) Tina Anello
5-3	Kathy Lee (336)	6-3	Chris Stephens (301)* Chris Stephens
5-4	Lisa Broniszewski (333) Lisa Broniszewski	6-4	Cynthia Gandy (302) DI
<b>SPED 6:1:1</b>		<b>SPED 6:1:1</b>	
David Imiola (132) David Imiola		Veronica Gnau (323)	

**Junior High**

<b>Grades 7/8 (Homeroom Gr.)</b>	
7-1	Sally Eggink (in 413) Sally Eggink
7-2	Brandon Sausner (409) Brandon Sausner
7-3	Jane Brooks (414) Jane Brooks
7-4	Doreen Juskiewicz (in 415) Doreen Juskiewicz
7-5	Tonya Sieracki 6:1:1 (330) Tonya Sieracki

**Other Areas**

<b>Foreign Language</b>	
Marilyn Walby (415) .6 (AM)	
<b>Science</b>	
Paul Weisenburger (415) .4 (PM)	
Jane Brooks (414)	
<b>Math</b>	
Nicole Oswald (417) .4 (PM)	Nicole Oswald
Paul Bodkin (411)	Paul Bodkin
<b>Social Studies</b>	
Michael Hudson (416/411) .4 (PM)	Michael Hudson
Brandon Sausner (409)	

ART - 10. Jurgensweitz

<b>ELA</b>			
Kara Barrett (413)	.4 (PM)	Kara Barrett	
Peter Lund (416)			
<b>Practical Arts</b>			
Quinn Wright (109)		Quinn Wright	
Alfear Turley (408)		Alfear Turley	
<b>Guidance</b>			
Amy Borowiak (206)		Amy Borowiak	
Monifah Ridgeway .5 (203)			
<b>Library Media</b>			
Peggy Mulholland		Peggy Mulholland	
<b>Special Education</b>			
Natalie LaDuca- Speech (126)		Natalie LaDuca	
Rose Pannozzo- Speech (139)		Rose Pannozzo	
Sherry Cruz- Consultant Grade 6 (312)		Sherry Cruz	
Debbie Krystofik- Consultant Grade 2,3 (128)		Debbie Krystofik	
Sally Eggink- Consultant Grade 7 (420)		Sally Eggink	
Julie Haug Consultant Grade 8 (421)		Julie Haug	
Susan Brackenridge- Consultant Grade 4 (319)		Susan Brackenridge	
Jennifer Wells - Consultant Grade 5 (317)		Jennifer Wells	
<b>Physical Education</b>			
Deb Matos		Deb Matos	
Ronald Killinger	Brian Rosintoski .33	Brian Rosintoski	B, D day

Ronald Killinger  
Kathleen Embury ITC

Karen Gallunzi - Alternative Instructor

<b>Music</b>			
Melanie Relyea (107)	Vocal	Melanie Relyea	
Karie Bugenhagen (106)	.67 Vocal (A,B,C,E)	Karie Bugenhagen	
Melissa Stewart (105)	Suzuki Strings .5	Melissa Stewart	
Tiffany Whitefield (108)	Instrumental Music	Tiffany Whitefield	
<b>Math Resource</b>			
Andrea Crapo (329)		Andrea Crapo	
<b>Reading Resource</b>			
Kelly Marsh (BRT) (146)		Kelly Marsh	
Tricia Alfes .5 (329)		Tricia Alfes	
Dana Sciolino (Coach) (134)		Dana Sciolino	
<b>ESL</b>			
Beatrijs Albarran (324)		Beatrijs Albarran	
Jean Lee (324)		Jean Lee	
Mohammed Hamouche (332)		Mohammed Hamouche	
Joan Carroll (113)		Joan Carroll	
Tonya Davis (143)		Tonya Davis	
<b>Student Support Team (SST) (303)</b>			
Kathy Roth - Psychologist		Kathy Roth	
Michael Rowe - Social Worker		Michael Rowe	
Debbie Kelly - Education Consultant		Debbie Kelly	
Patricia Barclay - clerk		Patricia Barclay	

BILINGUAL CENTER SCHOOL 33  
TUESDAY, MARCH 22, 2011  
INFORMATIONAL MEETING WITH MRS. HARRINGTON

STAFF NAME	STAFF SIGNATURE
Arce, Julio	
Atten, Jennifer	Jennifer Atten
Bedoya, Fredy	
Barnes, Lynn	Lynn Barnes
Beltran, Edith	Edith Beltran
Bejarano, Erin	Erin Bejarano
Benigno, Ellen	Ellen Benigno
Benitez, Myra	Myra Benitez
Berst, Felicia	Felicia Berst
Brach, Diane	
Bolents, Ashleigh	
Buono, Carmen	Carmen Buono
Cardona, Mary	Mary Cardona
Carlson, Dawn	Dawn Carlson
Casillas-Osario, Amy	Amy Casillas-Osario
Chariez-Rodriguez, Maria	Maria Chariez-Rodriguez
Christie, Raqayyah	Raqayyah Christie
Cicatello-Sibick, Carol	Carol Cicatello-Sibick
Cich, Rose	Rose Cich
Correa-Longo, Janet	Janet Correa-Longo
Cortes, Rocio	
Coyle, Dawn	
Cullen, Thomas	Thomas Cullen
Demerle, Kathleen	Kathleen Demerle
Donnor, Karen	Karen Donnor
Erazo, Teresa	Teresa Erazo
Espinosa-Reyes, Ana	Ana Espinosa-Reyes
Gauthier, Midiam	
Gautier, Dora	
Grover, Dawn	
Gu, Liang	Liang Gu
Guerra, Vanessa	
Heydrick, Tyner	
Hilton, Brian	
Holden, Lisa	Lisa Holden
Huber, Nicole	
Iseminger, Laura	Laura Iseminger
Johnson, Ann	Ann Johnson
Johnson, Cindy	
Judson, Christina	Christina Judson
Kazmierczak, Laura	Laura Kazmierczak
Kennedy, Brianne	
Klaiman, Randall	Randall Klaiman



***Appendix D:  
Commitment Letter  
Regarding  
Education Law 3012-c***

Memorandum of Understanding

Between

The Buffalo City School District ("District")

And

The Buffalo Teachers Federation, Inc. ("Federation")

Re: Teacher Evaluations: 3012-c

The District and the Federation agree as follows: *it still required by law per*

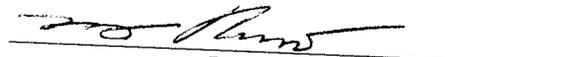
By no later than the end of the 2010-11 school year, the existing collective bargaining agreement shall be amended as necessary to require that teachers (or building principals where applicable) assigned to schools for which the District is receiving §1003(g) funds to implement a transformation model will be evaluated using a system that fully implements all of the provisions of Education Law 3012-c that will be applicable in the 2011-12 school year and thereafter, including those provisions that must be implemented in accordance with locally developed procedures negotiated pursuant to the requirements of Article 14 of the Civil Service Law.

For the District:

  
James A. Williams, Ed. D.  
Superintendent of Schools

*May 6, 2011*  
Date

For the Federation:

  
Philip Rumore  
President

*6/11/2011*  
Date

**Memorandum of Understanding**

**Between**

**The Buffalo City School District ("District")**

**And**

**The Buffalo Council of Supervisors and Administrators ("Council")**

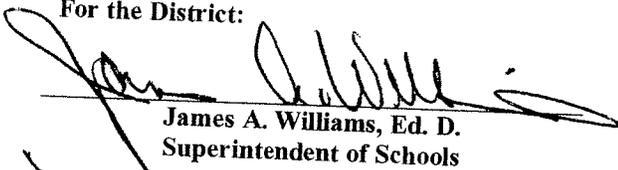
**Re: Teacher Evaluations: 3012-c**

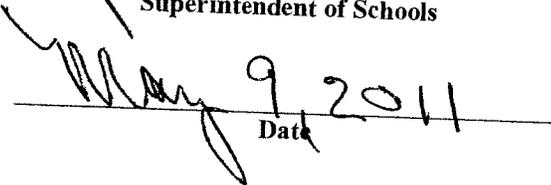
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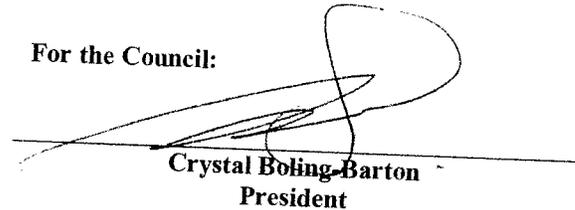
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**For the District:**

  
James A. Williams, Ed. D.  
Superintendent of Schools

  
Date

**For the Council:**

  
Crystal Boling-Barton  
President

  
Date



**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
Professional Staff	1.0 FTE Associate Superintendent for Compliance (all schools) - will oversee restart schools in the improvement process		133,000	133,000	133,000	0	1,409,087	1,451,358	1,494,898	4,754,343
Support Staff	1.0 FTE Administrative Secretary (all schools) – will provide clerical support for school improvement		41,521	42,763	44,049	0	\$38,532	39,686	40,876	247,427
	1.12 FTE Research Aide (all schools) - will assist with the collection, presentation and analysis of the data		47,810	49,245	50,722	0	0	0	0	147,777

**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
Purchased Services (Consultants)	EPO contracts		13,343,167	11,815,399	10,111,600	0	10,500	10,500	10,500	35,301,666
Supplies and Materials			0	0	0	0	125,159	126,769	128,562	380,490
Travel			0	0	0	0	0	0	0	0
Employee Benefits			97,600	99,500	101,500	0	428,778	441,640	454,889	1,623,907
Indirect			13,363	13,561	13,615	0	0	0	0	40,539
Equipment			0	0	0	0	0	0	0	0
<b>Grand Total</b>			\$13,676,461	\$12,153,468	\$10,454,486	0	\$ 2,012,056	\$ 2,069,953	\$ 2,129,725	\$42,496,149

**BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II**

Directions: For each model type (turnaround, restart, closure, or transformation), complete the following budget narrative. List all of the schools implementing the model type, and complete the chart detailing the costs. For example, if the LEA is implementing turnaround in four schools, the individual schools would be listed below, but the budget narrative would detail the total costs associated for implementing turnaround in all four schools.

**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Model: **Transformation**

List of Schools implementing model:

<b>School Name</b>	<b>NCES #:</b>	<b>Tier I</b>	<b>Tier II</b>
Riverside Institute of Technology #205	360585000375	X	
Burgard High School #301	360585000301	X	

<b>Category</b>	<b>Description of Budget Item</b>	<b>Proposed LEA allocation</b>				<b>Other Federal or State allocations, determined by the LEA</b>				<b>Total Project Allocation</b>
		<b>Pre-implementation</b>	<b>Year 1-Full Implementation</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Pre-implementation</b>	<b>Year 1-Full Implementation</b>	<b>Year 2</b>	<b>Year 3</b>	
Professional Staff	2.0 FTE Assistant Principal (SIM) (SAM) (both schools) – will complete non-instructional duties so principal can focus on instructional leadership		168,000	172,000	178,000	0	0	0	0	518,000
	1.0 Assistant Principal – Instructional (Riverside)- will focus on improving instructional work		84,000	86,000	89,000	0	0	0	0	259,000

**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	in classrooms									
	0.38 FTE Associate Superintendent–High School Turnaround Office (both schools) – will oversee high schools in the improvement process		50,540	50,540	50,540	0	0	0	0	151,620
	0.50 FTE Supervisor - Turnaround Office (both schools) - will support high schools in the improvement process		38,384	38,692	40,000	0	0	0	0	117,076
	3.0 FTE Teachers-Reduced Class Size (Burgard) – will reduce class size		195,000	199,000	203,000	0	0	0	0	597,000
	1.0 Coordinator (Burgard) – will work with the principal and		65,000	67,000	69,000	0	0	0	0	201,000

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LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-imple mentation	Year 1- Full Implemen tation	Year 2	Year 3	Pre-imple mentation	Year 1- Full Implement ation	Year 2	Year 3	
	faculty to manage the CTE program									
	0.5 FTE Data Coach (both schools) - will provide on-site support for teachers as they use data to monitor and adjust instruction		35,000	36,000	36,500	0	0	0	0	107,500
	8.0 FTE Instructional Specialist Coaches (both schools) – will work on-site coaching classroom teachers, leading Common Planning Time meetings, and providing PD		560,000	576,800	594,104	0	0	0	0	1,730,904
	0.8 FTE Instructional Technology Coaches (both schools) – will support the use of technology in the		52,000	54,000	56,000	0	0	0	0	162,000

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-imple menta tion	Year 1- Full Implemen tation	Year 2	Year 3	Pre-implem entatio n	Year 1- Full Implement ation	Year 2	Year 3	
	classroom									
	2.0 Counselor – College & Career Ready (both schools) – will assist students and parents/guardians to prepare for a successful post high school future		130,000	134,000	138,000	0	0	0	0	402,000
	2.0 FTE Attendance Teacher (both schools) – will assist school, students & parents with attendance issues		130,000	132,000	134,000	0	0	0	0	396,000
	Teacher Ancillary-summer – ELOP and SIG Forum (both schools) – will pay teachers 1/200 <sup>th</sup> of their salaries to attend the SIGForum which will consist of two full days of		310,800	310,800	310,800	0	0	0	0	932,400

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	professional development that will be the kick-off for transformation activities. Teachers will be paid 1/200 <sup>th</sup> of their salaries to instruct ELOP classes in the morning and attend PD in the afternoon. The PD will be based on the specific needs of the school.									
	Teacher Ancillary (both schools) – will pay a math support teacher to work with teachers for 5 days per school during summer ELOP		3,000	3,000	3,000	0	0	0	0	9,000
	8.0 FTE Permanent Substitute Teachers – full-time (both		166,656	166,656	166,656	0	0	0	0	499,968

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	schools) – will cover classrooms while teachers meet with coaches									
	Teacher/Student Hourly (both schools) - will pay teachers to attend PD during afterschool hours		48,335	48,335	48,335	0	0	0	0	145,005
	Curriculum Committee Member – Teacher Hourly (both schools) – will pay teachers to participate in committee and planning meetings during afterschool hours		112,729	112,729	112,729	0	0	0	0	338,187
	Curriculum Committee Member – Administrator Hourly (both schools) – will pay administrators to participate in committee and		5,808	5,808	5,808	0	0	0	0	17,424

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Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	planning meetings during afterschool hours									
	Curriculum Committee Chair – Teacher Hourly (both schools) – will pay teachers to lead committee and planning meetings during afterschool hours		1,500	1,500	1,500	0	0	0	0	4,500
	Administrator as Student – Hourly (both schools) - will pay administrators to attend PD during afterschool hours		2,306	2,306	2,306	0	0	0	0	6,918
	Teacher Ancillary Hourly – Freshmen Academy (both schools) – will pay teachers to participate in the Freshman Academy		12,807	12,807	12,807	0	0	0	0	38,421

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LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	Teacher Ancillary Hourly – will pay counselors to work during afterschool hours		9,049	9,049	9,049	0	0	0	0	27,147
	Discussion Leader Hourly – will pay teachers to present professional development		4,450	4,450	4,450	0	0	0	0	13,350
	<b><u>Other Federal or State Programs</u></b> Learning Technology Grant – (Burgard) Teacher Hourly – will pay teachers to attend PD in technology integration		0	0	0	0	2,900	0	0	2,900
	Math Science Partnership-Math Focus (both schools): .4 FTE Math Coach will provide on-site support for Algebra and Geometry teachers		0	0	0	0	21,416	0	0	21,416

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LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	Math Science Partnership-Math Focus (both schools): Curriculum Committee Member Hourly – Teacher – will pay teachers to work on math curriculum		0	0	0	0	1,123	0	0	1,123
	Math Science Partnership-Math Focus (high schools): Substitute Teachers – will pay substitutes to cover classrooms while teachers attend PD		0	0	0	0	6,048	0	0	6,048
	Math Science Partnership-Science Focus (both schools): 0.5 FTE Science Coach will provide on-site support for Biology and Earth		0	0	0	0	30,220	0	0	30,220

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	Science teachers									
	Math Science Partnership-Science Focus (both schools): Teacher Hourly – will pay teachers to attend science PD		0	0	0	0	2,091	0	0	2,091
	Math Science Partnership-Science Focus (both schools): Curriculum Committee Member Hourly – Teacher – will pay teachers to work on science curriculum		0	0	0	0	3,901	0	0	3,901
	21 <sup>st</sup> Century – Northwest Community Center (Riverside) Principal Hourly – will pay the principal to supervise the		0	0	0	0	14,524	0	0	14,524

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-imple mentation	Year 1- Full Implemen tation	Year 2	Year 3	Pre-imple mentation	Year 1- Full Implement ation	Year 2	Year 3	
	afterschool program									
	Title I		0	0	0	0	393,954	405,772	417,945	1,217,671
Support Staff	0.5 FTE Administrative Secretary (both schools) – will provide clerical support for school improvement		20,761	20,880	21,500	0	0	0	0	63,141
	0.32 FTE Research Aide (both schools) - will assist with the collection, presentation and analysis of the data		13,660	14,000	14,000	0	0	0	0	41,660
	<b><u>Other Federal or State Programs</u></b> 21 <sup>st</sup> Century – Northwest Community Center (Riverside) Engineer Overtime – will pay the engineer to work during the		0	0	0	0	4,995	0	0	4,995

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	afterschool program									
Purchased Services (Consultants)	Writing across the curriculum PD – Spris West (both schools)– will train all teachers to understand how students learn to write		20,000	20,000	5,000	0	0	0	0	45,000.00
	Site Based Management Team training – TBD (both schools) training will be selected by parents & an administrator		2,000	0	0	0	0	0	0	2,000
	Susan Ebbers (Burgard) - will train staff in vocabulary instruction		12,500	9,000	5,000	0	0	0	0	26,500
	SAT Preparation – Princeton Review (Riverside) – will provide SAT preparation for students		19,975	19,975	19,975	0	0	0	0	59,925

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	Professional development – Education Trust (both schools) – will provide professional development for counselors		10,000	8,000	0	0	0	0	0	18,000
	AP Vertical Alignment – College Board (both schools) – will provide PD in the vertical alignment of curriculum		35,590	20,000	5,000	0	0	0	0	60,590
	College and Career Ready – Medaille College (Riverside) – will manage the Entrepreneurship Project		237,000	237,000	237,000	0	0	0	0	711,000
	Jefferson County Schools (both schools) – will provide professional development in the		19,800	9,900	9,900	0	0	0	0	39,600

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		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	implementation of the SAM model									
	Agile Mind (both schools) – will provide professional development in Intensified Algebra		30,280	20,000	10,000	0	0	0	0	60,280
	National Academy Foundation (Riverside) – will provide professional development on implementing the CTE program		19,000	19,000	19,000	0	0	0	0	57,000
	Instructional Leadership PD – Research for Better Teaching (both schools) – will provide instructional leadership training to principals		80,000	60,000	0	0	0	0	0	140,000
	Pearson (both schools) – will		40,000	40,000	15,000	0	0	0	0	95,000

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	provide professional development in the implementation of Sheltered Instruction Observation Protocol (SIOP)									
	Nonemployee Expense – Parent Stipends- (both schools) will increase hours that Parent Facilitator works in the school from 16.5 hours per month to 100 hours per month. Duties will include increasing parent involvement by working with school staff and parents.		16,700	16,700	16,700	0	0	0	0	50,100
	Dues (Riverside) – will pay dues for Association for Career and		5,000	5,000	5,000	0	0	0	0	15,000

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Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	Technology Education (ACTE)									
	Employee Tuition (both schools) – will pay tuition and registration fees for teachers and administrators to attend professional learning opportunities as an incentive		57,000	57,000	57,000	0	0	0	0	171,000
	Special Events (both schools) – will pay room rental and expenses for the School Improvement Grant Forum		2,000	0	0	0	0	0	0	2,000
	<b><u>Other Federal or State Programs</u></b> Math Science Partnership-Math Focus (both schools): Tuition – will pay tuition for teachers to attend math courses at		0	0	0	0	4,000	0	0	4,000

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	Buffalo State College									
	Perkins Secondary (Riverside) – Dues – will pay dues to the National Academy Foundation		0	0	0	0	19,800	0	0	19,800
	21 <sup>st</sup> Century – Northwest Community Center (Riverside) Room Usage Fee – will pay to use classrooms and the auditorium during afterschool hours		0	0	0	0	1,495	0	0	1,495
	21 <sup>st</sup> Century – Northwest Community Center (Riverside) Custodian Contract – will pay to clean the rooms that are		0	0	0	0	3,000	0	0	3,000

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-imple mentation	Year 1- Full Implemen tation	Year 2	Year 3	Pre-imple mentation	Year 1- Full Implement ation	Year 2	Year 3	
	used during the afterschool program									
	Title I		0	0	0	0	3,000	3,000	3,000	9,000
Supplies and Materials	Student Incentives (both schools) - Instructional Supplies to provide teacher incentives		72,761	72,761	72,761	0	0	0	0	218,283
	Technology Supplies (both schools) – will purchase laptops for coaches and technology supplies for the data warehouse		23,000	0	0	0	0	0	0	23,000
	Library Materials (Burgard) – will purchase books and other library materials to update the library collection		40,000	0	0	0	0	0	0	40,000
	Instructional Supplies (Burgard) – will		10,000	10,000	10,000	0	0	0	0	30,000

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	purchase professional development materials including books for book studies									
	<b><u>Other Federal or State Programs</u></b> Math Science Partnership-Math Focus (both schools): will purchase math supplies including Anglegs, <u>Teaching Reading in the Content Area-Math</u> , TI-Nspire graphing calculators		0	0	0	0	2,652	0	0	2,652
	Math Science Partnership-Science Focus (both schools): will purchase science supplies including <u>DNA Fingerprint of Plants</u> , hydroponics		0	0	0	0	2,924	0	0	2,924

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	experiment kits, and weather meters									
	Title I		0	0	0	0	20,665	20,665	20,665	61,995
Travel	Employee Travel – PD (both schools) - To Intensified Algebra Training, Harvard Data Wise, Harvard Instructional Rounds, College Board Fall Conference, SAMS Conference, Ed Trust Conference, and USDOE School Improvement Grant Conference (Roverside) To National Academy Foundation Conference, Association of Career and Technical		59,000	52,000	46,000	0	0	0	0	157,000

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	Pre-implementation	Year 1-Full Implementation	Year 2	Year 3	
	Education National Conference, school visit to Johnson, High School, Saint Paul, MN (Burgard) To school visit to Chad High School, Philadelphia, PA, and Auto Training Includes airfare, registration, hotel, meals, taxi, etc.									
Employee Benefits			781,279	800,000	800,000	0	118,186	121,731	125,382	2,746,578
Indirect			94,900	95,138	102,967	0	0	0	0	293,005
Equipment			0	0	0	0	0	0	0	0
<b>Grand Total</b>			\$3,907,570	\$3,829,826	\$3,737,387	\$0	\$656,894	\$ 551,168	\$ 566,992	\$13,249,837

**New York State Education Department  
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**BUDGET NARRATIVE: LEA LEVEL ACTIVITIES FOR TIER I AND II SCHOOLS**

Directions: Complete the following budget narrative, describing the LEA level activities associated with implementing the models in the PLA schools the LEA has proposed to serve with SIG funds. This budget narrative should be in alignment with both the activities described on p. 12 and 16, and with those described in the model implementation plans (where applicable). Please keep in mind that SIG funds are generated by each PLA school, and while the LEA is permitted to use a portion of these funds for LEA level activities, LEAs will not receive additional SIG funds for these activities and LEAs are not permitted to use these funds to support schools beyond those they proposed to serve in this application.

Category	Description of Budget Item	Proposed LEA allocation				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
Professional Staff			0	0	0	0
Support Staff			0	0	0	0
Purchased Services (Consultants)			0	0	0	
Supplies and Materials	Software (all schools) – will purchase licenses for VersiFit data warehouse software		405,000	207,000	207,000	819,000
Travel			0	0	0	0
Employee Benefits			0	0	0	0
Indirect			10,935	5,589	5,589	22,113
Equipment			0	0	0	0
<b>Grand Total</b>			\$415,935	\$212,589	\$212,589	\$ 841,113

**New York State Education Department  
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**BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER III<sup>1</sup>**

Directions: Complete the following budget narrative. This budget narrative should be in alignment with the activities described in the application.

List of Tier III schools the LEA proposes to serve:

<b>School Name</b>	<b>NCES #:</b>
Early Childhood Center #17	360585000317
Dr. A. Pantoja Community School #18	360585000323
Frank A. Sedita Elementary #30	360585005858
Lovejoy Discovery School #43	360585000339
Community School #53	360585000346
Herman Badillo Bilingual Academy #76	360585000310
Pfc. William J. Grabiarz #79 -- <i>closing June, 2011</i>	360585003481
Erie County Health Care Center for Children #84	360585000371
West Hertel Academy #94	360585000382
Campus West #96 -- <i>closing June, 2011</i>	360585000303
Harvey Austin School #97	360585005600
Buffalo Academy for Visual and Performing Arts	360585000297

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<sup>1</sup> SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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Category	Description of Budget Item	Proposed LEA allocation			Other Federal or State allocations, determined by the LEA			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
Professional Staff	Intervention Programs for Reading and Math - Administrators, Teachers, Coaches, hourly for afterschool work, daily for summer work				1,420,103	1,462,706	1,506,587	4,389,396
Support Staff					0	0	0	0
Purchased Services (Consultant)	Contracts for Reading and Math Professional Learning Opportunities (PLO)				15,000	15,000	15,000	45,000
Supplies and Materials	Supplies for PLO				82,732	82,000	82,000	246,732
Travel					0	0	0	0
Employee Benefits					424,870	437,616	450,744	1,313,230
Indirect					0	0	0	0

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Category	Description of Budget Item	Proposed LEA allocation			Other Federal or State allocations, determined by the LEA			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
Equipment					0	0	0	0
<b>Grand Total</b>					\$1,942,705	\$1,997,322	\$2,054,331	\$5,994,358

**New York State Education Department  
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Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**BUDGET NARRATIVE: LEA LEVEL ACTIVITIES FOR TIER III SCHOOLS<sup>2</sup>**

Directions: Complete the following budget narrative, describing the LEA level activities associated with supporting Tier III schools that the LEA has proposed to serve with SIG funds. This budget narrative should be in alignment with the activities described on p. 16. LEAs are not permitted to use these funds to support schools beyond those they proposed to serve in this application.

Category	Description of Budget Item	Proposed LEA allocation				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
Professional Staff	Hourly rates for District PLOs		268,900	268,900	268,900	806,700
Support Staff			0	0	0	0
Purchased Services (Consultants)	Consultant Contracts for Professional Development Opportunities		350,000	300,000	250,000	900,000
Supplies and Materials	Supplies for Professional Development		10,000	10,000	10,000	30,000
Travel			0	0	0	
Employee Benefits			72,603	72,603	72,603	217,809
Equipment			0	0	0	0
Indirect			18,940	17,590	16,240	36,530
<b>Grand Total</b>			<b>\$ 720,443</b>	<b>\$ 669,093</b>	<b>\$ 601,503</b>	<b>\$1,991,039</b>

<sup>2</sup> SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.