Year 2

School Improvement Grant Application

Submitted by:

Buffalo City School District
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New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

School Improvement Grants
Application: Year 2 Update
Section 1003(g) of the
Elementary and Secondary Education Act

Cover Page

LEA BEDS Code

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District: **Buffalo City School District**	
Address: **408 City Hall Buffalo, New York 14202**	
Contact Person: **Debbie Buckley, Assistant Superintendent Office of Federal and State Programs**	**Telephone:** **(716) 816-3966**
Address of Contact: **408 City Hall, Buffalo, New York, 14202**	
E-mail Address: **dbuckley@buffaloschools.org**	**Fax:** **(716) 851-3554**

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. | Date: 5/9/11

Assurances

Specific to School Improvement Grant

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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.

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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;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Certification

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

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

GENERAL EDUCATION PROVISIONS ACT ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:
(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

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

(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

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

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

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

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

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

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

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

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

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

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is

complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

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

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).

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Schools To Be Served List

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SCHOOLS SERVED WITH FY 2009 SCHOOL IMPROVEMENT GRANT FUNDS						
School NCES ID#	**School Name**	**Tier I**	**Tier II**	**Identified for**	**Model Implemented**	**Current Principal's appointment date**
00305	Dr. Martin Luther King Multicultural Institute #39	X		ELA	Transformation	9/2009
00341	International School #45	X		ELA	Transformation	10/2010
00296	Bennett High School #200	X		ELA/Math	Transformation	9/2009
00378	South Park High School #206	X		ELA/Math	Transformation	9/2009

Year 2 School Improvement Grant Application

Status of Implementation Of the Teacher and Principal Evaluation System

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Status of the Implementation of the Teacher and Principal Evaluation System

Prior to approval of the 2009 SIG LEA application, LEAs were required to submit a commitment letter, signed by both the district and the local unions, agreeing that: **"By no later than the end of the 2010-11 school year, any 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 section 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."**

In addition, all LEAs are subject to the requirements of Commissioner's Regulation 100.2(o), which states that commencing with the 2011-12 school year, teachers must be evaluated onstudent growth: **"the teacher shall demonstrate a positive change in student achievement for his or her students between at least two points in time as determined by the school district or BOCES, taking into consideration the unique abilities and/or disabilities of each student, including English language learners. For purposes of this subdivision, student achievement means a student's scores on State assessments for tested grades and subjects and other measures of student learning, including student scores on pre-tests and end-of-course tests, student performance on English language proficiency assessments and other measures of student achievement determined by the school district or BOCES to be rigorous and comparable across classrooms." (CR 100.2(o)(2)(b)(vi)**

Directions: Please provide a description of the actions the LEA has taken to both fulfill the commitment required by SIG, and the requirements of Commissioner's Regulations 100.2(o).

Annual Professional Performance Review:

A new Annual Professional Performance Review (APPR), aligned with the criteria defined by the New York State Education Department, has been approved by the BTF and will be utilized for teacher evaluations commencing September 2010. The APPR (evaluation) process will foster professional growth of teachers and enhance the teaching and learning process. The administrator conducting the APPR will hold a pre-observation conference with the teacher to determine the purpose and intended outcome of the lesson. After the formal observation is conducted a post-observation conference will be held to reflect on the teaching and learning process and provide corrective feedback to the teacher that will identify methods or techniques for improvement when a teacher is rated unsatisfactory. If a teacher receives an unsatisfactory rating, the teacher and administrator will collaboratively develop a Teacher Improvement Plan (TIP) with a detailed written Action Plan. The Professional Council with the BTF will continue to meet to revise the APPR for teachers to meet all requirements of educational law, section 3012-c within all specified timeframes. The APPR for teachers currently in use is attached to this application.

Councils of BCSA and BTF responsible for the development of the APPR continued to meet during the 2010-2011 school year for the purpose of amending the current principal and teacher evaluations (APPR) to align with the new educational law, section 3012-c.

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District Support of PLA Schools Update

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District Support of PLA Schools Update

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it related to district support of PLAs. In the second column, entitled ***Summary of Year 1 Implementation***, please describe the actions taken to date for the approved activity. In the third column, entitled ***Plans for Year 2 Implementation***, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled ***Characterization of Activity Progress***, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

Brief description of each LEA-level approved '09 SIG Plan Activity (no more than one paragraph for each activity)	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Create a District Elementary and High School Transformation Office to purposefully coordinate resources in support of transforming PLA schools	In the fall 2010, BCSD created a High School Transformation Office under the leadership of the Associate Superintendent for Teaching and Learning, Secondary; the department hired a school improvement supervisor to work closely with the five PLA 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.	Monitored by the Elementary Associate Superintendent for Teaching and Learning, the new elementary department will hire a staff director and staff developer to further support the elementary schools coordinating the work of the PLA coaches, facilitating monthly meetings with the coaches, and collecting data to enable the associates to monitor implementation and the impact of the change process at each school. The director will build the capacity of the school teams to do their work, leading the PLA walkthrough team and facilitating the CEP peer review process.	○ proceeding according to approved '09 SIG plan

	The two elementary PLA schools were placed in the Superintendent's School Improvement District for additional support, and the Associate Superintendent monitored grant implementation for Teaching and Learning, Elementary. Both Associates provided essential pressures and supports to other district offices so that personnel and resources could be fundamentally shifted as part of district-wide support for the turnaround process. They also took the lead in monitoring and sustaining implementation of the Transformation model.	All PLO provided will come at the direction of the Associate(s) (based on data collected during Walkthroughs and analysis of achievement data). Likewise, the staff developer will help facilitate grade level meetings or common planning time and curriculum alignment. The school staff developer is external to the lines of supervision within the school.	
Targeted Data Plan for PLA Schools	The Offices of Shared Accountability (OSA) and Instructional Technology created a new data warehouse system including customized dashboards for making instructional decisions. Principals have been introduced to the system, and training of building administration and central office administrators in PLA schools will begin this summer. The OSA has added research aides to support teachers and principals as they learn how to effectively utilize data to inform decisions. Two data coaches – one elementary and one secondary - were hired to work with staff at each site to help bridge the gap between the theoretical applications of data to practical applications in the classroom.	The Office of Shared Accountability (OSA) and the Instructional Technology Departments will continue to use and expand the Data Warehouse system to support teachers and principals in learning how to utilize data effectively to make better instructional decisions. Data coaches will continue to offer practical insights for the use of data to improve learning, teaching and leadership. Data coaching in our PLA schools and district will continue to have collaborative, structured scheduled meetings that focus on the effectiveness of teaching and learning.	o proceeding according to approved '09 SIG plan

	The NYC Leadership Academy offered data training to principals and provided coaching. Nancy Love and consultants from Research for Better Teaching met with the PLA schools to begin the data training overview.	In the 2011-2012 school year, and moving forward, Nancy Love and consultants from Research for Better Teaching will train the school Data Team, composed of teachers across grades and subjects, in a process of collaborative inquiry to influence the culture of the school. Teams will learn to build a foundation, identify a student learning problem, verify the causes of the student learning problem, generate and monitor solutions to the problem, and achieve results. Data team members will become data literate, learning to understand and respond to data sources, including formative and summative data points. Members will learn to facilitate data driven dialogue and lead for sustainability by communicating a vision, building support, and establishing systems to sustain a culture of continuous improvement. Data team members will also learn to respond to data in a culturally proficient way. In addition, July 2011 begins the Race to the Top Network Teams whose work, in tandem with Research for Better Teaching, will empower school teams to make use of data to support the implementation of the new Common Core Learning Standards. The Network Teams, which will work directly with the school's Inquiry Team, will provide	

		an additional, specific focus on the English language learner subgroups in the school. Data Team training and Inquiry Team (membership may overlap) training will occur during grade level meetings, common planning time, coaching sessions, early release days, before and after school. 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 data work will provide a framework for disseminating information related to strategies that pinpoint the unique needs of each school and lead to improved student achievement. There will be on-site support for this data analysis in the form of coaching from the consultants, instructional coaches, data coaches, and staff from the OSA as needed. PLA research aides in the OSA will mine the data and present it in a form easily accessed by the school staff. Teacher accountability for this use of data in their classrooms comes from the collective responsibility for contributions during common planning time, and through the individual conversations following classroom walkthroughs by administrators. The administration	

		will monitor the use of data in the classrooms, both formally and informally, and teachers will be expected to make decisions based on multiple data sources including curriculum implementation, attendance, benchmark data, and academic and behavioral interventions.	
Analyze PLA school data to monitor progress and intervene regarding: • Rigorous content standards for all students • Curricular and instructional alignment • Teaching and learning supported by high-quality professional and development • Common planning time/ professional community of learners • Climate of the school • Relationship of school with families and communities • Strong student support services • District allocation of resources to PLA schools	A district repository is being created to enable direct link between student achievement data and other relevant data having an impact on student success, including teacher attendance and professional development participation. This system allows for collecting data from different systems and the creation of customized dashboards. The plan works by identifying the Key Performance Indicators (KPI) as delineated in the goals relating to supporting the unique needs of our Persistently-Lowest Performing school. Professional learning opportunities (PLO)employed are part of a strategic plan designed to create a model for improved instruction through curricular and instructional alignment. Curriculum teams meet weekly – organized by grade level - to plan instruction supported by the thoughtful use of data and guided by assigned staff developers and coaches in each of the four core areas. In addition to the multiple embedded learning opportunities being provided by side-by-side coaching and model lessons from instructional coaches at	The fundamental role of the Associates will be to increase operational supports to the PLA schools so that building administrators can sharpen their focus on teaching and learning. The Associate(s) will continue to provide essential direction and supports to all PLA schools as well as other district offices so that essential personnel and resources can be fundamentally shifted as part of district-wide support for the new turnaround process. BCSD, assisted by Network Teams, will continue the process of aligning curricula to the new NYS Common Core Learning standards; pacing guides will be developed, used and monitored. Every curricular decision will be made to meet the specific needs of all students. Parent Facilitators hours have been increased to 125/month for 2011-2012. Parental facilitators continue to increase the involvement of our	○ proceeding according to approved '09 SIG plan

	the school/grade level, purposefully selected outside consultants are providing on-site coaching and consultation with teachers on a monthly basis. Parent Facilitators hired for each PLA have been assisting in building of capacity for parental involvement in each of our PLA schools. Still based upon the Epstein model, facilitators duties included increasing parental involvement, working with school staff and parents, maintaining a 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 our parents who do not speak English. Positive Behavioral Interventions and Support (PBIS) and Safe and Civil Schools are the two social and emotional student support programs beingincorporated into all Buffalo Public Schools for elementary and secondary respectively.These programs aim to promote students' abilities in one or more areas, including recognizing and managing emotions, establishing and maintaining positive teacher/peer relationships, setting and achieving positive goals, making responsible decisions, and constructively handling interpersonal situations. To assist with this process we are using School-wide Information System (SWIS). This is a web based program which graphs office discipline referral data. This program creates instant graphs for behavioral	parents in regular, two-way, and meaningful communication which involves student academic learning and other school activities. Our parent facilitators also are encouraging more parental participation in: • Assisting their child's learning; • Being actively involved in their child's education as school; • Serving as full partners in their child's education and being included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and • Assist in the evaluation of the parent involvement programs at their school. PBIS and Safe and Civil Schools will continue to be assimilated into our schoolsnext year scaffolding on to the additional training to be provided this summer. The Associate Superintendents in charge of the Departments of Elementary and Secondary Turnaround 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 The Associates will work to triangulate the services of all PLA schools and central office	

	incidents per day- per month, time of day, specific behaviors, location and by specific student. This permits early identification of student/teacher concern permitting immediate intervention and support. The Information Technology Coach was funded through the district's O & M; JP Associates/Voyager were funded through other grants.	divisions to support improvements in teaching and learning in the PLA schools by: • identifying systemic problems of practice that impede student learning; increasing Professional Learning Opportunities • jointly developing courses of action that may help to improve student learning; support • 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, holding everyone accountable for results.	
Monitor and evaluate PLA Leadership as related to improvements in student academic achievement and other key indicators for school improvement	All PLA schools are participating in the National School Administrative Manager (SAM) Project and have hired/identified their own SAM assistant principal. With the SAM in place the principal has been more able to focus on building instructional leadership capacity, achieving students' learning goals and improving instruction. The newly developed Data Repository will Assist the PLA leadership in identifying the Key Performance Indicators (KPI) relating to supporting the unique needs of our	The Principal Coaching Program continues and will offer each principal a plethora 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 will continue to share their strong instructional expertise and current system knowledge. The coaches base the design of all	○ proceeding according to approved '09 SIG plan

	Persistently-Lowest Performing schools. Principals and probationary AP'swere assigned a district coach as well as a visit from a data coach with the NYC Leadership Academy.	leadership sessions on their field observations in order to respond effectively to the principals specific leadership needs as the issues emerge in the context(s) and programmatic cycles of the schools. The principal coaches are trained by a national trainer who will work closely with the district to ensure purposefully targeted support/direction for the principals.	
Frequent communication between the Associate Superintendent and the BTF leadership regarding teachers concerns and ideas related to the schools Transformation Plan.	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 BTF met 9 times. Regularly scheduled meetings will continue to maintain open communication. During the 2010-2011 school year, the Professional Council with the BCSA met five times. Regularly scheduled meetings will continue to maintain open lines ofcommunication.	The Professional Council will continue to meet with BTF and BCSA Leadership to review, clarify and resolve concerns/issues related to the implementation of each schools' Transformation Plan	o proceeding according to approved '09 SIG plan
Frequent communication between the Deputy Superintendent and the BTF/BCSA Professional Councils leadership regarding bargaining agreement that may need to be addressed/modified as a result of Turnaround regulations.	The Buffalo City School District has entered into good faith bargaining with the Buffalo Teachers Federation (BTF) and the Buffalo Council of Supervisors and Administrators (BCSA). Councils of BCSA and BTF are 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 District continues to work toward, and expects to reach, an agreement that will support full implementation of the selected model.	o delayed

	during the 2010-2011 school year.		
Frequent communication between the Associate Superintendent, other High School Transformation Office staff and the teachers and other support staff at each school	The Associate Superintendent for Secondary hastaken the lead role in monitoring and sustaining implementation of the transformation model at the five high schools. The two elementary schools have been placed in the SSID District for additional support and the Associate monitored grant implementation. These administrators, are working closely with the principals and assistant principals in a learning-focused relationship to review data, monitor the schools progress in meeting targeted goals, and strengthen the school administrators' skills as instructional leaders focusing on supporting effective teaching and improved student learning outcomes. School visits are conducted to review multiple data points and discuss the strengths and weaknesses in instructional practices and strategies and student performance, as evidenced by the data and the walkthroughs.	An important component of the District Plan for improving the PLA schools is reorganization of the central office structure, creating the Departments of Elementary and Secondary Turnaround, run by the Elementary and Secondary Associate Superintendents for Teaching and Learning – who will oversee the Turnaround and Transformation PLA schools and serve in an advisory capacity to the Restart Schools. The Associate(s)will continue to review student achievement data to make instructional support decisions, monitor each principal for follow-through and set explicit expectations for instructional leadership practices including methods of practice for instructional rounds in all subjects, strategic planning for school improvement and use of student performance data.	○ proceeding according to approved '09 SIG plan
Instructional focused walkthroughs will be conducted:	District Staff are conducting walkthroughs monthly and building administrators conduct walkthroughs daily. The walkthrough data is used to inform instructional and professional development and is an essential part of each teacher's on-going professional growth and documented on the APPR.	Walkthroughs will continue to ensure that the curriculum is being implemented with fidelity in each and every classroom.	○ proceeding according to approved '09 SIG plan
Extended Time for Students • Extended school day • Extended school year will	The districts extended school year adds twenty (20) ½ days of instruction during each summer in the Extended Learning		○ proceeding according to approved '09 SIG plan

add 20 days of instruction during the summer in the Extended Learning Opportunity Program (ELOP) ○ Reading, writing and math in grades PK–8 ○ Review courses for grades 7-8 ○ Review of courses for Regents exams and Credit Recovery Program for grades 9-12 ○ Freshman academy program • Extended time on task ○ 2.5 hour literacy block in grades PK – 6 ○ 90 minute math block in grades PK – 6 ○ after school tutoring and credit recovery classes for high school students	Opportunity Program (ELOP). The district was not able to offer an extended school day this year, however, is still negotiating in good faith with the BTF for 2011 -2012. Extended time on task: • literacy block PK – 3: 2.5 hours • literacy block 4 – 6: 2 hours • There was a 70 minute math block. • Reading, writing and math instruction is provided in grades PK-8. • Content area courses for grades 7-8 • ELOP is required for Tier 2 and Tier 3 with Tier 1 students strongly encouraged to attend • Credit Recovery- Nova Net and Regents Exam preparation for grades 9 – 12 are in place during the ELOP. In addition Nova Net is available to students during after school programming. • Freshman Academy A freshman house or "community" was developed and implemented this year. Dedicated teachers were assigned to students in the four core subject areas. A wrap around support team (Counselor, Psychologist, social worker, education specialist (2) & a parent facilitator) provided support to students and their families. Extended time on-task – is ongoing to ensure that students have additional instruction during the regular school day.	ELOP for Elementary takes place July 5th through August 1st. ELOP for PLA High Schools takes place July 20th through August 16th. ELOP for non-PLA schools – Regents Review takes place August 3rd through August 16th. Credit Recovery will again be offered to student during scheduled classes during the school day and available after school as well. The Freshman Academy continues to evolve during the 2011-2012 with additional direction and support available from the Data coaches.	
Class Size Reduction for PLA	Class size has been reduced to 25 or less for	Classes will remain fewer than 25 in	○ proceeding according to

classrooms	students in each elementary core area subjects. Additional teachers have been hired to maintain reduced class size.	core area subjects for 2011 – 2012. Additional teachers have been hired to maintain reduced class size.	approved '09 SIG plan
Elementary Instructional Coaches will model, observe, co-teach, and facilitate grade level meetings • Literacy Coach • Math Coach High School Instructional Special Coaches may teach up to two classes, model lessons, observe, co-teach, and facilitate common curricular planning time meetings	District administrators have been responsible for planning the professional development for coaches, coordinating with principals on duties and developing teacher leadership skills. Instructional Coaches provideinstructional guidance, modeling best practices, co-teaching and facilitating grade level meetings and common curricular planning time. At the elementary level coaches have been hired in the following areas: ITC, Literacy, Math, Data and ESL. All coaches have been trained in cognitive coaching. At the secondary level, content area coaches have been hired for social studies, science, mathematics and ELA.	Coaches will have had almost a year's worth of experience monitoring data, analyzing strengths and addressing obstacles, establishing goals with their teams, selecting instructional strategies and in determining result indicators for individual students. They will be in position to be more instructionally impactful in effecting teaching and learning.	o proceeding according to approved '09 SIG plan
Leadership Coach for Principals will be hired • PLO • Walkthroughs • Coaching • Leadership Academy Data Coach for Principals • PLO – 2 sessions • Individualized on site data PLO	Consultant contract was executed with Research for Better Teaching. Nancy Love provided training to the PLA leadership teams. All probationary assistant principals attended the mandatory Probationary Assistant Principals' Leadership Academy training once a month. The principal at #45 participated in the First Year Principals' Academy. The NYC Leadership Academy has offered data training to principals and provided on-site coaching.	Research for Better Teachingprofessional development will also provide additional support and guidance in our developing teacher evaluation system. These evaluation systems accomplish the overall improvement of instruction and the strengthening of school culture while at the same time building the skill and courage to dismiss low-performing teachers. RBT will supervise the complex process of developing the evaluation system with involvement of all stakeholder groups, and, importantly, deliver in-depth skill training and	o proceeding according to approved '09 SIG plan

		certification of evaluators on the skills of evaluation.	
Support Positions will be created: Each PLA school will be provided with a School Implementation Manager-(non-instructional AP) and substitute administrators will be utilized on full building walk-though days and principal coaching days. A research aide will be hired for collecting and presenting data. An assistant principal to oversee the newcomer program at both international campuses at school s#45 and #204.	Each PLA school has a SAM – non instructional assistant principal and additional substitute administrators who have been instrumental in full building walk throughs and principal coaching days. A research aide in currently in place and is collecting and presenting data to teachers and school administrators. An AP was hired in December. A former instructional coach, the new assistant has expertise in literacy.	This position will continue for 2011 - 2012 and permit other building administrators to focus on instruction. The research aide will continue to assist administrators gather other data beyond observational that will enable productive conversations with teachers regarding teaching and learning. AllAP's will remain at School #45: School 204 will become a Restart school with an EPO.	o proceeding according to approved '09 SIG plan
Professional Learning for teachers will be content-specific and focused on instructional needs of students • Essential elements of reading and mathematics instruction • Implementing literacy and numeracy programs with fidelity • Accessing and using student achievement data to drive instruction • Safe and Civil Schools and	Staff from the Office of Educational Services, Staff Development and Subject Area Supervisors will be responsible for logistical set up and securing presenters for delivery of PLO for all teachers. Transformation Office leadership has been working in collaboration with each school principal, and their respective staff, to provide job-embedded professional development that meets the instruction and social and emotional needs of their students.This includes securing outside consultants,who have shared their strong	The current process of guiding and advising our PLA school administrators with regard to the particularcontent that defines theirspecific professional learning development requests will continue. All PLO is planned and designed to raise the academic achievement of all our students. Erie I BOCES will support the entire process of implementing needed positive behavioral supports in	o proceeding according to approved '09 SIG plan

PBS for the emotional/social aspects	instructional expertise, when warranted. Over the summer, staff received training in vocabulary instruction as well as literacy across the curriculum. Training continued throughout the course of the year.	schools #39 and #45 – to encourage academic achievement. SIOP training will take place in June. Targeted Summer training for all PLA staff during ELOP half days.	
Leadership Development for teachers	Staff from the offices identified above will be responsible for logistical set up, delivery and securing outside consultants for developing teachers' leadership and coaching skills. Several PLA schools staff are currently participating in Teacher Leadership Quality Partnership through Niagara University – working on certification as building leaders/content specialists.	Teacher Leadership Quality Program – offered by Niagara University and available to all PLA staff.	o proceeding according to approved '09 SIG plan
Professional Development for teaching assistants focused on supporting instruction	T.A.'s are involved in school based PLO's to correctly and consistently implement the district's literacy and math programs and ensure that the highest quality instruction occurs.	Teaching assistants to participate in LETRS for paraprofessionals training in 2011 -2012 in addition to other scheduled trainings.	o proceeding according to approved '09 SIG plan
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.	Teachers are working with content specific specialists (coaches) to further refine the curriculum focus in the core areas of ELA, math, science and social studies. Teams meet weekly – are organized by grade level and across grade levels.	Staff developers will continue to meet to plan instruction to better meet student needs during 2011 -2012. As well as Network Teams and Nancy Love from research for Better Teaching.	o proceeding according to approved '09 SIG plan
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	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 data repository and associated dashboards will further enhance collection And distribution of all data points requested with a special emphasis on developing an early warning dropout intervention protocol for students – perhaps as early as PK.	o proceeding according to approved '09 SIG plan

School wide bonus incentives for improvements	Collective bargaining still developing a rubric as to what constitutes improvement. The district currently pays for tuition and registration fees for teachers to attend PLO as an incentive to attract and retain skilled staff who can meet the needs of students	Once established by BCSD, Council and BTF memorandum – each school staff will determine how to best utilize the funding to support student academic achievement. Staff tuition incentive remains for 2011-2012.	o proceeding according to approved '09 SIG plan
Parent involvement will be strengthened by allocation of more time and training for the parent liaison position at each school.	Staff is developing and will deliver school specific training for the parent facilitators. Monthly meeting have been held to monitor data related to parent involvement and web site usage.	The hours for each parent liaison/facilitator at each PLA have been increased due to their increased role and to provide opportunity and time for their participation in PLO.	o proceeding according to approved '09 SIG plan
Site Based Management Teams will receive training and increase the number of times they meet with a focus on instructional issues.	The selected training(s) provided thus far for parents and staff has been to help them more fully understand the purpose, duties and responsibilities of the SBMT and its important connection to the work of school reform. Parents have also been strongly encouraged to enroll in the Buffalo Public School Howard Lewis Parent University, which offers a variety of courses designed to build the knowledge, skills, and resources of parents to advocate for their children's education, to increase student achievement and to build parent efficacy.	Parents have requested additional training for the Site Based Management Teams (SBMT). A committee of school staff, parents, an administrator from the Office of Family, School and Community Relations and the Associate Superintendent will select the provider for this training for the 2011 – 2012 school year.	o proceeding according to approved '09 SIG plan

New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

School Goals Update

Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematicsand/or annual goals the LEA established for graduation rate in Tier III schools that receive school improvement funds.

Annual Goals Tier III Schools

School	09-10 All Students ELA PI	Target ELA PI	09-10 All Students Math PI	Target Math PI
6	122	***130***	130	***137***
17	127	***135***	161	***165***
18	134	***141***	160	***164***
30	138	***145***	156	***161***
33	130	***137***	137	***144***
37	122	***130***	139	***146***
43	144	***150***	164	***168***
59	134	***141***	136	***143***
76	124	***132***	151	***156***
79	147	***153***	161	***165***
94	132	***139***	165	***169***
95	135	***142***	135	***142***
96	145	***151***	147	***153***
97	140	***146***	174	***177***

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. The District level team will meet for this purpose on a bi-monthly basis, school level data meetings will be held monthly, and grade level meetings will be held weekly.

New York State Education Department
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Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION and COLLABORATION

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2010 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. 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.Also complete the Consultation/Collaboration Form on page 14.

CONSULTATION and COLLABORATION

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2010 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. 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. Also complete the Consultation/Collaboration Form on page 14.

The purpose of school-based planning and shared decision making at Martin Luther King, Jr. Elementary School is ultimately to improve the educational performance of all students in the school regardless of such factors as socioeconomic status, race, sex, language background, or disability. This is our first year working with the School Improvement Grant but not our first year trying to collaborate with our most important stakeholders – parents, community and teachers. After many years of intense effort to increase MLK parent involvement, the results are beginning to appear more encouraging. MLK administration and staff work under the premise that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more – increasing their opportunity for success.

As such, during the 2010-2011 school year MLK partnered with the following community groups:

- Western New York United-Prevention specialists provide students in grades 5-8 training in conflict resolution, drug awareness, and team building. Also through WNY United, a group of junior high students participate in Leaders in Training-The LIT program is designed to develop the leadership skills necessary to move from adolescence to adulthood. The combination of in-class workshops and physical activities build physical, social, cognitive, vocational, and moral competencies.
- Buffalo Hearing and Speech-Twice a week for two hours, thirty-three 1st and 2nd grade students who are at risk for literacy difficulties due to poor auditory processing skills, delayed phonological skills and/or poor expressive and receptive language skills participate in an intensive intervention entitled Language to Literacy Program. The philosophy of the program is to "go back to the basics" of several areas, which compose "language literacy" in order to have age appropriate reading skills and be successful in the classroom. Quarterly progress reports and trainings are also provides to the first and second grade teachers.
- Dupont Mentors-Every Thursday from 3:30-5:30 p.m., eight associates of Dupont Corporation serve as mentors to ten 5th grade students. In an effort to provide social-emotional and academic support, they participate in book circles as well as project-based and enrichment activities. Although the positive impacts this year have been purely qualitative; next year, the Dupont mentors will "adopt" an entire 6th grade class with hopes of tracking qualitative as well as quantitative progress.
- Roswell Park-Still in the developmental stages, what started out as a panel discussion of African-American professionals from the medical field is now evolving into a school-community collaboration that will give MLK students opportunities to strengthen and "give back" to their communities.
- SPCA (Teaching Love and Compassion Program)-Every quarter, a selected group of junior high students participate in a six-week program entitled Teaching Love and Compassion. The TLC program utilizes the powerful natural affinity towards animals that most children experience as the basis for encouraging compassion, empathy, care, respect, and responsibility towards all life-both human and animal and the environment that supports life. The program culminates with a school-based graduation and certificate ceremony.

The LEA consulted with the principals and teachers at each participating school. The LEA also consulted with the Buffalo Teachers Federation and the Buffalo Council of Supervisors and Administrators (see District narrative). Parent consultation

meetings were held for each school. These meetings were attended by parents from the District Parent Coordinating Council and parents from the PTO/PTAs at each of the two participating elementary schools.

We see a gradual change in school climate as the administrative staff, teachers and parents work to develop a shared vision of what we would like to see MLK become. A priority for parents is the development of an infrastructure for student achievement and success. Their ideas were to:

- implement a school-wide bullying program (Rachel's Challenge)
- create a student council with representatives of students from grades 3-8
- continue to offer health-related services through the school's fulltime Kaleida office
- provide after-hours comprehensive wrap around services to students as well as their family members
- create a welcoming parent room equipped with computers and a lending library for parents

Year 2 School Improvement Grant Application

School Model Implementation Update

Transformation Model

Year 2 School Improvement Grant Application

Martin Luther King Multicultural Institute # 39

New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

School Model Implementation Update
Transformation Model

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: **Dr. Martin Luther King, Jr. Multicultural Institute #39**
Grades Served: PK through Grade 8

NCES#: 00305
Number of students: 729

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled ***Summary of Year 1 Implementation***, please describe the actions taken to date for the approved activity. In the third column, entitled ***Plans for Year 2 Implementation***, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled ***Characterization of Activity Progress***, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

New York State Education Department
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Under 1003 (g) of the Elementary and Secondary Education Act of 1965

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the L discontinued.

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Replace the principal who led the school prior to commencement of the transformation model	The principal at MLK was assigned September 2009 and will remain at the school. She has been an administrator since 1999 and in 2010 received the 2010 Administrator of the Year from the Direct Instruction consultants from JP associates. This award honored her work in strengthening the instructional practice of teachers during her first year at MLK.	BCSD remains confident that this principal has demonstrated the skills and commitment necessary to improve student achievement at MLK.	o proceeding according to approved '09 SIG plan
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 principal involvement;	A new Annual Professional Performance Review (APPR), aligned with the criteria defined by the New York State Education Department, has been approved by the BTF and will be utilized for teacher evaluations commencing September 2010. The APPR (evaluation) process will foster professional growth of teachers and enhance the teaching and learning process. The administrator conducting the APPR will hold a pre-observation conference with the teacher to determine the purpose and intended outcome of the lesson. After the formal observation is conducted a post-observation conference will be held to reflect on the teaching and learning process and provide corrective feedback to the teacher that will	The Professional Councils, composed of district leadership and BCSA and BTF representation the parties responsible for the development of the APPR,continue to amend the current principal and teacher evaluations (APPR) to align with the new educational law, section 3012-c.	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	identify methods or techniques for improvement when a teacher is rated unsatisfactory. If a teacher receives an unsatisfactory rating, the teacher and administrator will collaboratively develop a Teacher Improvement Plan (TIP) with a detailed written Action Plan. The Professional Council with the BTF will continue to meet to revise the APPR for teachers to meet all requirements of educational law, section 3012-c within all specified timeframes.		
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.	During the 2010 -2011 Year 1 implementation the Buffalo City School continues to participate in good faith discussions with the BTF and BCSA to fully support this model. The APPR (evaluation will foster professional growth of teachers and enhance the learning process. However goals and measures of the APPR Teacher Improvement Plan (TIP) will be used to provide targeted training or assistance for an employee receiving an unsatisfactory evaluation. The district will follow established procedures with the BTF contract to remove teachers who have been provided ample opportunities to improve their professional practice	An MOU between the Buffalo Teachers Federation (BTF) bargaining unit and the district which will establish the multiple measures of student performance that will be used for incentives – and the related process for implementing those incentives continues to be developed to be in complete compliance with the new educational law, section 3012-c. Performance based incentives will be school-wide and based upon the collective performance of all staff members in the school. All teacher and staff will have a voice in this decision.	○ proceeding according to approved '09 SIG plan

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	and have not done so.		
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;	Professional development for MLK teachers has been program specific – focused on the instructional needs of their students. The MLK administrators surveyed staff regarding their needs and used that information, as well as student data and their own observations, to develop appropriate PLOs. This approach supports the specific instructional needs of MLK and allows more opportunities for collaboration. The result has been that expectations for students and staff have risen. The school has offered countless professional development opportunities, both during and outside of school time, in literacy, mathematics, classroom management, technology integration, vocabulary instruction, learning centers, PBIS; all of these sessions addressed teacher and student needs based on data. Though staff is not required by contract to attend PLO activities held after school and on Saturday, a pay incentive is in place and attendance has been strong. School leaders also hold every teacher accountable for content and implementation of the PLO instructional strategies whether they attend or not. PLO opportunities for this year have	It is the expressed intent of MLK to continue with PLO focused on the instructional needs (as demonstrated by summative and formative data) of our students to ensure that every classroom has an effective teacher. Mandatory PLO continues to take place on Early Release Days and Superintendent Conference Days. After school and Saturday PLO are still optional but strongly encouraged by building administration and central office administrators. Five days of PLO will again be offered during summer with those attending compensated at 1/200th of their annual salary. Summer PLO for administrators is not optional. Professional Learning Opportunities will be more focused for the 2011-2012 school year, building upon the learning's of the previous year. As student data becomes available, additional PD may be scheduled to meet instructional needs indicated by the review of student performance data. Both parent and staff groups requested PLO regarding bullying, so this will be addressed during the new school year,	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	included • Early Math Professional Development (Doug Clements - SUNY) • Implementing literacy and numeracy programs (Cambium/Voyager, Sopris West, *LANGUAGE!*,*Reading Mastery* and *Corrective Reading*, Connected Mathematics – is that the right name?) • Site Based Management Training • Writing PD (Cambium Learning) • Vocabulary PD (Susan Ebbers) • Instructional Leadership PD (Research for Better Teaching, NYC Leadership Academy, BCSD Leadership Academies) Instructional coaches in Math, Literacy, Data and instructional technology have likewise been able to provide effective subject-specific pedagogy and to support the infusion of literacy across the curriculum.		
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	The district paid for tuition and registration fees for teachers and administrators to attend numerous professional growth opportunities as an incentive to retain skilled staff members but more so to better prepare teachers and administrators in the core	Teacher Leader participation and other PLO activities will continue at MLK for 2011-2012. The teachers who become part of the TLQP partnership project may take up to 18 hours (classes offered at BPDTC) of coursework that will prepare them to	○ proceeding according to approved '09 SIG plan

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
transformation school. 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	academic subjects as defined in the No Child Left Behind Act of 2001. MLK staff participated in the Niagara University Teacher Leader Quality Partnership (TLQP). This project prepares teachers/administrators for their teaching roles, designing and researching career pathways that lead to enhancement of knowledge and skills. Certification is available with the purpose of improving teaching and learning at MLK. Non-credit bearing courses must include classroom-embedded professional development and mentoring with strong academic and pedagogical components. All PLO activity is directed by the administrative team at MLK.	become building leaders (content specialists) in such areas as educational leadership, educational policies and practices, effects of dynamic change, application of teacher leadership knowledge and skills to real content , examination of current research and leadership literature regarding Instructional coaching; intended to improve teaching performance and student achievement. Every PLO activity will continue to be supported by student/staff need based upon student data and coordinated by MLK administrative staff.	
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	During the first year MKL has developed and implemented a strategic plan to make data assessable as administrative staff received training and data coach became available for direction and consultation. The Office of Shared Accountability will continue to support and direct MLK to identify data goals and approaches for achieving these goals. Teacher training will be conducted for the Data Warehouse and the new	Training will again be based upon MLK staff requests as well as data from observations and student performance. Data analysis training is on-going with Nancy Love (Research for Better Teaching), data coaches and Race to the Top Network Teams. MLK will create formative assessments to measure the progress of seventh and eighth graders in the core subject areas.	o proceeding according to approved '09 SIG plan

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	student information system as necessary. Data to inform instructional programming is available from a number of reliable sources including mClassmath, DIBELS, state assessments, student work and classroom observations. The School-Wide Information System will be used for PBIS Nancy Love from the Research for Better Teaching Group offered initial training for leadership teams.		
Establish schedules and strategies that provide increased learning time	MLK will offer students an extended school year this summer (20 half days). To facilitate better interschool communication – curriculum teams now meet weekly to plan instruction organized by and across grade level. Staff coaches in the four core areas work with teachers during these grade level meetings.	The school year will be extended by an additional 20 days in the summer. This Extended Learning Opportunity (ELOP) program will use research based programs and strategies. In addition the school will investigate opportunities for an enrichment program for students. The district will continue to pursue an MOU with the BTF to allow for an extended day.	o proceeding according to approved '09 SIG plan
Provide ongoing mechanisms for family and community engagement	MLK hired a parent facilitator (100) hours to work with parents and staff. Based upon the Epstein framework this facilitator has been working to increase parental involvement by working with parents and staff,	In 2011 -2012 the patent facilitator's hour will be increased to 125 hours each month with the goal of increasing parental involvement - especially on the SBMT.	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	maintaining a website to keep parents informed of MLK school events and monitoring/reporting on the effectiveness of the school's family involvement program. MLK activities designed to encourage parent participation: Monthly parent newsletters, periodic auto-call updates, monthly Parent Teacher Organization meetings, Read Across the World Night, Math Carnival, Parent Teacher Conference, Student Talent Show, African American History Program, Community Action Organization Health Fair, quarterly School Improvement Grant consultation meetings, monthly School Based Management Team meetings, Dupont Mentoring Program, etc.	Based on a request from parents/community members, the district will purchase 5 computers, a TV and DVD player for the parent room in the school. Likewise, the school will offer fieldtrips to local colleges and training for parents regarding high school applications and graduation requirements.	
Give the school sufficient operational, be closely monitored 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	The principal and assistant principals were able to interview and select the staff added as part of the School Improvement Grant (SIG). The principal was consulted regarding use of SIG funds throughout the year and for year two of the SIG.	Hiring and budgeting processes will continue. At the request of the principal, and additional assistant principal will be hired; the new AP will be funded through sources other than the SIG.	o proceeding according to approved '09 SIG plan
Ensure that the school receives ongoing, intensive technical assistance	The two elementary PLA schools were placed in the Superintendent's School	The district has established and is continuing to strengthen the current	o proceeding according to approved '09 SIG plan

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Improvement District for additional support, and were monitored grant implementation by the Associate Superintendent for Teaching and Learning, Elementary. District support has been consistent and targeted, with the Associate Superintendent for Teaching and Learning, Elementary, and the central office curriculum administrators on site frequently (see attached log). The principal and probationary assistant principal have been assigned district coaches.	transformational model. Under the direction of the Associate Superintendent for Elementary Education MLK will continue to be closely monitored and supported throughout the entire transformation process. This learning-focused relationship will continue to review data, monitor MLK's progress in meeting targeted goals and fortify the administrators skills as instructional leaders - attentive to supporting effective teaching and improved student learning outcomes.	
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	External/community partners include the 21st Century partnership which provides after school academics and enrichment and Erie I BOCES who is supporting the Positive Behavioral Interventions and Support social-emotional program currently being employed at MLK	Continuation of both 21st Century and PBIS for 2011-2012	○ proceeding according to approved '09 SIG plan

Year 2 School Improvement Grant Application

International School # 45

New York State Education Department
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Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: **International School #45** CES#: 00305
Grades Served: PK through Grade 8 (converting to PK -6 configuration) Number of students: 861

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled ***Summary of Year 1 Implementation***, please describe the actions taken to date for the approved activity. In the third column, entitled ***Plans for Year 2 Implementation***, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled ***Characterization of Activity Progress***, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

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This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the L discontinued.

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Replace the principal who led the school prior to commencement of the transformation model	The principal at the International School was assigned in November of 2010 and will remain at the school. She has been an administrator since 2007 and is certified in Elementary Education and is also a Nationally Board Certified Teacher.	BCSD remains more than confident that this principal has demonstrated the skills and commitment necessary to improve student achievement at the International School. Moreover, her own experiences as an English language learner inform her own work and allow her to empathize with the struggles of non-native speakers as they learn a second language.	o proceeding according to approved '09 SIG plan
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 principal involvement;	A new Annual Professional Performance Review (APPR), aligned with the criteria defined by the New York State Education Department, has been approved by the BTF and will be utilized for teacher evaluations commencing September 2010. The APPR (evaluation) process will foster professional growth of teachers and enhance the teaching and learning process. The administrator conducting the APPR will hold a pre-observation conference with the teacher to determine the purpose and intended outcome of the lesson. After the formal observation is conducted a post-observation conference will be held to reflect on the teaching and learning process and provide corrective feedback to the teacher that will	The Professional Councils, composed of district leadership and BCSA and BTF representation the parties responsible for the development of the APPR -continue to amend the current principal and teacher evaluations (APPR) to align with the new educational law, section 3012-c.	o proceeding according to approved '09 SIG plan

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	identify methods or techniques for improvement when a teacher is rated unsatisfactory. If a teacher receives an unsatisfactory rating, the teacher and administrator will collaboratively develop a Teacher Improvement Plan (TIP) with a detailed written Action Plan. The Professional Council with the BTF will continue to meet to revise the APPR for teachers to meet all requirements of educational law, section 3012-c within all specified timeframes.		
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.	During the 2010 -2011 Year 1 implementation the Buffalo City School Districtcontinues to participate in good faith discussions with the BTF and BCSA to fully support this model. The APPR (evaluation will foster professional growth of teachers and enhance the learning process. However goals and measures of the APPR Teacher Improvement Plan (TIP) will be used to provide targeted training or assistance for an employee receiving an unsatisfactory evaluation. The district will follow established procedures with the BTF contract to remove teachers who have been provided ample opportunities to improve their professional practice and have not done so.	The Buffalo Teachers Federation (BTF) bargaining unit and the District will pursue an MOU to establishthe multiple measures of student performance that will be used for incentives – and the related process for implementing those incentives. Performance based incentives will be school-wide and based upon the collective performance of all staff members in the school. All teacher and staff will have a voice in this decision.	○ proceeding according to approved '09 SIG plan
Provide staff ongoing, high-quality,	Professional development for The	It is the expressed intent of The	○ proceeding according to

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
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;	International school teachers has been program specific – focused specifically on the instructional needs of their respective student Job embedded professional learning is occurs during grade level meetings where teachers look at their student data to plan for individual student needs. ELA staff developers work with teachers during the day for a longer period of time providing training on how to differentiate instruction. Lesson plans are reviewed for evidence of differentiation. A writing program is being implemented called Writing Across the Curriculum in grades K-8. The district has revised the pacing plans to reflect when this program should be used. PLO opportunities for this year have included • Early Math Professional Development (Doug Clements - SUNY) • Implementing literacy and numeracy programs (Cambium/Voyager, Sopris West, LANGUAGE!, Reading Mastery and Corrective Reading, Connected Mathematics • Site Based Management	International School to continue with PLO focused on the instructional needs (as demonstrated by summative and formative data) of our students to ensure that every classroom has an effective teacher. Mandatory PLO continues to take place on Early Release Days and Superintendent Conference Days. After school and Saturday PLO are still optional but strongly encouraged by building administration and central office administrators. Five days of PLO will again be offered during summer with those attending compensated at 1/200th of their annual salary. Summer PLO for administrators is not optional. Professional Learning Opportunities will be more focused for the 2011-2012 school year, building upon the learning's of the previous year. As student data becomes available, additional PD may be scheduled to meet instructional needs indicated by the review of student performance data. • Writing training will continue • PLO with Doug Clements/UB will continue • LETRS will continue • the ESL and literacy coaches will be certified as SIOP trainers in order to build	approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	Training • Writing PD (Cambium Learning) • Instructional Leadership PD (Research for Better Teaching, NYC Leadership Academy, BCSD Leadership Academies) Instructional coaches in Math, Literacy, Data and instructional technology have likewise been able to provide effective subject-specific pedagogy and to support the infusion of literacy across the curriculum.	capacity. • Technology instruction will continue Both parent and staff groups requested PLO regarding bullying, so this will be addressed during the new school year. As PBIS implementation continues planning time and training will be provided by Erie I BOCES to support the initiative. While the plan to add a newcomer class at each grade level remains the goal, BCSD proposes making a small adjustment to the original plan: The International School will maintain one cohort of native English speaking students at each grade level. Increasing the exposure to native English speakers will help to enhance the students' basic interpersonal communication skills (BICS), or the context-embedded, everyday language spoken by conversational partners. Addition of this cohort will also help all School 45's students to maintain a global world view.	

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
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. 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	The district paid for tuition and registration fees for teachers and administrators to attend numerous professional growth opportunities as an incentive to retain skilled staff members but more so to better prepare teachers and administrators in the core academic subjects as defined in the No Child Left Behind Act of 2001. Several members of the International School staff participated in the Niagara University Teacher Leader Quality Partnership (TLQP). This projectprepares teachers and administrators for their teaching roles, designing and researching career pathways that lead to enhancement of knowledge and skills. Certification is available with the purpose of improving teaching and learning at The International School.	Teacher Leader participation and other PLO activities will continue at The International School for 2011-2012. The teachers who become part of the TLQP partnership project may take up to 18 hours (classes offered at BPDTC) of coursework that will prepare them to become building leaders (content specialists) in such areas as educational leadership, educational policies and practices, effects of dynamic change, application of teacher leadership knowledge and skills to real content , examination of current research and leadership literature regarding Instructional coaching; intended to improve teaching performance and student achievement. In addition staff was surveyed as to their interest in becoming certified in ESL. BCSD will work with a local university to offer courses to interested teachers. All PLO activity is to be supported by student/staff need based upon student data and coordinated by The International School's administrative staff.	o proceeding according to approved '09 SIG plan
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to	During the first year The International School has developed and implemented a strategic plan to promote both the understanding and	Training will again be based upon The International Schools staff requests as well as data from observations and student performance.	o proceeding according to approved '09 SIG plan

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
meet the academic needs of individual students.	use of data: 1. A data coach was hired to assist with coaching teachers to analyze data to inform instructional decisions. Weekly grade level meetings are used to analyze data and plan focused interventions.Coaches meet weekly with the leadership team to look at data and plan weekly grade level meetings. Curriculum teams meet to examine data and plan instruction to ensure universal access to the curriculum for all students. 2. A new school counselor has taken over the responsibilities of tracking student attendance and providing interventions when necessary. The SWIS data collection system has been implemented to track student behaviors. 3. With the help of the Office of Shared Accountability the school created profile sheets detailing pertinent demographic and testing data for each student. Nancy Love from the Research for Better Teaching Group offered initial training for leadership teams.	The Office of Shared Accountability will continue to support and direct The International School Staff to identify data goals and approaches for achieving these goals. Teacher training will be conducted forthe Data Warehouse and the new student information system as necessary. Data analysis training is on-going with Nancy Love (Research for Better Teaching), data coaches and Race to the Top Network Teams. The International School will create formative assessments to measure the progress of seventh and eighth graders in the core subject areas.	
Establish schedules and strategies that provide increased learning time	The International School will offer students an extended school year this summer (20 half days).	The school year will be extended by an additional 20, half days in the summer. This Extended Learning Opportunity (ELOP) program will use	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	The goal of extended time for The International School students – extended school day is currently being developed through an MOU with the district and its collective bargaining units. All schools will have an extended day upon agreement with all parties. To facilitate better interschool communication – curriculum teams now meet weekly to plan instruction organized by and across grade level. Staff coaches in the four core areas work with teachers during these grade level meetings.	research based programs and strategies. In addition the school will investigate opportunities for an enrichment program for students. The district will continue to pursue an MOU with the BTF to allow for an extended day.	
Provide ongoing mechanisms for family and community engagement	At The International School we have four parent facilitators, three of whom who speak Burmese, Karen, Arabic and/or Somali. They have been instrumental in improving our communication with our ELL parents and in translating important documents. Furthermore, we have established a Translation Team consisting of parents, faculty, and staff. This team has helped build our parents' understanding of our school's PLA status and steps that we are taking to remedy it. Parents receive a monthly newsletter from our teachers and a quarterly newsletter from our principal. We have updated our school's website to include a multilingual tool for translation. We have also posted our principal's and	In 2011 -2012 the patent facilitator's hour will be increased to 120 hours each month with the goal of increasing parental involvement. The newly operational SBMT has developed plans to address issues and meets monthly with the principal, teachers, parents and students. Likewise, the school plans to offer fieldtrips to local colleges and training for parents regarding high school ahead applications and graduation requirements.	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	teachers' newsletters to the website. The website provides our families and community with up-to-date information regarding school and district events. Our school utilizes district resources, for example, Connect Ed to make school wide home calls in the Top 5 languages and Language Line and other translation services. The PTO was reorganized and an election for officers was held.		
Give the school sufficient operational, be closely monitored 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	The principal and assistant principals were able to interview and select the staff added as part of the School Improvement Grant (SIG). The principal was consulted regarding use of SIG funds throughout the year and for year two of the SIG.	Hiring and budgeting processes will continue with the principal and her assistants participating fully.	o proceeding according to approved '09 SIG plan
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)	The two elementary PLA schools were placed in the Superintendent's School Improvement District for additional support, and the Associate Superintendent monitored grant implementation for Teaching and	The district has established and is continuing to strengthen the current transformational model. Under the direction of the Associate Superintendent for Elementary Education The International	o proceeding according to approved '09 SIG plan

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	Learning, Elementary. District support has been consistent and targeted, with the Associate Superintendent for Teaching and Learning, Elementary, and the central office curriculum administrators on site frequently. The principal and probationary assistant principal have been assigned district coaches.	Schoolwill continue to be closely monitored and supported throughout the entire transformation process. This learning-focused relationship will continue to review data, monitor The International School's progress in meeting targeted goals and fortify the administrators' skills as instructional leaders - attentive to supporting effective teaching and improved student learning outcomes.	
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	N/A		o proceeding according to approved '09 SIG plan

Year 2 School Improvement Grant Application

Bennett High School # 200

New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

School Model Implementation Update
Transformation Model

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Bennett High School
Grades Served: 9-12

NCES#: 00296
Number of students:820

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled ***Summary of Year 1 Implementation***, please describe the actions taken to date for the approved activity. In the third column, entitled ***Plans for Year 2 Implementation***, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled ***Characterization of Activity Progress***, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

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This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or disco has been delayed or discontinued.

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Replace the principal who led the school prior to commencement of the transformation model	The principal at Bennett was assigned September 2009 and will remain at the school .He has been an administrator since 1999. Prior to Dr. Mauricio's appointment at Bennett, he was Principal of Lorraine Elementary and Director of Special Education.	The district remains confident that this principal has demonstrated the skills and commitment necessary to improve student achievement at Bennett High School.	o proceeding according to approved '09 SIG plan
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 principal involvement;	A new Annual Professional Performance Review (APPR), aligned with the criteria defined by the New York State Education Department, has been approved by the BTF and will be utilized for teacher evaluations commencing September 2010. Teachers performance will be rated with respect to NYS Education Department's eight criteria of teaching – content, knowledge, preparation, instructional delivery, classroom management, knowledge of student development, collaborative relationships and reflect and responsive practice) based upon evidence of observations, optional self-review, teacher portfolio, self-directed growth plan and/or evidence submitted by the teacher and the TIP – if one is required The administrator conducting the APPR will hold a preconference with the teacher to	The Councils of BCSA and BTF, the parties responsible for the development of the APPR, continue to meet for the purpose of amending the current principal and teacher evaluations (APPR) to align with the new educational law, section 3012-c.	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	determine what students will be learning. After the formal observation a post conference will be held to provide corrective feedback to the teacher and will identify methods or techniques for improvement when a teacher is rated unsatisfactory. If a teacher has received an unsatisfactory rating, the teacher and administrator will collaboratively develop a Teacher Improvement Plan (TIP) with a detailed written Action Plan. The new APPR is attached to this application..		
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.	During the 2010 -2011 Year 1 implementation the Buffalo City School District continues to participate in good faith discussions with the BTF and Buffalo Council of Supervisors to fully support this model. The APPR (evaluation) process will foster professional growth of teachers and enhance the teaching and learning process. However the goals and measures of the APPR Teacher Improvement Plan (TIP will be used to provide targeted training or assistance for an employee receiving an unsatisfactory evaluation. The district will follow established procedures with the BTF contract o remove teachers who have been provide ample opportunities to improve their	An MOU between the Buffalo Teachers Federation (BTF) bargaining unit and the district which will establish the multiple measures of student performance that will be used for incentives – and the related process for implementing those incentives continues to be developed to be in complete compliance with the new educational law, section 3012-c. Performance based incentives will be school-wide and based upon the collective performance of all staff members in the school. All teacher and staff will have a voice in this decision.	o proceeding according to approved '09 SIG plan

New York State Education Department
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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	professional practice but have not done so.		
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;	Professional development for Bennett teachers has been program specific – focused on the instructional needs of their students. The Bennett administrators surveyed staff to develop appropriate PLOs, soliciting feedback and their recommendations were respectfully supported. This approach supportsthe specific instructional needs of Bennett rather than being implemented by the district. This way the Bennett professional development programming can alsoprovide more opportunities for collaboration. The result has been that expectations for students and staff have risen. There were a number of professional development opportunities, after school and during the 2010 Summer recess in literacy in the content areas, technology, vocabulary instruction, teacher leadership and counseling; all of these sessions addressed teacher and student needs based on data. Instructional Coaches in Math, ELA, Science, Social Studies, Data and ITC have been put in place to facilitate effective subject-specific pedagogy. In an effort to build upon our leadership and instructional capacities, Bennett staff have engaged in the following	It is the expressed intent of Bennett to continue with PLO focused on the instructional needs (as demonstrated by summative and formative data) of our students to ensure that every classroom has an effective teacher. Mandatory PLO continues to take place on Early Release Days and Superintendent Conference Days. After school and Saturday PLO are still optional but strongly encouraged by building administration and central office administrators. Five days of PLO are to again be offered during summer with those attending compensated at 1/200th of their annual salary. Summer PLO for administrators is not optional. Professional Learning Opportunities will be more focused and expand for the 2011-2012 school year as instructional needs indicated by the review of student performance data becomes available. • Bennett will focus on non-fiction writing in all classrooms. • Vertical planning during common planning time (CCPT) via College Board training in Summer 2011.	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	PLOs: • Teachers- Literacy in the Content Areas (Summer 2010) • Teachers- Vertical Planning – College Board (Summer 2011) • Teachers of Algebra, Geometry, Living Environment and Earth Science are participating in the Math Science Partnership grant • Teacher Leader Certificate offered at Niagara University School Counselors- The Education Trust (Ed Trust) *Transforming Counseling Program* • Assistant Principal/Math Coach- AttendendNational Council Supervisors of Mathematics Leadership Academy (Fall, 2010) • Assistant Principals – Attended 10 sessions of the Leadership Academy (2010) • Principal and Asst. Principal attended Doug Reeves 90/90/90 conference (April 2010) • Principal, Asst. principals & Coaches will attend Data Teams PLO -Research for Better Teaching (April to June 2010-6 days) Instructional Coaches- Attended Cognitive Coaching PLOs/meetings (Winter/Spring 2011- Weekly) Bennett has three assistant principals assigned to each main core subject	• Teachers will participate in the Skillful Teachers Series via Research for Better Teaching • Instructional Staff Coaches will continue to attend Cognitive Coaching training. • Administrators will participate in the Skillful Leader series via Research for Better Teaching • Asst. Principals will attend 10 sessions of District sponsored leadership academy. • Principal, Asst. Principal and coaches will continue Data Team training via Research for Better Teaching. • Implement backwards planning into instruction and collaboratively plan lessons.	

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	area toassessing instructional practices, identifying needs and suggest improvements to teachers. Staff is not required by contract to attend PLO activities held after school and on Saturday – although a pay incentive is in place and is being utilized by some. School leaders still hold every teacher accountable for content and implementation of the PLO instructional strategies whether they attend or not.		
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. 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	The district paid for tuition and registration fees for teachers and administrators to attend numerous PLO as an incentive to retain skilled staff members but more so to better prepare teachers and administrators in the core academic subjects as defined in the No Child Left Behind Act of 2001. Courses selected must include classroom –embedded professional development and mentoring with strong academic and pedagogical components. The Bennett staff participated extensively in the Niagara University Teacher Leader Quality Partnership (TLQP). This project is preparing teachers/administrators for their teaching roles, designing and researching career pathways that lead to enhancement of knowledge and skills. Certification is available with the purpose of improving teaching and	Teacher Leader participation and other PLO activities will continue at Bennett for 2011-2012. The teachers who become part of the TLQP partnership project may take up to 18 hours (classes offered at BPDTC) of coursework that will prepare them to become building leaders (content specialists) in such areas as educational leadership, educational policies and practices, effects of dynamic change, application of teacher leadership knowledge and skills to real content, examination of current research and leadership literature regarding instructional coaching; intended to improve teaching performance and student achievement. All PLO activity is to be supported by student/staff needbased upon student data and coordinated by	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	learning at Bennett. All PLO activity is directed by the administrative team at Bennett.	Bennettadministrative staff.	
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	During the first year Bennett has developed and implemented a strategic plan to identify and implement research-based instructional programs that are aligned with state standards. • Staff and school leaders have scheduled common planning time to create five-week interim assessments. These assessments are comprised of test items acquired from JMaps and Castle Learning. Test items are referenced directly to NYS performance indicators. • Common time is used to conduct item analysis of interim assessment data. This data is utilized to explore instructional practices. • Training has started to make data accessible - related to posting data to a shared space –a dashboard for administrators – to support multiple measures of data to be obtained to evaluate students and teachers is being developed at Bennett. Data assets are/will be available to any district user – except when limited by policy, regulation or security.	Training will again be based upon needs demonstrated by Bennettstaff request as well as data coach/administrative feedback. The Office of Shared Accountability will continue to support and direct Bennett to identify data goals and approaches for achieving these goals. Follow-up training will be conducted for the NYSTART, Data Warehouse, Data Dashboard and the new student information system as necessary. Data analysis training is on-going with Nancy Love (Research for Better Teaching), Data Coaches and Race to Thee Top Network Teams.Bennett will use the data coach to create formative assessments for all academic courses.	○ proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	Dr. Mauricio has piloted the mentioned Data Dashboard program and has used it to makeinformed instructional programming decisions. Additional data is available from a number of sources including, Castle Learning, SWIS, state assessments, student work and classroom observations. The School-Wide Information System will be used for PBIS		
Establish schedules and strategies that provide increased learning time	To facilitate better interschool communication – curriculum teams now meet weekly to plan instruction organized by and across grade level. Staff coaches in the four core areas work with teachers during these grade level meetings. Co-teaching strategies have been implemented in core subject courses where special needs students are enrolled. Seminar courses are available for students who have passed a Regents course but have not achieved Regents credit. Nova Net credit recovery was established one period per day and staffed afterschool with a certified teacher. Bennett separated into three smaller learning communities A **Freshman House** (community) was implemented were dedicated teachers were assigned to students in the four	The school year will be extended by an additional 20 days in the summer. This Extended Learning Opportunity (ELOP) program will use research based programs and strategies. A full time teacher will be secured for 2011-2012 to offer 5 periods of credit recovery per day. The Freshman House will increase instructional time for ELA and Math to 80 minutes per day. The Living Environment course will incorporate flexible grouping to provide for differentiated instruction. This approach will allow us to use common assessment data to provide re-teaching and enrichment opportunities for students. The Law Community will add paralegal and forensic studies to their courses offerings in 2011-2012. The Business Community will open a bank satellite office afterschool	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	core subject areas. A wraparound support team including a counselor, psychologist, social worker, two educational specialists and a parent facilitator provided support to students and their families. The Freshman House has a dedicated space on the first floor and a dedicated administrator. A **Law Community** where students take courses leading to pre-law studies at the collegiate level. A **Business Community** where students take courses in business, Virtual Enterprise and engage in business related activities outside of the school. Princeton Review offered SAT Early Edge programmingas a precursor to the SAT preparation course. Both courses were offered to students. After school tutoring was available to all students to improve academic skills and prepare for Regents exams. The Extended Learning Opportunity (ELOP) will be offered for 4 weeks during the Summer of 2011 which will include Regents review and credit recovery. The Start On Time initiative was implemented with improvements. It has assisted Bennett in ensuring that the school's environment is safe and conducive to teaching and learning.	partnering with Buffalo Metropolitan Federal Credit Union. A Teacher Resource Center (copying, laminating, poster making) will also open to allow students with disabilities and general education students to gain employable skills. Princeton Review will continue to offer EarlyEdge and SAT Preparation courses. Student clubs, recreation and snacks will be added to the 2011-2012 afterschool repertoire to increase student participation in the tutoring program An external contractor will be secured to provide structure, staff training and ensure implementation. ELOP is re-evaluated each year and adjusted to accommodate strengths and weaknesses.	

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Provide ongoing mechanisms for family and community engagement	Bennett has a parent facilitator available to parents and staff. Based upon the Epstein framework this facilitator has been working to increase parental involvement by working with parents and staff, maintaining a website to keep parents informed of Bennett school events and monitoring/reporting on the effectiveness of the school's family involvement program. At the request of Bennett's business partner, M&T Bank, a cadre of individuals from the school, police department, bank and community based organizations visited a successful program (Council for Unity) which has diminished violence amongst students. The classes were observed and conversations with the administrators, students and teachers took place afterwards.	In 2011 -2012 the patent facilitator's hour will be increased to 125 hours each month with the goal of increasing parental involvement - especially on the SBMT. A Council for Unity contract will be secured to offer a curriculum that is designed to address gang involvement and violence at the core level. It is comprised of students working in unity to deal with their personal issues, community related problems and finding solutions.	o proceeding according to approved '09 SIG plan
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	An attendance teacher has been added half time to ensure accurate student attendance, parental contact for absences and home visits. Two assistant principals added to the staff one instructional and another non instructional (SAM). The principal meets with the Secondary Supervisor for regular updates on SIG implementation.	Attendance teacher and assistant principals will continue. Principal will assume responsibility in staffing their buildings for the 2011-2012 academic year. Principal will have scheduled monthly meetings with the Secondary Supervisor to address implementation and concerns.	o proceeding according to approved '09 SIG plan

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
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)	A team of instructional technology coaches have been assigned to Bennett to facilitate technology at every level of instruction.	A team of instructional technology coaches have been assigned to Bennett to continue facilitation of this need.	o proceeding according to approved '09 SIG plan
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	External community Partners include M&T Bank which provides overall guidance related to key contributing stakeholders that goes beyond the classroom. M&T Bank currently consults with the Business Community model and Promise Neighborhood Planning Grant to implement a "Cradle to College/Careers" pipeline.	M&T Bank has committed to developing an on-going partnership with Bennett High School on some level whether the Promise Zone grant is received or not.	o proceeding according to approved '09 SIG plan

Year 2 School Improvement Grant Application

South Park High School # 206

New York State Education Department
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School Model Implementation Update
Transformation Model

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School:	South Park High School	NCES#:00378
Grades Served:	9-12	Number of students: 779

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled ***Summary of Year 1 Implementation***, please describe the actions taken to date for the approved activity. In the third column, entitled ***Plans for Year 2 Implementation***, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled ***Characterization of Activity Progress***, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

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This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or disco has been delayed or discontinued.

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Replace the principal who led the school prior to commencement of the transformation model	The principal at South Park was assigned September 2009 and will remain at the school .She has been an administrator since 1999. The principal is a former graduate of South Park, a resident of the community and a strong advocate for the school and community. In her previous position as Principal of Southside Elementary, a feeder school, she moved the school from corrective action to a school in good standing. She has wide community support at every level.	The district remains confident that this principal has demonstrated the skills and commitment necessary to improve student achievement at South Park High School.	o proceeding according to approved '09 SIG plan
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 principal involvement;	A new Annual Professional Performance Review (APPR), aligned with the criteria defined by the New York State Education Department, has been approved by the BTF and will be utilized for teacher evaluations commencing September 2010. Teachers performance will be rated with respect to NYS Education Department's eight criteria of teaching – content, knowledge, preparation, instructional delivery, classroom management, knowledge of student development, collaborative relationships and reflect and responsive practice) based upon evidence of observations, optional	The Councils of BCSA and BTF,the parties responsible for the development of the APPR,continue to meet for the purpose of amending the current principal and teacher evaluations (APPR) to align with the new educational law, section 3012-c.	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	self-review, teacher portfolio, self-directed growth plan and/or evidence submitted by the teacher and the TIP – if one is required The administrator conducting the APPR will hold a preconference with the teacher to determine what students will be learning. After the formal observation a post conference will be held to provide corrective feedback to the teacher and will identify methods or techniques for improvement when a teacher is rated unsatisfactory. If a teacher has received an unsatisfactory rating, the teacher and administrator will collaboratively develop a Teacher Improvement Plan (TIP) with a detailed written Action Plan. The new APPR is attached to this application..		
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.	During the 2010 -2011 Year 1 implementation the Buffalo City School District continues to participate in good faith discussions with the BTF and Buffalo Council of Supervisors to fully support this model. The APPR (evaluation) process will foster professional growth of teachers and enhance the teaching and learning process. However the goals and measures of the APPR Teacher Improvement Plan (TIP will be used to provide targeted training or assistance	An MOU between the Buffalo Teachers Federation (BTF) bargaining unit and the district which will establish the multiple measures of student performance that will be used for incentives – and the related process for implementing those incentives continues to be developed to be in complete compliance with the new educational law, section 3012-c. Performance based incentives will be school-wide and based upon the collective performance of all staff	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	for an employee receiving an unsatisfactory evaluation. The district will follow established procedures with the BTF contract o remove teachers who have been provide ample opportunities to improve their professional practice but have not done so.	members in the school. All teacher and staff will have a voice in this decision.	
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;	Professional development for South Park teachers has been program specific – focused on the instructional needs of their students. The South Park administrators surveyed staff to develop appropriate PLOs, soliciting feedback and their recommendations were respectfully supported. This approach supportsthe specific instructional needs of South Park rather than being implemented by the district. This way the South Park professional development programming can alsoprovide more opportunities for collaboration. The result has been that expectations for students and staff have risen. There were a number of professional development opportunities, after school and during the 2010 Summer recess in literacy in the content areas, technology, vocabulary instruction, teacher leadership and counseling; all of these sessions addressed teacher and student needs based on data. Instructional Coaches in Math, ELA,	It is the expressed intent of South Park to continue with PLO focused on the instructional needs (as demonstrated by summative and formative data) of our students to ensure that every classroom has an effective teacher. Mandatory PLO continues to take place on Early Release Days and Superintendent Conference Days. After school and Saturday PLO are still optional but strongly encouraged by building administration and central office administrators. Five days of PLO are to again be offered during summer with those attending compensated at 1/200th of their annual salary. Summer PLO for administrators is not optional. Professional Learning Opportunities will be more focused and expand for the 2011-2012 school year as instructional needs indicated by the review of student performance data becomes available.	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	Science, Social Studies, Data and ITC have been put in place to facilitate effective subject-specific pedagogy. PLO opportunities for this year all aligned to grade level standards have included • Literacy in the Content Areas • Vertical Planning with College Board (June 2010) • Teacher Leadership Program @ Niagara University • Principal Professional Development (NYC Leadership Academy) • Backwards Planning in Math, Science (2010-2011) and Social Studies (May, 2011) • Castle Learning in core content areas. • Integrating technology across the content areas, mastering the Interactive White Boards • Effective instruction, the five attributes. South Park has three assistant principals assigned to each main core subject area as aligned to their expertise to assessinstructional practices, identifying needs and suggest improvements to teachers. Staff is not required by contract to attend PLO activities held after school and on Saturday – although a pay	• Vertical planning during common planning time (CCPT) via College Board training in June 2011. • Instructional Staff Coaches will continue to attend Cognitive Coaching training. • Administrators will participate in the Observation & Analysis of Teaching via Research for Better Teaching • Principal, Asst. Principal and coaches will continue Data Team training via Research for Better Teaching. • Implement backwards planning into instruction and collaboratively plan lessons. • Instructional Staff coaches will attend their specific subject area national conference. • The Principal and one teacher will attend the national Community Schools Coalition meeting to help with their implementation of a community school. • Technology integration is ongoing and available via the team of instructional technology coaches assigned to South Park.	

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	incentive is in place and is being utilized by some. School leaders still hold every teacher accountable for content and implementation of the PLO instructional strategies whether they attend or not.		
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. 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	The district paid for tuition and registration fees for teachers and administrators to attend numerous PLO as an incentive to retain skilled staff members but more so to better prepare teachers and administrators in the core academic subjects as defined in the No Child Left Behind Act of 2001. Courses selected must include classroom –embedded professional development and mentoring with strong academic and pedagogical components. The South Park staff participatedin the Niagara University Teacher Leader Quality Partnership (TLQP). This project is preparing teachers/administrators for their teaching roles, designing and researching career pathways that lead to enhancement of knowledge and skills. Certification is available with the purpose of improving teaching and learning at South Park. All PLO activity is directed by the administrative team at South Park.	Teacher Leader participation and other PLO activities will continue at South Park for 2011-2012. The teachers who become part of the TLQP partnership project may take up to 18 hours (classes offered at BPDTC) of coursework that will prepare them to become building leaders (content specialists) in such areas as educational leadership, educational policies and practices, effects of dynamic change, application of teacher leadership knowledge and skills to real content, examination of current research and leadership literature regarding instructional coaching; intended to improve teaching performance and student achievement. All PLO activity is to be supported by student/staff need based upon student data and coordinated by South Parkadministrative staff.	o proceeding according to approved '09 SIG plan
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform	During the first year South Park has developed and implemented a strategic plan to:	Training will again be based upon needs demonstrated by the South Park staff request as well as data	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
and differentiate instruction in order to meet the academic needs of individual students.	• Make Data Visible: staff training related to eSIS, and other data bases to obtain student performance information to make purposeful decisions to address student need(s). • Make Data Accessible: training related to posting data to a shared space - dashboard concept – to support multiple measures of data to be obtained to evaluate students and teachers. Data assets are available to any district user – except when limited by policy, regulation or security. • Enable Data to be Understandable: PLO and coaching have been designed to facilitate data driven discussions at the district and school level. Sessions are designed to instruct staff how to comprehend data both structurally and - to readily determine how the data may be effectively utilized – again either for student learning decisions or teacher appraisal. • Being responsive to user need – perspectives of others ,whether data consumers/data producers are incorporated	coach/administrative feedback. The Office of Shared Accountability will continue to support and direct South Parkto identify data goals and approaches for achieving these goals. Follow-up training will be conducted for NYSTART, Data Warehouse, Data Dashboard and the new student information system as necessary. Data analysis training is on-going with Nancy Love (Research for Better Teaching), Data Coaches and Race to Thee Top Network Teams. South Park will use the data coach to create formative assessments for all academic courses. The Supervisor for Shared Accountability will continue to meet weekly with the PLA team at South Park to offer data support.	

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	into data approaches by continuous feedback and support. Data used to inform instructional programming is available from a number of sources including, Castle Learning, SWIS, state assessments, student work and classroom observations. The School-Wide Information System will be used for PBIS • The Supervisor of Shared Accountability attends weekly PLA coaches meeting to offer data assistance.		
Establish schedules and strategies that provide increased learning time	To facilitate better interschool communication – curriculum teams now meet weekly to plan instruction organized by and across grade level. Instructional staff coaches(ISC) in the four core areas facilitate subject specific meetings. ISC's also work side by side with teachers, model lessons, work with administrative team to incorporate data into the curriculum to drive instruction. Co-teaching strategies have been implemented in core subject courses where special needs students are enrolled. Seminar courses are available for students who have passed a Regents course but have not achieved Regents credit.	South Park will increase their Nova Net staff to include more certified teachers in specific courses to assist students. Princeton Review will continue to offer SAT Preparation courses at South Park in the coming year. Coaches will teach one period per day to facilitate embedded instruction. The school year will be extended by an additional 20 days in the summer. This Extended Learning Opportunity (ELOP) program will use research based programs and strategies. ELOP is re-evaluated each year and adjusted to accommodate strengths and	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	Nova Net credit recovery is offered seven periods per day. Princeton Review offers SAT preparation during the school day in collaboration with a certified ELA teacher. The SAT review helped students refine their skills for the college entrance exam. After school tutoring was available to all students to improve academic skills and prepare for Regents exams. The Extended Learning Opportunity (ELOP) will be offered for 4 weeks during the Summer of 2011 which will include Regents review and credit recovery. The Start On Time initiative was implemented with improvements. It has assisted South Park in ensuring that the school's environment is safe and conducive to teaching and learning.	weaknesses. Start on Time will be re-evaluated, adjusted and continue for the 2011-2012 academic year. An additional course of English 1,2,& 3 will added to students who are currently receiving Language! to develop their writing skills for the NYS Regents exam.	
Provide ongoing mechanisms for family and community engagement	South Park has a parent facilitator available to parents and staff. Based upon the Epstein framework this facilitator has been working to increase parental involvement by working with parents and staff, maintaining a website to keep parents	In 2011 -2012 the parent facilitator's hours will be increased to 125 hours for the academic year with the goal of increasing parental involvement, especially on the SBMT.	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	informed of South Park school events and monitoring/reporting on the effectiveness of the school's family involvement program. Another task is the finding of translators to allow our many ELL parents the opportunity to communicate effectively with their son/daughters teachers. South Park's parent facilitator is active in the District Parent Coordinating Council.		
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	An attendance teacher has been added half time to ensure accurate student attendance, parental contact for absences and home visits. An increase in attendance has been noted this school year. Two assistant principals added to the staff one instructional and another non instructional (SAM). The principal meets with the Secondary Supervisor for regular updates on SIG implementation.	Attendance teacher will be increased to full time status. The assistant principals status will remain the same. Principal will assume responsibility for staffing their buildings for the 2011-2012 academic year. A community based program coordinator will be implemented next year to assist with the community school based theme. The Principal will have a scheduled monthly meeting with the Secondary Supervisor to address concerns and implementation.	o proceeding according to approved '09 SIG plan
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	A team of instructional technology coaches have been assigned to South Park to facilitate technology at every level of instruction.	Instructional technology coach staffing will decrease as the professional development provided this year allows teachers to assume more responsibility in the area of	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
turnaround organization or an EMO)		technology integration.	
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	Hillside Family of Agencies currently operates their nationally-recognized youth development program that helps at-risk youth living in poverty stay in school, graduate from high school and move on to post-secondary education or employment Ed Trust's Transforming High School Counseling program refocuses the role of the counselor in the school to work toward increased academic achievement of the students. Princeton Review provides their highly successful SAT Preparation course to students within the school day. General Mills has worked with South Park High School for the past 12 years. The mission of General Mills Mentor Program at South Park High School is to provide students in the local community with a mentoring experience to ensure they reach their academic and career potential post high school. Mentors work in pairs with a group of about five students each session discussing topics such as, goal setting (long term vs. short term), careers and college South Park has several community	Hillside recently opened an office in the school, servicing 60students who are in great need of individualized interventions. The program expands this summer as students will be participating in a summer academic and social enrichment program. Ed Trust will continue to provide professional development to South Park's counselor with the goal of increasing freshman attendance from 75.7% to 78%and decrease discipline referrals from 789 to 600. Princeton Review is scheduled to continue their services during the next academic year. General Mills dedication to South Park is evident in their 12 year commitment. General Mills will continue to mentor South Park students. All community partners with the exception of Science Firsthand will	o proceeding according to approved '09 SIG plan

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	partners to engage the student body on meaningful work and volunteer experience. • Academic Talent Search at Buffalo State College provides transportation of 60 students to local colleges to create exposure of campus life. • St. Bonaventure University currently has two counseling interns working at South Park with certified School Counselors. • Good Shepherd Community of Faith (located across the street from the school) has allowed access to their facilities for 30 students in the General Mills Mentor Program • Science Firsthand is an afterschool mentoring program that connects urban youth with adult college mentors to do hands on science investigations. One on One and small group interactions allow participants to engage in active, personal science explorations that develop key critical thinking skills.	continue their partnership with South Park High School during the next academic year. Science Firsthand may continue under an alternate funding source.	

Year 2 School Improvement Grant Application

School Data Update

New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

School Data Update

Complete for **each** school receiving FY 2009 SIG funds.

School: Dr. Martin Luther King Multicultural Institute #39
Grades Served: PK – Grade 8

NCES#:00305
Number of students: 729

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Number of minutes within the school year	63,000 – includes ELOP	63,000 – includes ELOP
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: 18 %: 2.21	#: 19 %: 2.47
Teacher attendance rate	87.09%	86.6%
Distribution of teachers by performance level on LEA's teacher evaluation system*	N/A	APPR began 2010 – 2011 school year
*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 Annual Professional Performance Review (APPR) evaluation process has been put in place for the 2010 -2011 school year and includes a pre-observation conference, and a collaborative discussion of the purpose of the lesson. After the observation, a post observation conference takes place, incorporating the data from the walk-throughs, to provide feedback and an opportunity to create a Teacher Improvement Plan with no more than three areas for improvement. Follow up occurs within 15 days.	

New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

School Data Update

Complete for **each** school receiving FY 2009 SIG funds.

School: The International School
Grades Served: PK – Grade 8

NCES#:00341
Number of students: 729

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Number of minutes within the school year	63,000 –includes ELOP	63,000 – Includes ELOP
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: 0 %: 0	#: 0 %: 0
Teacher attendance rate	89.31%	89.01%
Distribution of teachers by performance level on LEA's teacher evaluation system*	N/A	APPR began 2010 – 2011 school year
*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 Annual Professional Performance Review (APPR) evaluation process has been put in place for the 2010 -2011 school year and includes a pre-observation conference, and a collaborative discussion of the purpose of the lesson. After the observation, a post observation conference takes place, incorporating the data from the walk-troughs, to provide feedback and an opportunity to create a Teacher Improvement Plan with no more than three areas for improvement. Follow up occurs within 15 days.	

New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

School Data Update

Complete for **each** school receiving FY 2009 SIG funds.

School: Bennett High School
Grades Served: 9-12

NCES#:00296
Number of students:820

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Number of minutes within the school year	63,000	63,000
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: 40 %: 4.20	#: 26 %: 2.43
Teacher attendance rate	88.54%	85.91%
Distribution of teachers by performance level on LEA's teacher evaluation system*	N/A	Annual Professional Performance Review began September 2010.
*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 Annual Professional Performance Review (APPR) evaluation process has been put in place for the 2010 -2011 school year and includes a pre-observation conference, and a collaborative discussion of the purpose of the lesson. After the observation, a post observation conference takes place, incorporating the data from the walk-throughs, to provide feedback and an opportunity to create a Teacher Improvement Plan with no more than three areas for improvement. Follow up occurs within 15 days.	

New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

School Data Update

Complete for **each** school receiving FY 2009 SIG funds.

School:South Park High School
Grades Served:9-12

NCES#:00378
Number of students: 779

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Number of minutes within the school year	63,000	63,000
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: 89 %: 11.5	#: 91 %: 13.0
Teacher attendance rate	88.40%	87.48%
Distribution of teachers by performance level on LEA's teacher evaluation system*	N/A	Annual Professional Performance Review began in September of 2010
*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 Annual Professional Performance Review (APPR) evaluation process has been put in place for the 2010 -2011 school year and includes a pre-observation conference, and a collaborative discussion of the purpose of the lesson. After the observation, a post observation conference takes place, incorporating the data from the walkthroughs, to provide feedback and an opportunity to create a Teacher Improvement Plan with no more than three areas for improvement. Follow up occurs within 15 days.	

Year 2 School Improvement Grant Application

School Goals Update

New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

School Goals Update

Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematicsand/or annual goals the LEA established for graduation rate in Tier III schools that receive school improvement funds.

Annual Goals Tier III Schools

School	09-10 All Students ELA PI	Target ELA PI	09-10 All Students Math PI	Target Math PI
6	122	***130***	130	***137***
17	127	***135***	161	***165***
18	134	***141***	160	***164***
30	138	***145***	156	***161***
33	130	***137***	137	***144***
37	122	***130***	139	***146***
43	144	***150***	164	***168***
59	134	***141***	136	***143***
76	124	***132***	151	***156***
79	147	***153***	161	***165***
94	132	***139***	165	***169***
95	135	***142***	135	***142***
96	145	***151***	147	***153***
97	140	***146***	174	***177***

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. The District level team will meet for this purpose on a bi-monthly basis, school level data meetings will be held monthly, and grade level meetings will be held weekly.

Year 2 School Improvement Grant Application

Consultation & Collaboration Overview

CONSULTATION and COLLABORATION

Dr. Martin Luther King, Jr. Multicultural Istitiute

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2010 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. 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.Also complete the Consultation/Collaboration Form on page 14.

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2010 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. 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. Also complete the Consultation/Collaboration Form on page 14.

The purpose of school-based planning and shared decision making at Martin Luther King, Jr. Elementary School is ultimately to improve the educational performance of all students in the school regardless of such factors as socioeconomic status, race, sex, language background, or disability. This is our first year working with the School Improvement Grant but not our first year trying to collaborate with our most important stakeholders – parents, community and teachers. After many years of intense effort to increase MLK parent involvement, the results are beginning to appear more encouraging. MLK administration and staff work under the premise that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more – increasing their opportunity for success.

As such, during the 2010-2011 school year MLK partnered with the following community groups:

- Western New York United-Prevention specialists provide students in grades 5-8 training in conflict resolution, drug awareness, and team building. Also through WNY United, a group of junior high students participate in Leaders in Training-The LIT program is designed to develop the leadership skills necessary to move from adolescence to adulthood. The combination of in-class workshops and physical activities build physical, social, cognitive, vocational, and moral competencies.
- Buffalo Hearing and Speech-Twice a week for two hours, thirty-three 1st and 2nd grade students who are at risk for literacy difficulties due to poor auditory processing skills, delayed phonological skills and/or poor expressive and receptive language skills participate in an intensive intervention entitled Language to Literacy Program. The philosophy of the program is to "go back to the basics" of several areas, which compose "language literacy" in order to have age appropriate reading skills and be successful in the classroom. Quarterly progress reports and trainings are also provides to the first and second grade teachers.
- Dupont Mentors-Every Thursday from 3:30-5:30 p.m., eight associates of Dupont Corporation serve as mentors to ten 5th grade students. In an effort to provide social-emotional and academic support, they participate in book circles as well as project-based and enrichment activities. Although the positive impacts this year have been purely qualitative; next year, the Dupont mentors will "adopt" an entire 6th grade class with hopes of tracking qualitative as well as quantitative progress.
- Roswell Park-Still in the developmental stages, what started out as a panel discussion of African-American professionals from the medical field is now evolving into a school-community collaboration that will give MLK students opportunities to strengthen and "give back" to their communities.
- SPCA (Teaching Love and Compassion Program)-Every quarter, a selected group of junior high students participate in a six-week program entitled Teaching Love and Compassion. The TLC program utilizes the powerful natural affinity towards animals that most children experience as the basis for

encouraging compassion, empathy, care, respect, and responsibility towards all life-both human and animal and the environment that supports life. The program culminates with a school-based graduation and certificate ceremony.

The LEA consulted with the principals and teachers at each participating school. The LEA also consulted with the Buffalo Teachers Federation and the Buffalo Council of Supervisors and Administrators (see District narrative). Parent consultation meetings were held for each school. These meetings were attended by parents from the District Parent Coordinating Council and parents from the PTO/PTAs at each of the two participating elementary schools.

We see a gradual change in school climate as the administrative staff, teachers and parents work to develop a shared vision of what we would like to see MLK become. A priority for parents is the development of an infrastructure for student achievement and success. Their ideas were to:

- implement a school-wide bullying program (Rachel's Challenge)
- create a student council with representatives of students from grades 3-8
- continue to offer health-related services through the school's fulltime Kaleida office
- provide after-hours comprehensive wrap around services to students as well as their family members
- create a welcoming parent room equipped with computers and a lending library for parents

CONSULTATION and COLLABORATION

International School at #45

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2010 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. 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. Also complete the Consultation/Collaboration Form on page 14.

The purpose of school-based planning and shared decision making at The International Elementary School at #45 is ultimately to improve the educational performance of all students in the school regardless of such factors as socioeconomic status, race, sex, language background, or disability. This is our first year working with the School Improvement Grant but not our first year trying to collaborate with our most important stakeholders – parents, community and teachers. After many years of intense effort to increase parent involvement the results are beginning to appear more encouraging. The International School's administration and staff work under the premise that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more – increasing their opportunity for academic and life success.

We see a purposeful, gradual change in school climate as the administrative staff, teachers and parents work to develop a shared vision of The International School's school improvement efforts. Strategies are being implemented to increase the involvement and contributions of parents and community members. A Positive Behavioral Intervention Support Team has been created consisting of teachers and administrators. The team meets weekly to plan for the full-scale implementation of the PBIS initiative in Sept. 2011. They have begun to turn key important information to the staff at faculty meetings and early release days. They have worked with the school based management team to create a behavior matrix. They have created a behavioral/guidance referral process to ensure the best use of our resources. A bullying assembly was held in the fall of 2010. Posters encouraging students to report bullying are hung throughout the building. The school has adopted a no tolerance policy toward bullying. Guidance counselors do classroom presentations on bullying. More hours were requested and given to the Parent Facilitator to work in the building. The job was divided to give more opportunity to our ELL parents (1 multilingual, 1 Burmese/Karen, 1 English, 1 Arabic)A translation protocol/team was established to ensure important documents or Connect Ed messages are translated in the 5 major languages represented in the school and the PTO was reorganized and an election for officers was held.

The LEA consulted with the principals and teachers at each participating school. The LEA also consulted with the Buffalo Teachers Federation and the Buffalo Council of Supervisors and Administrators (see District narrative). Parent consultation meetings were held for each school. These meetings were attended by parents from the District Parent Coordinating Council and parents from the PTO/PTAs at each of the two participating elementary schools.

CONSULTATION and COLLABORATION

Bennett High School

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2010 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. 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. Also complete the Consultation/Collaboration Form on page 14.

Bennett High School administrators and staff are working to provide a more responsive and inviting school climate and increase the level of family and community engagement. Bennett High has been an active participant in Randy Sprick's nationally recognized Safe and Civil School Project for over three (3) years. This social and emotional program is part of an active partnership with Erie I BOCES and continues to develop and implement system-wide and school-based strategies and programs, based on the National Standards for School-Parent Partnerships and other research-based programs. Bennett parents have been very responsive to the support received by Bennett's parent facilitator and happy about the growing parent/school partnership. Bennett has a recently formed Parent Teacher Organization and is actively looking for parents to be members of the School Based Management Team.

Through the collaboration and support of M&T Bank - Bennett High School has been invited to be part of the Promise Neighborhood Grant from the USDE. This grant is designed to bring together community organizations and institutions in an effort to address the needs of students and families of Bennett High School and its surrounding neighborhoods.

In addition, Bennett is developing partnerships with Bryant and Stratton (secured) and Erie Community College (developing) to create articulation agreements for our students to attend programs in the areas of Career Technical Education (CTE) and enhancing the popular Bennett Law Program. An after-school program is evolving between Bennett high and Child and Adolescent Treatment Services to provide additional tutoring, counseling and credit recovery services.

Perhaps as a positive indicator of the growing relationship Bennett High is have with its parents and the community - at Bennett's February Parent-Teacher meeting an unprecedented number of parents, over 400, attended to meet their child's teachers and review their child's progress.

CONSULTATION and COLLABORATION

South Park High School

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2010 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. 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. Also complete the Consultation/Collaboration Form on page 14.

South Park High School's principal – a product of South Park herself –continually highlights the importance of building community partnerships by bringing community members and educators together in an effort to impact school and community improvement. The process used in developing real partnerships with all the stakeholders in the community requires a readied school leader who facilitates, encourages, and promotes a positive outlook toward school and community relations. South Park's principal and her team have been identified as "agents of positive change" in a recent SED Monitoring visit. South Park's building leadership focus is on the educator as facilitator in organizing a team of diverse stakeholders (students, parents, teachers, administrators and community members) to collaborate around the issue of student achievement. Plans are in process to keep South Park open for parent and community use – computer lab, gym, weight room, adult education and enhanced CTE programs – and the addition of a General Education Diploma program to develop South Park into a community school is apparent. Another aspect of South Park's commitment to community is their concentration on elementary feeder schools, working with the High School Ahead counselors at these buildings South Park has developed a rapport with students and parents to encourage and consider South Park as their high school of choice. Dialogue with the Office of Pupil Personnel is ongoing to formulate a process to keep neighborhood students in their community. A Community Connection – Program Coordinator has been requested to function as a link to the needs/goals of South Park and the community including acting as the alumni liaison. The school's Leadership Team meets regularlyto discuss school improvement efforts. This team is comprised of eleven members, including four parents and two community leaders.

Important to note is the work of the parent facilitator who is utilizing various methods to increase parent involvement including; reaching out through phone contact, maintaining the school web-site to alert parents of activities, tests and meeting dates; brings essential services to parents such as help with financial aid forms; informing them as to community services; actively listening to their concerns related to school/home issues that have or are affecting the academic or social performance of their child. Parents have responded positively to the facilitator's support, direction and confidential nature of all interactions. South Park High School has had students participate in several community projects including planting trees, neighborhood clean-up, shoveling snow for elderly neighbors, and assisting in raising funds to benefit an ill baby of the community. The goal of the school is to endure that South Park High school contribute positively to its neighborhood.

During the 2010-2011 school year attendance has increased and suspensions have significantly decreased. Students have actively engaged themselves in the College and Career Ready Center.

Several college visits were highly successful. An increase in students' interested in completing college applications and financial aid forms were noted.

South Park's integrated focus on academics, health/social services, youth and community development and community engagement is leading to improved student learning, stronger families and a healthier community.

Year 2 School Improvement Grant Application

Consultation & Collaboration Form

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Buffalo City School District #39

BEDS Code: 1 4 0 6 0 0 0 1 0 0 3 9

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 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
Stacey Johnson Individual's Name (Print/Type) Stacey Johnson Signature	Parent	3-15-2011 attend Parent Involvement night	
Individual's Name (Print/Type) Dorothy J. Gray Signature Dorothy J. Gray	Parent	3-15-2011 Parent Involvement	
Individual's Name (Print/Type) Cynthia Brady Signature	Parent	3-15-2011 Parent Involvement	
FLORENCE A. FLAKES-ROZIER, Ph.D. Florence A. Flakes-Rozier	Consultant	CADEC - 21ST CENTURY PROGRAM.	
Linda Jones Martin	teacher	PTO.	
Mary Smith	Grand Parent	PTO	
Ramona Douglas	Principal		
Mary Lou Cadley	Parent		

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, 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) Margaret M Scarano	Special Ed Teacher	4/21/11	
Signature			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type) M Scarano			
Signature			

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Buffalo City School District #39

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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) Flora Miller Sliwa	Labor Relations Specialist BTF	3/24/11 meeting	
Signature			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Buffalo City School District #39

BEDS Code: 1 4 0 6 0 0 0 1 0 0 3 9

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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) Christina Kriegbaum	5th grade teacher	3-24-11 Meeting	
Signature Christina Kriegbaum			
Individual's Name (Print/Type) Ramona Reynolds	Principal	3-24-11	
Signature Ramona Reynolds			
Individual's Name (Print/Type)			
Signature			

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Buffalo City School District #39

BEDS Code: 1 4 0 6 0 0 0 1 0 0 3 9

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.

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1. Individuals Consulted Glenda J. Blackman	**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) Glenda J. Blackman Signature	5th gr. teacher	Meeting	
Individual's Name (Print/Type) Bradley M. Barringer Signature Bradley M. Barringer	Instructional Coach	Meeting	
Individual's Name (Print/Type) Natalie Hill Signature	7/8 ELA teacher	Meeting	

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Buffalo City School District #39

BEDS Code: 1 4 0 6 0 0 0 1 0 0 3 9 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) Jill Lordo Signature Jill T. Lordo	SPED Teacher	3/24	
Individual's Name (Print/Type) Signature			
Individual's Name (Print/Type) Signature			

A'Hearn
Zalusky
Shea
Jones Martin

2:45 p.m.
March 24, 201

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Bflo Schools #45 School #45

BEDS Code: 1 4 0 6 0 0 0 1 0 0 45

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) Barbara Shea	Assistant Principal	meeting	
Signature Barbara Shea			
Individual's Name (Print/Type) Linda Jones Martin	Teacher	meeting	
Signature Martin			
Individual's Name (Print/Type) Karen Zalusky	Literacy Coach	meeting	
Signature Karen Zalusky			

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION FORM

2:45 p.m
March 24, 2011

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Ilo Schools 1.

BEDS Code: 1 4 0 6 0 0 0 1 0 0 4 5

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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
Christina A'Hearn Individual's Name (Print/Type) Christina A'Hearn Signature	Teacher	meeting	
Individual's Name (Print/Type) Signature			
Individual's Name (Print/Type) Signature			

New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Buffalo Public Schools #200

BEDS Code: 1 4 0 6 0 0 0 1 0 0 9 9

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) Carlos Alvarez Signature	Asst Principal	4/12/11	Coaches meeting
Individual's Name (Print/Type) Marianne Dixon Signature	Supervisor	4/12/11	Coaches meeting
Individual's Name (Print/Type) Robert R. Roberts Signature	Project Administrator	4/12/11	Coaches meeting

1

New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Bflo Public Schools #200

BEDS Code: 1 4 0 6 0 0 0 1 0 0 9 9

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) David Mauricio, Ed D Signature	Principal	4/12/11 - Meeting	Coach meeting
Individual's Name (Print/Type) Bert Stevenson, Ed.D Signature	Asst. Principal	4/12/11	
Individual's Name (Print/Type) Teena Jackson Signature	Asst. Principal	4/12/11	

(2)

New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Bflo Public Schools #206

BEDS Code: 1 4 0 6 0 0 0 1 0 1 1 0

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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) Orniece Hill Signature	Asst. Principal	4/12/11 - Coaches mtg 4/26/11 - meeting	
Individual's Name (Print/Type) Michael Morris Signature Michael Morris	Asst. Principal	4/12/11 - coaches mtg 4/26/11 - meeting	
Individual's Name (Print/Type) Denise Denz Signature Denise M. Denz	Asst. Principal	4/12/11 - Coaches mtg 4/26/11 - meeting	

New York State Education Department
LEASchool Improvement Grant Application Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

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Individual's Name (Print/Type) Theresa Schuta Signature Theresa Schuta	Principal	4/26 - Coaches mtg 4/26 - meeting	
Individual's Name (Print/Type) Marianne Dixon Signature Marianne Dixon	Supervisor		
Individual's Name (Print/Type) Robert R. Roberts Signature R R Roberts	Project administrator		

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Individual's Name (Print/Type) Marianne Dixon Signature Marianne Dix	Supervisor	**5/2/11- telephone call** 5/3/11- email	External Partners
Individual's Name (Print/Type) Michael Morris Signature	Asst. Principal	**5/2/11- telephone call** 5/3/11- email	External Partners
Individual's Name (Print/Type) Denise Denz Signature Denise M. Denz	Asst Principal	5/2/11- telephone call	Nova Net Credit Recovery

(1)